SEND Workforce Reform Pilot Project

An Evaluation for
Practitioners and Leaders

Kent County Council

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About the author:

Anne Hayward is a specialist SEND strategic partner to early years settings, schools, colleges, post 19 work based providers, LAs, charities and the non-maintained and independent sectors. She has a wealth of practical experience in the classroom, at strategic level in organisations and with Ofsted and the Department for Education (Dfe). She has worked for the European Union (EU) as their main consultant for SEND/Literacy/ Assessment in various European Countries, Cambodia and Mauritius. Anne has a very practical approach to 'making inclusion happen' on the ground and is committed to supporting staff, students and their families in achieving the very best outcomes. The SEND Pilot Project was conceived by Anne as a way to build capacity in the workforce to meet the needs of children and young people with SEND whilst bringing benefit to others.

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AN EVALUATION FOR PRACTITIONERS AND LEADERS

This evaluation has been written with practitioners, leaders and strategic managers in mind. It is practical, hopefully easy to read and digest and above all tells the story of the outcomes of the Pilot Project, which can be used across all settings both within Kent and beyond.

It is based on the analysis of the reports from the Quality Mark assessments, the Action Research Projects, visits to and discussions with each of the settings and through the case studies and materials that were generated during the project and for the evaluation process.

A supporting website - **www.sendwrpproject.co.uk** has been created that contains case studies, links to useful documents, the completed action research projects and materials from the various settings which staff have so kindly shared.

Thank you to all the staff, organisations, families, children and young people involved for:

• Managing something of such enormity and scale

• Their professionalism

• Their high energy, motivation and commitment

• Using appreciative methods – building on the positives of what they do and willingness to build

• For offering ideas and suggestions of how to improve the whole SEND agenda for Kent

• Their openness and willingness to learn and share

A special mention to the following people who were key to the success of the project – Alison Donovan who was the administrator to the project; Sue Jones from The Village School Brent; Carl Roberts Headteacher The Malling School and Chair of the Advisory Board; Julie Ely Head of SEN, Kent County Council; HMI Debbie Clinton who presented the awards at our presentation evening; Jo McCann Director of IQM; Robert Haywood Director of CPLD Quality Mark and Dr Alison Ekins Canterbury Christ Church University.

AN EVALUATION FOR PRACTITIONERS AND LEADERS

This is an unprecedented time of change for children, young people with Special Educational Needs and Disability (SEND) and their families. Settings 0-25, which include pre-school, early years, schools, colleges and work-based training providers, through the requirements of the SEND Code of Practice 0-25 (2014) have to change, improve and adapt their practices to fully meet the needs of children and young people with SEND.

The voice of the young person and their family remains at the heart of all the decision processes. Ofsted, through its inspection process, is focusing on the progress and outcomes for the SEND and vulnerable groups. So, all of these areas are pivotal to ensuring that children, young people and their families in Kent get a high quality, consistent and innovative provision that meets their needs. In many settings, this means a change in ethos, culture and attitude as well as practice.

The SEND Workforce Reform Pilot aims to:

• Increase the capacity of mainstream and specialist settings, 0-25

• To meet the needs of children and young people, particularly those with Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health needs (SEMH) and those with Speech, Language and Communication Needs (SLCN)

• Increase the knowledge of the workforce 0-25 around SEND and those specific needs identified

• Improve the progress made by children and young people with those needs 0-25

• Improve partnership working – with local partners, parents and Health and Social Care

All LAs are required to publish a strategy which demonstrates how they are planning to meet the requirements of the SEND Code of practice and the Children and Families Act (2014). Kent published its SEND Strategy 'Working together improving outcomes' in January 2014. A key part of this SEND strategy is to build greater capacity in all 0-25 settings in Kent to meet the needs of children and young people with SEND and their families. This will not only improve the quality of the provision but also enable children and young people to live and learn locally close to their homes and communities. Kent is keen to reduce the number of children and young people travelling out of the area due to lack of specialist provision and enable them to access their local schools/settings.

Kent LA have identified three specific areas of SEN provision and expertise that currently require further development and support those children and young people with Autistic Spectrum Disorders (ASD): Speech, Language and Communication Needs (SLCN) and those with Social, Emotional and Mental Health needs (SEMH) formally known as Behaviour, Emotional and Social Difficulties (BESD) prior to the new SEND Code (2014).

A major element of increasing capacity is to focus on developing the skills, knowledge and expertise of the staff working within the organisations. This does not only mean training but also coaching, mentoring, shadowing, use of action research, auditing and sharing best practices. Workforce reform therefore lies at the heart of any organisational change. The workforce often takes up the major share of an organisation's budget so it is imperative that staff are valued, have the skills to perform their roles and that the organisation can demonstrate that it is getting 'best value' from this resource.

The SEND Workforce Reform Pilot Project (0-25) was funded by Kent (LA) and led by Anne Hayward, an Independent Specialist SEND Strategic Partner, who had written the LA's SEND workforce reform strategy in the light of the new SEND Code of Practice.

Through the use of standardised quality mark audit tools and professional Action Research methodology, the Pilot Project sought to demonstrate that these aims could be achieved, or partially achieved. Two quality marks were chosen to take part in the Pilot. The inclusion quality mark (IQM), as this focused on the whole organisation approach to ensuring that all the provision is inclusive and the Continuous Professional Learning and Development Quality Mark (CPLD), which focused on the professional development of the workforce. It was hoped that these two quality marks working together had the potential to audit best practice with respect to SEND and identify the gaps in ASD, SEMH and SLCN in particular, which then would be filled by specialist input/sharing of best practice.
Canterbury Christ Church University (CCCU) was asked to work with the process by supporting the development of Action Research and enquiry, which would, as the result of the audits, work on those areas of best practice and gaps that the settings themselves had identified.

This would be practitioner/settings led and shaped. Those staff within the settings could then if they wished take their Action Research further to achieve credits towards a Masters qualification. The LA wanted the three partners – IQM, CPLD and CCCU to work closely with the Kent SEND Strategy, the Kent Mainstream Core Standards and the new SEND Code of Practice which would be embedding in schools and settings from September 2014.

The settings all volunteered to be part of the process. They covered all aspects of the provision 0-25 and stretched across Kent from Dover to Dartford! The settings included pre-school, specialist nursery, primary, secondary, special schools, resource bases in maintained primary and secondary, academies, FE college, non maintained and independent specialist providers and work-based training providers. This group of truly committed professionals gave the Pilot Project a real opportunity to look at workforce reform across the 0-25 sector. Health and Social Care representatives were part of the Pilot Project and effective multi/trans- disciplinary working was promoted throughout the process. Parents in the settings played a significant role in the project and were an integral part in the quality mark assessment process.

Once the Pilot group was established and the quality marks and Action Research directors and leaders became familiar with their respective roles and expected outcomes, the LA devolved the leadership and management of the process to an Advisory Group, which was chaired by Carl Roberts, Headteacher of The Malling School and a participant in the process. The Advisory Group consisted of representatives from schools, work-based training provider, LA, Health and Social Care. Anne Hayward became the specialist SEND strategic partner and advisor to the group. This group monitored the work undertaken by the settings, received update reports from the two quality marks and completed on-line questionnaires from the settings.

The Pilot began in earnest in April 2014. There were network meetings for the settings to attend which were led by Anne Hayward; these shared information from national SEND developments, emerging practice from the project, facilitated networking across the settings, information from the quality mark directors and input on how to start the Action Research enquiry project. Specialist support sessions were put on each term where settings could

have time with each of the quality mark directors, in addition to the on-going support that they offered via email and telephone. Sue Jones, Assistant Headteacher at The Village School in Brent, acted as a professional support to the project as her school had previously been awarded both Quality Marks, so she knew the process, pitfalls and solutions from the grassroots. The Quality Marks learnt much themselves through the process. Both Quality Marks had to be 'refreshed' for colleges and work-based providers as neither had undertaken work in these settings. The language and terminology therefore had to truly reflect the 0-25 learners' journey. The assessors for both the Quality Marks were fully informed of the Kent SEND strategy and the required aims and outcomes of the project. The assessors for the Quality Marks were often current practitioners in the field and therefore could share practice from across the country.

Specialist sessions were put on throughout the year by Dr Alison Ekins (CCCU) on how to undertake Action Research and enquiry and her colleagues put on specific training for all staff on ASD, SEMH and SLCN. All settings could attend and bring other staff along if they wished. The administrator to the SEND Pilot was Alison Donavan, who co-ordinated the administrative side of the project and who was the source of all information. Her tenacity and determination to communicate with everyone and keep all on board were impressive and pivotal to the success of the project.
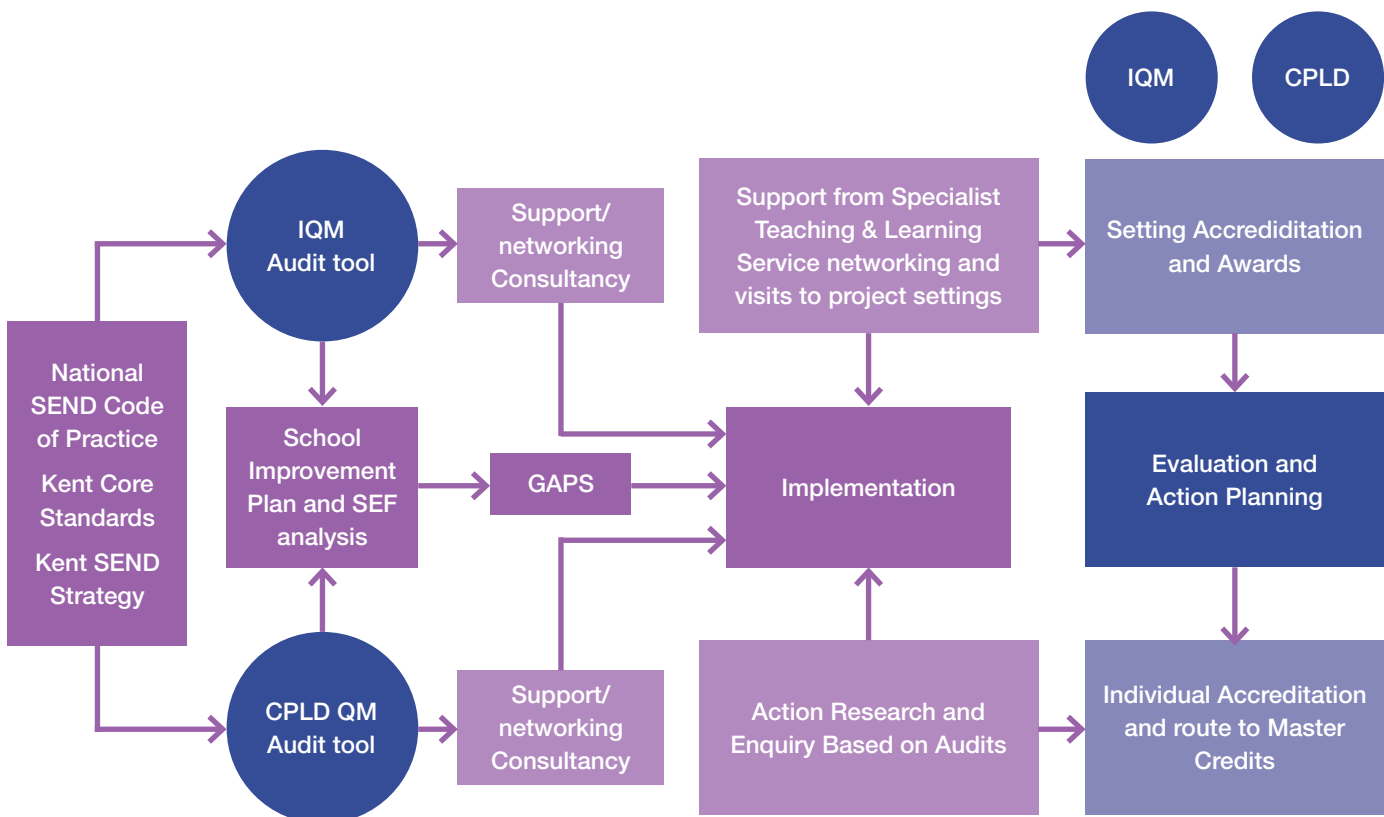
This is the evaluation of the first year of the project. At the time of publication 21 settings had achieved the Quality Marks awards. Five members of staff are going forward to completing credits towards a Masters Degree and 17 settings had completed the Action Research and Enquiry Reports.

Building SEND Workforce Reform

The diagram below outlines the proposed process to build SEND capacity. The quality mark standards (IQM and CLPD) were mapped against the SEND Code of Practice (2014), Kent SEND strategy and Kent mainstream core standards to ensure that there was a clear correlation between these major documents. Therefore, settings could be assured that by completing the two quality standards they would also be meeting the requirements of the SEND Code, Kent SEND strategy and the mainstream core standards.

The audit against the Quality Standards would then provide evidence that would inform the settings' self-evaluation process and subsequent action/improvement planning. During this process, support was given by the quality mark directors, specialist support staff and by the settings themselves through networking and project training.

The outcomes of the audit informed the Action Research/enquiry process. Settings chose aspects of their provision and workforce reform for their research that would mean most to them and their organisation in terms of achieving positive outcomes and meeting the aims of the Pilot Project.

IQM

CPLD

IQM
Audit tool

Support/
networking
Consultancy

Support from Specialist
Teaching & Learning
Service networking and
visits to project settings

Setting Accrediditation
and Awards

National
SEND Code
of Practice

Kent Core
Standards

Kent SEND
Strategy

School
Improvement
Plan and SEF
analysis

GAPS

Implementation

Evaluation and
Action Planning

CPLD QM
Audit tool

Support/
networking
Consultancy

Action Research and
Enquiry Based on Audits

Individual Accreditation
and route to Master
Credits

EVALUATION OF THE WORKFORCE REFORM PILOT PROJECT - TO DELIVER THE SEND STRATEGY 0-25

The Evaluation:

1. **Common Themes by:**
- Inclusion Quality Mark (IQM)
- Continuous Professional Learning and Development Quality Mark (CPLD)
- Action Research
- Networks and Visits
- Individual setting

2. **Individual school learning and impact**

3. **Overall summary and learning**

The Findings:
Learning & Common Themes

The outcomes and impact of the organisations undertaking the Quality Mark audits and the Action Research/enquiry are summarised in the next section of this evaluation. The evidence has been taken from an analysis of the assessment reports that were undertaken by the Quality Mark assessors and an analysis of the Action Research reports.
Wherever possible in each section there are examples of case studies and action research written by the staff within the organisations to illustrate the outcomes. The full case studies and action research can be downloaded by clicking on the link at the end of each section.

You will see a clear correlation between the outcomes and impact from the two Quality Marks and the Action Research enquiry. By undertaking these three elements the organisations have an extensive evidence-based self evaluation of their work which falls neatly within the Ofsted framework 2015. This external evaluation provides clear evidence for Ofsted, external partners, parents and the young people themselves of the commitment of the organisations and their staff to meeting the needs of children, young people with SEND and their families.

Both the Quality Marks have a framework level of awards. IQM has a standard award leading to 'Centre of Excellence' and finally 'Flagship', CPLD has Bronze, Silver and Gold award levels. The awards achieved by each of the settings are shown on page 60 and 61.

The Inclusion Quality Mark uses eight elements to audit organisations. The Continuous Professional Learning and Development Mark has nine key objectives within its audit framework. These elements/objectives were 'tailored' to suit the nature and context of the various settings. The language and some terminology had to be adapted within the audit frameworks so there would be synergy across the 0-25 early years, schools, colleges and work based training settings. For ease, the term 'learners' will be used to cover children, pupils, students and trainees in this document.
The evaluation/outcomes for each of the Quality Marks is written using bullet points for ease of reading and assimilation which is particularly useful in busy organisations.

"*This put a culture of celebration alongside a culture of accountability – the culture of assessment is different to that of inspection*"

Hayley Shipley, Inclusion Lead,
Paddock Wood Primary

The information is collated under the following headings:

COMMON OUTCOMES – these are the changes, benefits, learning or other effects that happen/ happened as a result of the audit process. Some of these have broader or longer term effects and many will lead in time to longer term 'impact'. The common outcomes emerged as a result of the auditing process undertaken over a period of one year.

COMMON AREAS FOR DEVELOPMENT – these are the common areas that have emerged from the audits that need addressing or are for consideration. For many of the settings an area for development will be to achieve the 'next level' in the framework standards. This leads to evidence of longer term 'impact'.

An analysis of the Action Research/enquiry projects highlighted seven common learning themes across the settings. This evaluation outlines the specific outcomes within those learning themes.

The process of auditing created a forum for debate and engagement which had a profound impact on the settings and provided a vehicle for change and opportunity to celebrate existing practice.
The Action Research/Enquiry further developed the understanding of the gaps identified by the audits, helping to embed practice and increase capacity of staff across the settings to support any changes.
Case study examples have been quoted to illustrate some of the large number of learning outcomes and themes emerging from the audit and action research. Many of these case studies are as a result of the combination of the work carried out by the audits and action research but are useful to illustrate the outcomes.

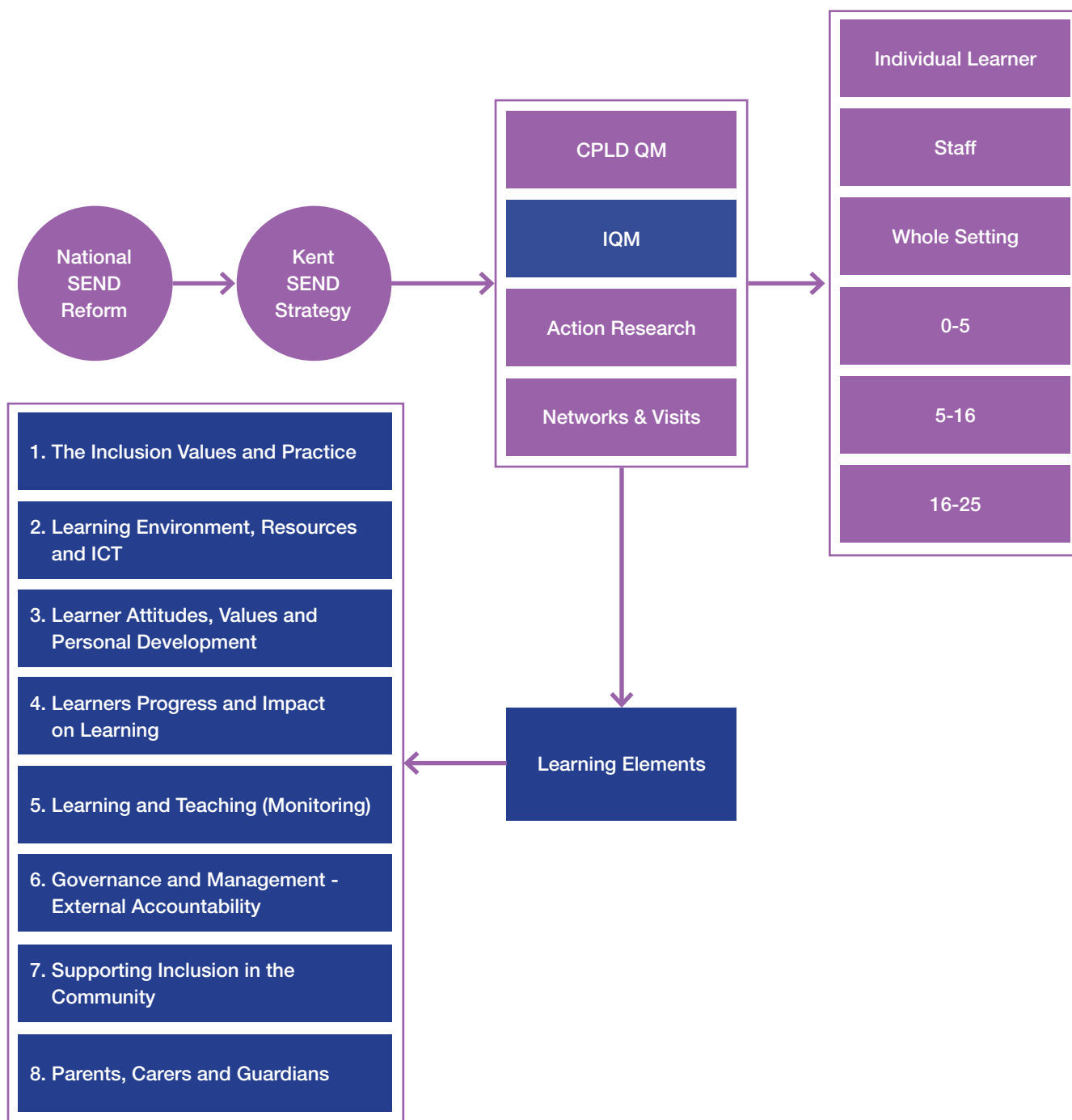The full case studies and action research projects can be downloaded from
www.sendwrpproject.co.uk

Effective SEND workforce reform has now begun...

IQM QUALITY MARK LEARNING SUMMARY

"*We like to think we are good – but this process makes us for sure*"

Jo McCann, Director of IQM

National SEND Reform → Kent SEND Strategy →

CPLD QM

IQM

Action Research

Networks & Visits

→

Individual Learner

Staff

Whole Setting

0-5

5-16

16-25

Learning Elements

1. The Inclusion Values and Practice

2. Learning Environment, Resources and ICT

3. Learner Attitudes, Values and Personal Development

4. Learners Progress and Impact on Learning

5. Learning and Teaching (Monitoring)

6. Governance and Management - External Accountability

7. Supporting Inclusion in the Community

8. Parents, Carers and Guardians

Element 1:
The Inclusion Values and Practice

By undertaking the audit on The Inclusion Values and Practice – the following common outcomes were achieved and areas for development emerged:

COMMON OUTCOMES

- A greater standardisation and consistency of approach to 'inclusion'
- Recognition by outside agencies of the inclusive values of the setting
- Encouragement and celebration of 'achievement for all'

QUALITY ASSESSMENT OF SAFEGUARDING

- The inclusiveness of the learning environment and accessibility of learners to resources
- The wider community can see the inclusive practices of the setting
- Highlighting the work of dedicated staff groups
- The equality of opportunity within the organisation

*"Through the audits we identified the need to develop more 'child initiated' activities in the outside area so that learning opportunities could occur outside as well as inside.
We have designed the outside areas, bought new equipment and trained staff on developing group play and interactions through construction and role play. There was training for the TAs. on speech and language strategies and ways to increase communication skills verbal and non verbal."*

"The audit and SEND project led to a 'vision and values' day with the whole staff and managers of the community and governors joining in. It allowed senior staff to see what the teachers, support staff and others thought about inclusion. From this day we have produced a new vision document for our school."

Parents have seen an improvement in their children's talking and communication skills and the school has used a variety of outside support to make this happen.

Kingsnorth Primary School

COMMON AREAS FOR DEVELOPMENT

- Consider ways to collate resources to ensure the sharing of best practice going forward
- Put in place methods/strategies to ensure the continuity of established good practice.

Element 2:
Learning Environment, Resources and ICT

By undertaking the audit on the **Learning Environment, Resources and ICT** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES
- The range of transferable skill sets amongst staff recognised through the review of resources
- The need for robust systems of monitoring and review
- The accessibility of the facilities for all learners and highlighted further consideration of the learners' individual needs
- The key facilities that support the learning to be recognised
- Raised staff awareness of individual learner's needs
- The support for the 'Student Voice'
- A focus for the development of an organisation's ethos
- The Assessment of Health and Safety processes

"*The process was very helpful as the SENCO and Head were relatively new to their roles and to the school. It was a great baseline review' Through this process we saw the need for a family liaison officer/parent advisor because of the action research and case studies. It emerged that mental health is a real issue and that there are gaps in training.*"

"*We have appointed a parent support adviser who has improved the communication between teachers and families – colleagues have learnt more about how each other works. We are currently creating an inclusion suite which will have its own access and be more discrete for pupil and family support.*"

Paddock Wood Primary School

COMMON AREAS FOR DEVELOPMENT
- Look at ways of providing earlier intervention
- Consider ways in which the learning environment can be adapted further
- Look at other ways to integrate the learner in the learning process

Element 3:
Learner's Attitudes, Values and Personal Development

By undertaking the audit on **Learner's Attitudes, Values and Personal Development** – the following common outcomes were achieved and areas for development emerged:

COMMON OUTCOMES

- The provision to be tightly focused on 'Learner led' outcomes
- Continual review and assessment of the needs of individual learners
- Supporting learner independence and personalised learning journey
- Policy to be developed and informed by the learners
- An emphasis on high quality induction for staff
- A focus to further develop work-based learning based on learner's views
- A challenging programme, constantly reviewed by learners
- Enabling the setting to celebrate its commitment and relationships with the learners

"The audit process led us to focus on the contribution of the pupils to their EHC plan meeting. Work was put in place with pupils and their families using visuals, communication in print, phots of learning practicing their views and feelings."

"Evaluation of this focus through parental questionnaires, home school books and verbal feedback to the IQM assessor indicated personal satisfaction and confidence in expressing their views."

"Local Authority 'preparation for the EHC meeting has been exceptional. Staff have throughout refined and developed their practice in terms of supporting parents and pupils to confidently providing their views'. This Centre has the capacity to support other schools to move forward with their EHC conversions."

McGinty Speech and Language Centre, West Malling Primary School

COMMON AREAS FOR DEVELOPMENT

- Further developing learner profiles
- Further developing support for groups identified as 'underachieving'

Element 4:
Learner's Progress and Impact on Learning

By undertaking the audit on **Learners' Progress and Impact on Learning** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

• A focus on the effective use of data both quantative and qualitative

• Performance measures to be set in line with national targets

• Paperwork to meet auditing standards

• The emphasis to be on good retention and progression rates

• A constant focus on achievement by reviewing the learning process and outcomes

• The highlighting and celebration of good achievement

Through undertaking the audit and focusing on those students not accessing the curriculum the inclusion team put in place drawing and talking therapy for a small selected number of students. These students were underperforming and had poor attitudes to learning. Two members of staff were trained to deliver the programmes. The results were significant – student's attitude to learning became more positive, their achievements improved and they became more calm, more positive and less angry once the intervention was completed.

Drawing and talking therapy is a new intervention being delivered as a direct result of the SEND Project study and has since led onto developments around mindfulness and an emotional resilient curriculum.

Hartsdown Academy

COMMON AREAS FOR DEVELOPMENT

• Look at ways of securing appropriate resources to support alternative learning packages and approaches

Element 5:
Learning and Teaching (Monitoring)

By undertaking the audit on **Learning and Teaching** the following common outcomes were achieved and areas for development emerged:

COMMON OUTCOMES

- Clearly outlined employer and employee expectations
- Effective use and consistency of assessment resources and processes
- Effective communication by creating awareness of the individual training needs of staff -also coaching/mentoring opportunities
- Continual professional development for all staff focused on the SEND agenda
- An observation profile of staff to be created

Profile Development and Training Ltd had recognised before the project that it needed to focus on specific groups of young people who found it difficult to engage. The project enabled them to further develop their ideas and practice.

Profile secured monies to work collaboratively with other work based training providers to create a flow chart for the different types of 'at risk' learners that they came across. They worked with other training providers to identify gaps in support and information available to learners. A key group that was identified were those young people who were leaving care. They worked on training packages to inform staff of how they could help these young people to be more successful. The SEND Project enabled this work to be shared with other settings including schools and colleges.

COMMON AREAS FOR DEVELOPMENT

- Encourage further professional input into the learning process
- Ensure processes are embedded
- Review curriculum content to ensure it meets the needs of all learners

Element 6:
Governance and Management - External Accountability

By undertaking the audit on **Governance and Management – External Accountability**– the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The settings followed strict guidelines because of the audit criteria; this provided good evidence for Ofsted
- Encouraged excellent partner relationships by regular sharing of good practice
- Learner focused decision making processes
- The creation of systems to monitor management performance
- Professional assessment process to be embedded
- The celebration of good and effective governance
- The strengthening of relationships with the Local Authority and other outside bodies
- Self – assessment to be encouraged and valued

"*The pilot project was an excellent context for auditing, developing and celebrating best practice. This was a whole school project closely involving parents, governors and the children. A Learner's forum has been established in response to the audits and is the focus of the action research, mainstream core standards are now more embedded. This process has raised our standing in the local community. The whole school, parents and local community celebrated with us when we achieved the Quality Mark Awards – parents were eager to participate in the process and as a result one parent has decided that she would be a parent governor. This process has had an enormous impact on our school action plans and in developing the ownership of SEND at classroom level.*"

Temple-Ewell Primary School

COMMON AREAS FOR DEVELOPMENT

- Develop specialist governing body/ management training

Element 7:
Supporting Inclusion in the Community

By undertaking the audit on **Supporting Inclusion in the Community** – the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The settings to further develop community links

- The importance of a network to encourage inclusion

- The organisation as a centre of good practice with resources the community can share

- The recognition of any outreach or partnership work

- The further development of Quality Assurance processes and what the setting can offer

- The rejuvenation of existing good practice

The Headteacher of a local special school in a nearby LA undertook the IQM Audit for Joy Lane Primary. This enabled both schools to share effective SEND practice, specialist support for the SENCO and the evidence from this process went towards the special school headteachers NPQH. Networks were created between LAs and between the two school settings.

SET Work Based Training Provider has made effective links with local special schools and now accesses their training on ASD.

COMMON AREAS FOR DEVELOPMENT

- Consider ways to support more partnership working

Element 8:
Parents, Carers and Guardians

By undertaking the audit on **Parents, Carers and Guardians** – the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES
- The assessment and engagement of these key stakeholders
- A focus on the quality of information sources and sharing
- The recognition and the value of parental feedback
- A focus on the quality of support for minority groups and whether their needs are being met within the organisation's community

"The main message is that anything is possible and sometimes you just need to think outside the box – you also need to work closely with families and external bodies to put together the right level of support."

"A young person joined the construction programme at the Catch 22 Maidstone Skills Centre. He had a range of complex needs. 'Reflective practice was key feature for the Pilot Study therefore it would be natural for us as a team to review more critically the way in which we were supporting learners'. The centre critically reviewed their provision and support, involved the learner and family. They identified a member of the local community who had similar needs to the learner who then worked with all parties to engage and ensure that needs were met and the programme was 'tailored' and 'relevant' to the young person. This 'volunteer' now is working for the Centre on a permanent basis."

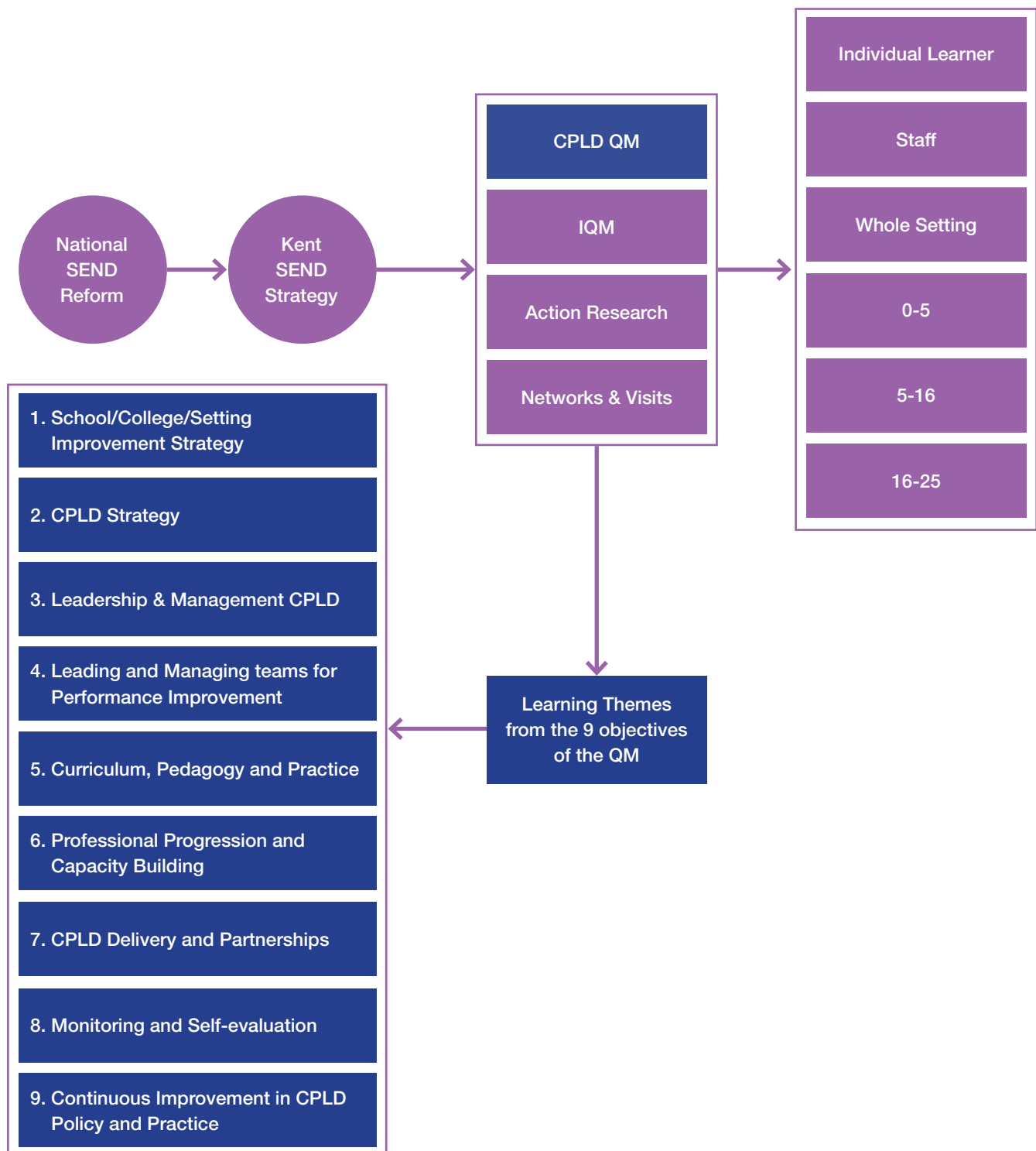**Catch 22, Maidstone Skills Centre**

COMMON AREAS FOR DEVELOPMENT
- Consider more ways to further encourage engagement of all stakeholders
- The Quality Mark to consider ways in which work-based training providers can gauge the needs of the families of young adults with SEND.

CPLD QUALITY MARK LEARNING SUMMARY

"Leaders found the assessment process rigorous but they liked the 'tone of it'"
Bob Haywood Director of CPLD

National SEND Reform → Kent SEND Strategy →

CPLD QM

IQM

Action Research

Networks & Visits

→

Individual Learner

Staff

Whole Setting

0-5

5-16

16-25

Learning Themes from the 9 objectives of the QM

1. School/College/Setting Improvement Strategy

2. CPLD Strategy

3. Leadership & Management CPLD

4. Leading and Managing teams for Performance Improvement

5. Curriculum, Pedagogy and Practice

6. Professional Progression and Capacity Building

7. CPLD Delivery and Partnerships

8. Monitoring and Self-evaluation

9. Continuous Improvement in CPLD Policy and Practice

Objective 1:
School/College/Setting Improvement Strategy

By undertaking the audit and measuring against **Objective 1: School/College/Setting Improvement Strategy** - the following common outcomes were achieved and areas for development emerged:

COMMON OUTCOMES

- The greater use of data to set targets
- A focus on clear and active ethos, vision and culture
- The high levels (including governors) of commitment and challenge
- Greater staff engagement
- Frequent self review throughout the process

East Kent College developed a qualitative tool to track student's support needs, whether these be related to attitude, behaviour or learning support and to provide staff with an efficient, evidentially based and consistent way of developing their practice and analyzing students needs. The tool enables the Learning Support Practitioner's (LSPs) to quantify and be more specific about the support that is given and along with student feedback can look at the most effective strategies to support the learner. The outcome of this work has led to an increase in clarity and evidence based interventions and feeds into a new system set up to track outcomes from the EHCP plan and the provision maps.

COMMON AREAS FOR DEVELOPMENT

- To further develop and embed the strategy with increasing evidence of impact

Objective 2:
CPLD Strategy

By undertaking the audit and measuring against **Objective 2: Continuous Professional and Learning Development Strategy** - the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The settings to demonstrate the wide variety of Continuous Professional Development (CPD) practices
- The resources allocated to CPD
- The level of importance given to CPD
- How the CPD is related to KENT's SEND strategy, the setting, team and individual needs
- How CPD is effectively led and managed
- How CPD is integrated with performance and planning

The audit process and project enabled the specialist teaching and learning service for Early Years who are based at Oakridge to share best practice in the training of teaching assistants who are working in mainstream settings.

Twins who were diagnosed with ASD/SLCN were being supported in mainstream by staff who required more specialist training. For two mornings a week the twins would come to Oakridge with their TAs. Here the TAs could observe, model and practice strategies with the help of specialist staff.

The TAs saw a different side to the children and what they could do in another setting, they felt more confident and able to support the children in the mainstream, thus building capacity in the mainstream school placement. The TAs received mentoring and coaching along with specialist support for the family.

This process of sharing resources and flexible working enabled both the staff and children to settle more confidently in mainstream school.

The project enabled this practice to be more widely shared and highlighted the wide variety of CPD practices.

Oakridge Nursery and Acorns receptions class – Ridgeview Special School Early Years Department

COMMON AREAS FOR DEVELOPMENT

- Data management systems for CPD
- To build in evaluation and consider the impact of CPD on practice and learner outcomes
- Making the most of skills sharing with other professionals as part of CPD

Objective 3:
Leadership and Management CPLD

By undertaking the audit and measuring against **Objective 3: Leadership and Management of CPLD** - the following common outcomes were achieved and areas for development emerged:

COMMON OUTCOMES

- An investment in and focus on middle leaders and middle leader capacity
- Developing effective leadership and management through a range of development activities including line management, appraisal and coaching
- Effectively trained line managers to support leadership development
- Investment in maintaining up-to-date, pertinent knowledge of national and local issues in SEND
- Links to performance management reviews

The Malling School has 'The Tydeman Centre' which is a large Resource Base for learners with ASD, SLCN and Dyslexia. The SENCO, middle leaders and staff from the Tydeman Centre worked together undertaking the audits and action research. This brought the school staff closer together and made them more aware of the SEND agenda and the gaps/strengths of the whole school provision. The focus on action research encouraged middle leaders to undertake their own action research with some taking further qualifications and study. This whole process has enabled middle leaders to work more closely together, have reflection time and to gain a greater awareness of the specific needs of the students and their own training requirements.

COMMON AREAS FOR DEVELOPMENT

- Developing core leadership and management competencies

Objective 4:
Leading and managing teams for performance improvement

By undertaking the audit and measuring against **Objective 4: Leading and Managing teams for Performance Improvement** - the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The setting of clear Key Performance Indicators for teams
- Evidence of clear line management structures
- The culture of giving constructive feedback to staff to aid continuous learning and development
- Effective role models to be developed through succession panning and talent management
- Good communication channels

Cliftonville Primary School focused on the early identification of social, emotional and mental health needs of their pupils and the support that the families required. As a result of the audits a nurture group was set up and the school created a 'pastoral team' with a clear structure and pastoral manager. The change in structures encouraged staff to aspire and apply for middle leader posts, thus creating enhanced career progression. The school focuses on the outcomes of the Boxhall Profile with specific training on the development of nurture provision. The audits provided parents with the opportunity to share their views and this led to successful parent workshops.

All of these developments link into performance management targets of all staff.

COMMON AREAS FOR DEVELOPMENT

- To engage middle leaders with the development of a competency framework

Objective 5:
Curriculum, Pedagogy and Practice

By undertaking the audit and measuring against **Objective 5 - Curriculum, Pedagogy and Practice** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The setting is conversant with national and local SEND agendas (e.g. 2014 code and Kent SEND strategy)
- Strong Child Protection and well-being processes and practice to be embedded (safety and well-being of learners is prioritised)
- Collaborative and partnership working can be demonstrated
- Diverse range of extended provision and extra curricular activity can be highlighted
- Identifying how personalisation, progression and inclusivity is embraced in curriculum plans
- How teaching and learning is adapted and timetables differentiated to meet needs
- The importance of investment in CPD to maintain high level teaching standards

Longfield Academy involved senior and middle leaders in all the audit and research processes and as a result the advanced skills teacher wishes to pursue a career in SEND. Heads of subject areas are more aware of the SEND agenda and the ASD Resources base and the PE department is looking at developing a bespoke approach to working with students with ASD in their subject.

"Staff are more aware and reflective in their thinking and are now undertaking self analysis within the departments as to their response to SEND."

The audits undertaken in Joy Lane Primary revealed the need to embrace SMSC more. This led to the development of the 'round the world' assemblies.

COMMON AREAS FOR DEVELOPMENT

- Further developing teaching, learning and assessment policies

Objective 6:
Professional Progression and Capacity Building

By undertaking the audit and measuring against **Objective 6: Professional Progression and Capacity Building** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The importance and impact of suitable induction
- Opportunities for career progression and qualification pathways
- Regular review of job descriptions to ensure they are relevant
- Safe recruitment processes and practices
- The importance of Newly Qualified Teachers who are supported through mentors
- Outlined how the setting delegated and empowered staff teams

"At Valence Special School our CPLD audit indicated that there was no coherence around progression for our Special Support Assistants (SSA) and that whilst training and updates were in place around the pragmatic 'care' information, these did not constitute a progressive CPLD structure."

"Our conclusion was that there was no 'universal' SSA model which could address this issue, and instead a variety of specialist roles would allow for more progression and development."

"At The Abbey School we are looking at reshaping our TA structure and developing specialist areas of interest. This process has created a better culture between teachers and our specialist support staff from our resources base. Staff are now more accepting that they are teachers of SEND first and foremost."

COMMON AREAS FOR DEVELOPMENT

- Complete reviews and audits on national professional standards
- Investment in Governor/Management Board CDP

Objective 7:
CPLD Delivery and Partnerships

By undertaking the audit and measuring against **Objective 7: CPLD Delivery and Partnerships** - the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES
- How CPD in school is well organised and managed
- Effective CPD processes are cascaded to share knowledge

"At Invicta Girls Grammar School the process of audit was really good for middle leaders empowering them to investigate and make effective changes in light of the SEND reforms. It opened their eyes to the wider school community" this process gets you looking at impact."

Foxwood and Highview Special Schools are part of a federated special school which is about to move into one purpose built school. The middle leaders across both of the school worked together undertaking the audits. This process enabled the middle leaders to work across both schools learning about each other and ways of working which was an excellent preparation and sharing of culture for the new school. This process brought the Specialist Teaching and Learning Service (STLS) who led this process and the whole staff of the two schools together, demonstrating that training and professional development is everyone's role. The middle leaders used their work for their assignments for their middle leader qualifications.

COMMON AREAS FOR DEVELOPMENT
- Evaluation of the impact of training and development on staff and learner outcomes.

Objective 8:
Monitoring and Self-Evaluation

By undertaking the audit and measuring against **Objective 8 - Monitoring and Self Evaluation** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

• How the settings can link practice improvement to strategic development

The Royal School for the Deaf and Westgate College is a key partner in the Pilot Study coming from outside the maintained sector. They completed the IQM audit not the CPLD. Although this is a CPLD objective, the school and college encouraged governors and staff through a holistic approach to participate in self-evaluation. As a result governors are now involved more in the self review and action planning process.

"*We want to engage more with our partners and will use our part in the networking group and the pilot study to engage more effectively. We can share our best practice and learn from others, this is about looking at things differently.*"

This demonstrates the power of the overlap between the IQM and CPLD audits.

COMMON AREAS FOR DEVELOPMENT

• Reporting on the effectiveness of CPD including keeping governors informed regularly on CPD and its impact

Objective 9:
Continuous Improvement in CPLD Policy and Practice

By undertaking the audit and measuring against **Objective 9: Continuous Improvement in CPLD Policy and Practice** the following common outcomes were demonstrated and areas for development emerged:

COMMON OUTCOMES

- The culture of continuous improvement and learning to be evident and embedded
- Clear strategies and plans for capacity building

Springfield Education and Training (SET) work based training provider has undertaken both audits and found the process has developed links with other providers. They linked with special schools and they state:

"we are now proactive rather than reactive when it comes to meeting the needs of learners'. We have appointed a new member of staff with a SEND background and are starting to build capacity within the team to really embed effective SEND practice across the whole organisation. This has made us look at the 'learner's journey' and our meetings have changed focus to more of 'what do you think and why? and 'show me the impact.'
We are developing a 12 week readiness for apprenticeship programme as we realise that some learners are not ready, so we are really embracing inclusion and not turning learners away…"

COMMON AREAS FOR DEVELOPMENT

- Act on improvements from the CPLD audit

ACTION RESEARCH LEARNING SUMMARY

The Schools & Settings Action Research Areas

"*The action research is the most powerful event in a setting – you discover the undiscovered.***"**

Cindy Barratt – Catch 22 Maidstone Skills Centre

Understanding Action Research - What is it?

Action Research and Enquiry is about review and developments in practice. The individual practitioner identifies the area of inquiry and development: it is about what matters to them, in their everyday practice. The benefit of collaborative Action Research is to build evidence bases and deeper understanding across settings, thus creating a network of Action Research projects and evidence based practice. It is a practical research approach that captures thoughts, feelings and opinions. Some describe it as a 'messy approach' focused on 'action'. However it encompasses the processes of 'enquiry', 'reflection' and then 'action' through a cyclical approach.
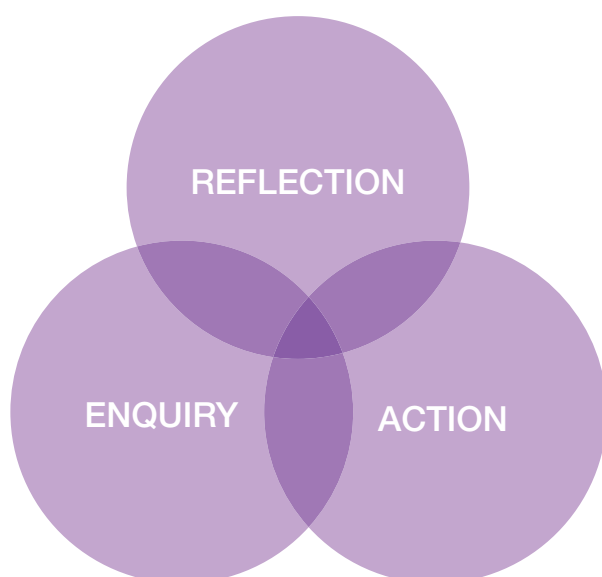
"*undertaken by teachers to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities.***"**
Hopkins, 2008: 1

"*support[s] practitioner researchers in coping with the challenges and problems of practice and carrying through innovations in a reflective way.***"**
Altrichter *et al*, 2008: 6

"*undertaken by 'normal teachers wanting to explore and investigate aspects of their own practice.***"**
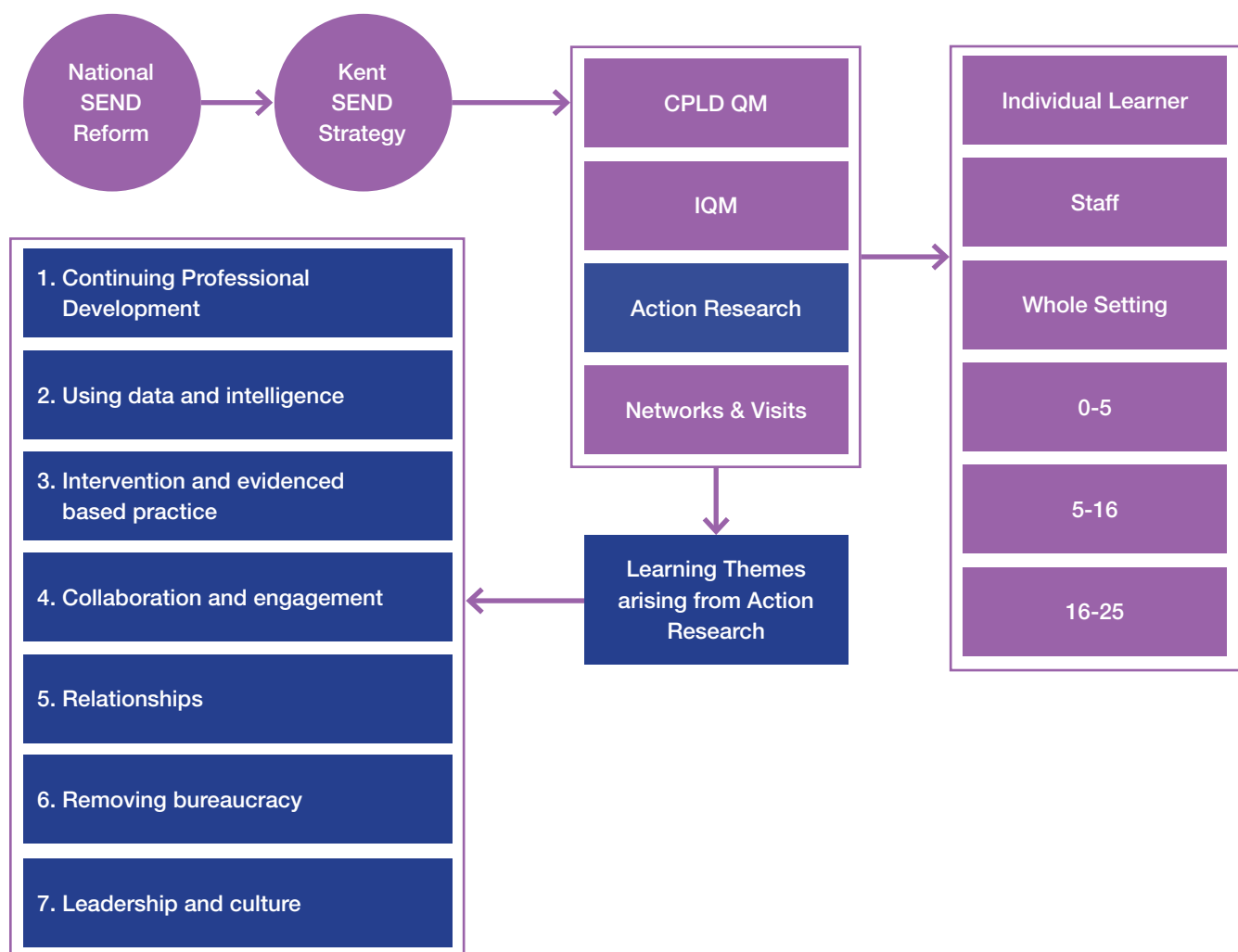**Altrichter *et al*, 2008**

"*carried out by people directly concerned with the social situation that is being researched.***"**
Altrichter *et al*, 2008:13

REFLECTION

ENQUIRY

ACTION

Understanding Action Research - What is it?

Each setting identified an area/focus of research as a result of the audits. Training and support on how to undertake action research was given throughout the project by Dr Alison Ekins, Christchurch Canterbury University. There are some very helpful slides on how to set up action research at the end of this section. These slides help staff through the process – what it is and what it is not! The slides outline common pitfalls, tips to consider, narrowing the focus, exploring the evidence base and measuring the impact and progress.

The settings completed action research projects that ranged from initial evaluations to projects that achieved Masters Credits. In all cases, the settings shared their results and the Action Research/Enquiry Reports were published for the celebration evening in March 2015 and can be viewed by visiting the SEND Workforce Reform Pilot Project website at **www.sendwrpproject.co.uk** and navigating to the "Other" page.

National SEND Reform → Kent SEND Strategy →

CPLD QM

IQM

Action Research

Networks & Visits

1. Continuing Professional Development

2. Using data and intelligence

3. Intervention and evidenced based practice

4. Collaboration and engagement

5. Relationships

6. Removing bureaucracy

7. Leadership and culture

Learning Themes arising from Action Research

Individual Learner

Staff

Whole Setting

0-5

5-16

16-25

The Schools & Settings Action Research Areas

CLIFTONVILLE PRIMARY SCHOOL: Are we developing the social and emotional well-being of our pupils effectively?

EAST KENT COLLEGE: An analysis of the impact of quantitative assessment tools for identifying student's learning support needs, analysing the efficacy of support and developing reflective practitioners.

FOXWOOD AND HIGHVIEW SCHOOLS: Would bringing together classes from the two different schools have a positive impact on their attitudes towards the new joint school?

HARTSDOWN ACADEMY: Can behaviour be improved by increasing focus on emotional resilience?

HARTSDOWN ACADEMY: Which interventions can increase a school's capacity to build emotional resilience and build mental health/well- being?

INVICTA GRAMMAR SCHOOL: How can we best support students with ASD and ADHD in order that they can function with confidence both academically and socially?

JOY LANE PRIMARY SCHOOL: What is the impact of the GASP screening and how can it be used effectively to aid the non-specialist deliver strategies to support speech and language?

MAIDSTONE SKILLS AND COMMUNITY CENTRE: How inclusive is our provision?

NISAI VIRTUAL ACADEMY LTD: An exploration of the effectiveness of our setting

PADDOCK WOOD PRIMARY SCHOOL: Do the staff and parents associated with Paddock Wood Primary think there is the need for a FLO?

RIDGE VIEW DISTRICT SPECIAL SCHOOL EARLY YEARS DEPARTMENT (OAKRIDGE OBSERVATION & ASSESSMENT NURSERY & ACORNS RECEPTION CLASS): How do we support other settings effectively, initially concentrating on those children on dual placement?

ROYAL SCHOOL FOR DEAF CHILDREN MARGATE: An exploration of the effectiveness of our setting.

ST THOMAS MORE PRE-SCHOOL: Is the well-being and involvement of children within the setting affected by the level of their speech and language development?

TEMPLE EWELL CHURCH OF ENGLAND PRIMARY SCHOOL (ACADEMY): How do we use Pupil Voice to inform our inclusive practice?

THE MALLING SCHOOL: Does the provision for ASD students in the mainstream match the provision for students in the Tydeman Centre and is this provision adequate to meet their special educational needs?

THE MCGINTY SPEECH AND LANGUAGE CENTRE, WEST MALLING SCHOOL: Inclusion enhancements for McGinty pupils with significant Specific Language Disorder within their mainstream learning environment: have we "thrown the baby out with the bath water" or made too many demands on our pupils and colleagues?

VALENCE SCHOOL: To consider the type of information given to support staff when working with complex students and the impact that this has on learning.

1. Continuing Professional Development Outcomes

The evidence from the Action Research Projects demonstrated:

- General awareness raising of SEND (e.g. ASD, Speech and Language, Social Emotional and Mental Health needs)
- How reflective practice supported professional development and debate
- Ways in which relevant CPD was delivered
- CPD wider than training – mentoring, skills sharing through joint working, building staff confidence, staff appraisals
- Supervision and appraisals became more targeted
- Early interventions from staff rather than referrals

"The audit allowed us to reflect on our practice in CPLD – this was really useful for Ofsted. It was the research that we found the most beneficial. The area of speech and language within the setting and how it affects well-being and involvement was one that we were concerned about and wanted to develop. Having this project allowed us to really focus and evaluate our practice as a team, look at how we might improve it and put it into practice. One member of staff who was in the process of undertaking her foundation degree went onto use the research to help in her impact project of looking at sustained shared thinking and how we can work with parents in developing children speech and language, resulting in children levels of well-being and involvement rising"

St Thomas More Pre School.

Valence Special School focused on considering the type of information given to support staff when working with complex students and the impact that this has on learning. The impact of this work will significantly inform the CPD of both teachers and the TAs. It will be used to inform guidance for working with TAs.

2. Using Data & Intelligence

The evidence from the Action Research Projects demonstrated:

- Analysis of baseline measures
- The importance of knowing the problem you are trying to solve
- Data is evidence
- Looking for correlations – knowing the right thing to replicate
- Time to analyse before launching into action and planning
- Tracking progress – know when to stop or continue
- The importance of student ownership of data outputs

East Kent College focused on an analysis of the impact of quantitative assessment tool for identifying student's learning support needs, analysing the efficacy of support and developing reflective practitioners. This detailed practical research had a significant impact on staff developing reflective practice using data, building ownership, awareness and differentiated goals for students and enabled the college to gain best value from their staff. This piece of work is now shared with colleges across Kent.

" *The school's context and levels of need were changing – there were fewer behavioural problems but an increasing social and emotional need. Based on the analysis of progress data and observations it was decided that a more focused approach would be more effective. Using the Boxhall profile we could see the positive impact of the nurture group, parental feedback was that children were happier, attendance has improved and the standards gap is closing with disadvantaged pupils making more expected progress than all pupils* **"**

Cliftonville Primary School

3. Intervention & Evidenced Based Practice

The evidence from the Action Research Projects demonstrated:

- Evidence based interventions have more impact on practice and strategy
- Doing something is better than referring
- The importance of maintaining fidelity
- Up-scaling – doing more of what works and now having the evidence base
- Emotional and social curriculum should be built in not bolt on
- Building key skills – confidence, conflict resolution, relationship management, self-esteem are really important to build into the curriculum

The focus of the Action Enquiry was on piloting a new intervention – 'drawing and talking therapy' we evaluated this through involving the student's views on the impact of this on their emotional well being, their academic performance and the impact on their overall engagement.

The second Action Enquiry Project was focused on increasing emotional resilience of students and looking at the impact of this on behaviour. This resulted in extensive work on a 'Success Curriculum' training on 'Restorative Approaches' all of this led to greater confidence of staff, streamlined reporting processes and further research being undertaken by a wide group of staff.

Hartsdown Academy

4. Collaboration and Engagement Outcomes

The evidence from the Action Research Projects demonstrated:

- The importance of the pupil-teacher collaboration and the impact of the pupil voice
- The impact of whole school collaboration
- The importance of 'Middle Leader' ownership
- Effective joint working – teachers and therapists
- School consortiums sharing best practice
- Parental engagement that increased significantly
- Examples of team approaches
- Preparing pupils for change and transitions

How do we use pupil voice to inform our inclusive practice? Temple-Ewell School focused on this area.

" when I am involved in making decisions it makes me feel listened to. It makes me want to come to school. I feel important. "

What is the impact of the GASP screening and how can it be used effectively to aid the non specialist deliver strategies to support speech and language. Joy Lane Primary used the support of speech and language therapy training to build confidence in the staff to deliver effective screening and interventions to promote language.

Ifield Special School used the Action Research module and accreditation to investigate the development of a Post 19 curriculum model and how to make Ifield students employable. This involved students, employers, coaches in the curriculum proposals.

5. Relationships

The evidence from the Action Research Projects demonstrated:

- More family centred approaches
- Examples of work and communication between parent-child-therapists-teachers
- The importance of increased communication and explanation
- Having the right mix of staff to meet needs, rather than the traditional expected teams
- The impact of developing greater trust between staff
- Evidence of working with parents to build their skills

Paddock Wood Primary School used the Action Research to build a case for the appointment of a Family Liaison Officer.

St Thomas More Pre School looked at 'is the well-being and involvement of children within the setting affected by the level of their speech and language development?' By working with a speech and language therapist on a regular basis, staff skills improved and parents commented on how this has helped their child in gaining more confidence.

The Maidstone Skills and Community Centre through its focus on 'How inclusive is our provision' for its Action Research identified that without doubt the strongest contributing factor in including students turned out to be the strength of the relationship between the learner and their tutor.

" *He understands me and knows how to get the best out of me.* **"**

6. Removing bureaucracy

The evidence from the Action Research Projects demonstrated:

- The impact of reducing levels of recording
- Making assessment processes simpler
- Teacher ownership is the key
- Personalisation of approach at all levels is important

Invicta Grammar School chose the focus 'How can we best support students with ASD and ADHD in order that they can function with confidence both academically and socially?' This focused on supporting staff through sharing of strategies and self evaluation, the effective use and understanding of data and a focused attention on differentiation, personalisation and effective feedback.

The Malling School focused on 'Does the provision for ASD students in the mainstream match the provision for students in the Tydeman Centre and is this provision adequate to meet their needs?' The impact of this work personalised the provision for students and staff through key areas of transition, class based learning and the effective use of unstructured times.

7. Leadership & Culture

The evidence from the Action Research Projects demonstrated:

- Creating proactive not reactive approaches
- Developing a culture of learning and continuous improvement
- Ownership of issues leads to early intervention and action
- Accountability - learner accountability and staff accountability are of paramount importance
- Inclusive approaches at all levels (whole setting, staff, learner) was the key

Foxwood and Highview Schools are currently federated and from September 2016 will be in a new building as one school. The focus of the Action Research 'would bringing together classes from the two different schools have a positive impact on their attitudes towards the new joint school?'. The impact of this research has informed the pairing of classes, middle leaders and leads for curriculum areas working jointly and collaboratively and best practice from both schools have been shared.

" This work has given us the impetus for a much larger piece of work – it has shown us that the young people we work with can inspire inclusivity and that their voice should be the starting point of what we do. "

NISAI Virtual Academy researched mainstream teaching and then compared it to the processes involved in online teaching using virtual classrooms. The key message is that the quality of teaching has the most impact on the outcomes for the students, and that on-line teaching has a distinct pedagogy that teachers need to understand. For certain groups of students, the effectiveness of online delivery is at least as good as, and for certain students, possibly better (due to anonymity) than some face to face teaching.

Overall Impact –
Demonstrated through the Action Research Projects

The evidence from the Action Research Projects demonstrated:

- Improvements in Boxhall profile tracking data
- Improved attendance
- Gap closing: disadvantaged pupils making more than expected progress
- Enabled sharing and consolidation of good practice within and across settings
- Improvements in ratings for emotional resilience
- Increased staff awareness of specific areas of SEN
- Evidenced the importance of supervision for staff
- Increased understanding of barriers to learning identified by and perceived by learners
- Exclusion rates reduced
- Decrease in reported behavioural incidents
- Successful re-integration of students back into mainstream
- Many projects emphasised how this small scale enquiry has prompted further research and enquiry within the whole school context
- Through a range of staff undertaking Action Research Projects settings are able to build greater capacity to meet the needs of students with SEND. It becomes part of the culture of the setting
- As a result of the Action Research staff taking part decided that this (SEND) was a career path they wanted to follow!

NETWORKS & VISITS LEARNING SUMMARY
THE WHOLE PROCESS

"*The project is about changing mind sets and something has come out of this for everyone.*"
Jo Campbell, Director of Inclusion
East Kent College

"*The process has been fantastic – it has helped us to deliver policies and procedures.*"
Steph Wallace – Temple – Ewell Primary School and Cathy Collins, St Thomas More Pre School

"*Workforce reform is the key indicator for raising standards.*"
Deb Hines, Headteacher
Joy Lane Primary School

"*This is about doing things differently – I would not have known about some of the work here.*"
Sue Maudlin, Royal School for the Deaf Margate and Westgate College

"*The whole process has enhanced our service delivery and made us more visible.*"
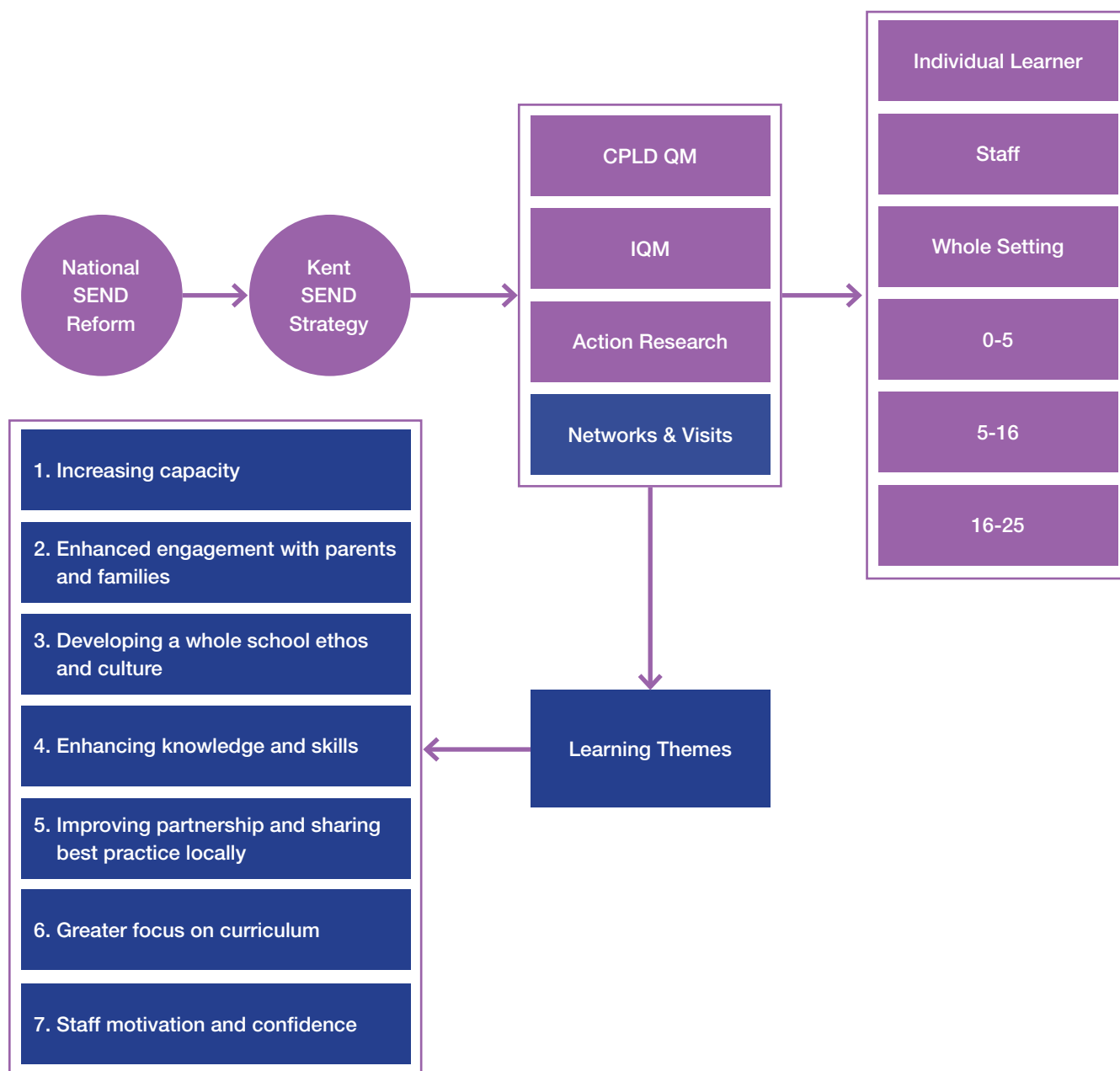Helen Cable, Head of the Tydeman Centre, The Malling School

Network and Visits

Visits were made to all settings taking part in the SEND Workforce Reform Project. Key members of staff who led the project in their settings had the opportunity to give their personal views on the whole process (taking part in the process, undertaking the audits and the Action Research projects) and outcomes for their organisation, staff, pupils/learners, families and communities.

This section outlines the key learning outcomes arising from those visits about the whole process and is followed by specific details of the impact of their work in the section 'Individual Schools and Settings Learning Summary'. The work of all of the settings is remarkable and the individual stories are fascinating and demonstrate the human side to making inclusion happen and building workforce reform.

National SEND Reform → Kent SEND Strategy →

CPLD QM
IQM
Action Research
Networks & Visits

→ Individual Learner
Staff
Whole Setting
0-5
5-16
16-25

Learning Themes

1. Increasing capacity
2. Enhanced engagement with parents and families
3. Developing a whole school ethos and culture
4. Enhancing knowledge and skills
5. Improving partnership and sharing best practice locally
6. Greater focus on curriculum
7. Staff motivation and confidence

1. Increasing Capacity

The whole process increased capacity through:

- Teaching Assistants undertaking broader and more diverse roles
- Teachers drawing on a wider range of resources (in and outside school)
- Improving skills and knowledge
- Developing new links with other schools
- Improved partnership working
- Sharing best practice
- Supported succession planning
- The development of middle leaders
- Focusing on the role of parents as co-partners/ producers

2. Enhanced Engagement with Parents and Families

The whole process increased capacity through:

- More effective working with parents
- Providing parents with opportunities to share views
- Greater awareness of family issues
- More improved support for families and increased family liaison
- Improving relationships with the community and enhancing reputation
- More home visits
- Eliciting the parent voice in different ways

3. Developing a Whole School Ethos and Culture

The whole process increased capacity through:

- Helping to change culture
- Developing a better culture between support staff, teachers and specialist teachers
- Developing a real team / whole school approach to issues and challenges
- Embracing real inclusion
- A culture of CPD and learning
- Working in partnership with others

4. Enhancing Knowledge and Skills

The whole process increased capacity through:

- Having enhanced reflective time
- Improving staff knowledge and insight on learners' needs around vulnerability and the SEND strategy
- Improved quality of training
- Increased knowledge of the SEND Code of Practice (2014)
- Encouraging people to go on to do further qualifications – enhanced career progression
- Encouraging staff to become middle leaders
- Supporting staff with greater training opportunities
- Heightened levels of awareness about individual learners

5. Improving Partnership & Sharing Best Practice Locally

The whole process increased capacity through:

- Raised awareness in schools of the wider learning community and other settings 0-25
- Enhanced networking with other providers
- Better relationships between specialist staff and teachers
- More people had involvement with the setting
- New partnerships across schools and settings
- Enhanced sharing practice across other schools and colleges
- Increased Headteachers' networks
- Raised profile of school/setting and staff in Kent
- Helping us to share ideas and feel confident to do so

6. Greater Focus on Curriculum

The whole process increased capacity through:

- Enhancing the focus on qualifications and gaps in knowledge
- Enhanced practice (teacher and staff effectiveness)
- Helping develop curriculum and whole curriculum approaches
- Staff being more focused on the things that make a real difference
- Helping focus on the learners' journey
- Having the opportunity to influence development planning
- This being a good preparation for Ofsted
- Forcing a focus on impact
- Being proactive rather than reactive
- Raising importance of data, impact and outcomes

7. Staff Motivation and Confidence

The whole process increased capacity through:

- Staff being more confident
- Raising the status of support staff
- Staff being motivated by the action research
- Feeling part of a team
- Recognising all the good practice
- The reputation of the setting being recognised
- Being empowered by the process
- Being able to show passion

INDIVIDUAL SCHOOLS & SETTINGS LEARNING SUMMARY

East Kent College

Feedback:

- The action research was the most valuable process and helped make changes in a structured way
- The receptiveness of the organisation undertaking the audits and the action research is vital to its success
- The process is routed in the SEND national reforms and this was a really good opportunity to evaluate the College's response to the SEND Code of Practice (2014)

What happened as a result of the work:

- The process we went through raised the status of the Learning Support Practitioner
- We now allocate more time for reflective practice as a College
- The College is now sharing its practice across the forums with other colleges in Kent and links with Hartsdown School regarding their work on mental health as a result of the project
- The work got us focused on gaps in qualifications
- There are now new links with the Autism Service as a result of this work
- Developing new College provision for PMLD and this process supported the discussions and what was needed
- Supported the Equality and Diversity planning and strategy – this covered all the staff, all departments and reached every part of the College
- Huge impact on the work of 56 staff in the College who are supporting students
- This is an early start regarding changing culture

Profile Training – Work-Based Training Provider

Feedback:

- We are facing many challenges in this sector – funding and changes in the qualification frameworks so taking on a vulnerable learner is a challenge. Anything that can support good practice and new ways of working is a real help
- Involving all staff in the process helped to break down the tasks and next steps
- This process should be mandatory for providers like us
- I am willing to work with other providers and share our experiences

What happened as a result of the work:

- Coincided with other developments and work on identifying "at risk learners", so complementing other work that was being funded by an EFT project
- Good preparation for Ofsted and felt very confident with the evidence that was collected
- As a result we developed a training module around care leavers
- Has improved the knowledge of staff around BESD
- Improved the quality of training
- Increased knowledge of the SEND Code and identification of local support
- This area is now an agenda item for all our meetings
- Raised the importance of impact, not just recording activities

Hartsdown Academy
Secondary

Feedback:

- Positive and important process that helps increase capacity in the right areas

What happened as a result of the work:

- The audit revealed the gap in CAMHS support and the lack of therapist input; we therefore trained 2 staff members in drawing and talking therapy, who then delivered specific interventions with a small group of highly complex pupils.

- As a result, we started to look at our whole curriculum approach to social emotional mental health and used this as an area to jointly work with CAMHS

- This led to the development of a new curriculum which focused on resilience, active listening and coaching, working with restorative approaches (SEAL)

- Brought in consultancy 'Successful Lives' to support this development; this has had a wide impact on the whole school

- The action research has shown the impact of the drawing and talking therapy on that specific group with excellent results in reducing angry outbursts and poor behaviour and so has led to increased engagement and academic performance

- This was delivered by support staff, some whom were office based, so giving them an insight into the needs of the pupils.

- This whole process enhanced practice, increased capacity, made us focus on key areas and link with teacher effectiveness and enhancement programme TEEP, which is a whole school programme to improve the quality of teaching.

- Links with CAMHS improved

- Increased focus on outcomes, data collection and provision mapping measuring the impact of this intervention.

- The families are now more effectively involved and the curriculum has been enhanced by more effective cross curricular links and development which has been led by the Assistant Headteacher,

Cliftonville Primary School

Feedback:

- Focused on social, emotional and mental health needs alongside the work with families of these pupils
- Focused on the reasons behind the behaviours and the family issues

What happened as a result of the work:

- Early identification and intervention led to a change in the development of nurture groups in the early years
- A restructuring of the staff around inclusion – we now have a Pastoral Manager overseeing these developments
- Focused on the Boxhall Profile to assess emotional need and all staff were trained
- The nurture network also came and trained staff and we focused on an appropriate curriculum for the nurture group
- The process facilitated whole school work and the sharing of best practice
- There was some great success working more effectively with parents whose children were part of the nurture group
- This change in staff structure encouraged staff to become middle leaders and therefore enhanced career progression
- We have a better understanding of the SEND Code of Practice (2014)
- The audits provided parents with the opportunity to share their views and this led to successful parent workshops
- All this links into staff performance management targets

Joy Lane Primary School

Feedback:

- Engagement of senior team essential to the success of the audit

What happened as a result of the work:

- The Headteacher of a Special School in a nearby Local Authority undertook the IQM audit for Joy Lane and used the evidence from this work as part of her assignment for NPQH
- This approach enabled the Special School Headteacher to share best practice from her own school and support succession planning for staff undertaking SEND roles within Joy Lane
- Audits revealed the need to embed SMSC more effectively which led to the development of the 'round the world' assemblies
- By identifying gaps in speech and language, more staff training was developed and delivered by Speech and Language therapists
- The process benefited the school and expanded the Headteacher's network with another Local Authority
- It raised the profile of the SENCO and gave a national platform with a nationally recognised award

Kingsnorth Primary School

Feedback:

- The senior leaders have to be supportive in this process
- The assessments were very useful and rigorous
- This process really cemented the fact that we are inclusive
- A key element is the setting's ethos
- The evidence based practice is the way forward with team led research

What happened as a result of the work:

- This enabled us to find out more about what staff thought about inclusion
- Led to a 'vision and values' day with the whole staff and community joining in
- The Headteacher and Assistant Headteacher are now assessors for the IQM but want to develop this practice in Kent with audits in local settings
- We focused on language and play activities – this linked us with speech and language and health contacts
- It led to middle leaders becoming interested and our TA wants to do a Foundation Degree in this area as a result

The Abbey School – Secondary

Feedback:

- This process highlighted the need for us to take a forensic look at the Pupil Premium spending
- The audit process identifies helpful gaps to action
- The process evidenced our approaches more effectively which was good in terms of the Local Inclusion Forum Team (LIFT) process, so we could demonstrate what we had done at differing points

What happened as a result of the work:

- Support staff now have greater training opportunities
- We looked at reshaping our TA structure into developing specialist areas of interest in ASD
- This process has created a better culture between teachers and our specialist support staff
- Staff are now more accepting that they are the teachers of SEN first and foremost
- This process is laying the foundations for increasing capacity around ASD, SEMH and SLCN
- It highlighted the gaps that we have in involving families and they really engaged with the process during the assessments and were keen to meet the assessors
- We are now going to create an on line training provision for TAs

Catch 22 – Work-Based Training Provider

Feedback:

- The action research taught us about the importance of engagement and interaction, particularly the importance of the relationship between the student and the teacher. The link between the level of inclusion within the setting and the level of satisfaction and engagement of the student is evident as a result of our research

- You need to develop a "give it a go" attitude to get the best results

What happened as a result of the work:

- This process made us identify external support

- Barnardo's loaned us a Speech and Language therapist who observed our practice and gave us really positive feedback and tips with regard to communication and social interaction

- This improved the knowledge of the staff, increased our capacity, and encouraged us to question our own practice

- The increase in staff motivation enabled us to become more creative with our own assessments and thinking

- It enhanced our process of lesson observation as a result of the feedback from the Speech and Language therapist

- Staff now have confidence to peer review each other and this has led to a more professional dialogue about practice

- We found a volunteer with the same complex needs as one of our students and who now works for us

- The assessor for the IQM gave great feedback to the tutors which made it a very positive experience and one not like Ofsted!

Speech & Language Resource Base - West Malling Primary

Feedback:

- The pilot has helped awareness of SEND, best inclusive practice and stimulated discussion

- During the process we had support from The Malling School (just down the road from us) which helped us in our networking. Prior to this we did not have much contact with each other

What happened as a result of the work:

- This was a good preparation for Ofsted. The process really embedded inclusive culture and ethos. It was led by the resource base across the whole school. This gave an opportunity to share best practice for school staff to have a better understanding of what the resource base does and to embed 'quality first' teaching across the school

- Parents took an active part in the process. The work with the pupils on eliciting their voice really showed up during an EHC review where we were praised by the LA for an excellent approach. We set up an ambassador pupil group to spread the work about the pupil voice

- It raised the staff morale, gave a good platform for the new Headteacher and also involved the Governor for SEN

- The parent council is more active and we have the reports from the Quality Mark on our website which all parents and others can read

- Really good involvement of TAs who developed a really professional approach to the process and we realised the importance of research. This is now part of my performance management targets

St Michael More Preschool

Feedback:

- We are part of the Early Years LIFT pilot and process so we found being involved with this complemented this work
- It was a good combination of audit through the CPLD and the Action Research

What happened as a result of the work:

- As a result of undertaking the CPLD one member of staff has now used the research as part of her Foundation Degree
- We have just had Ofsted and the evidence and audit based approach really helped us show what we do, how we do it and the impact
- We focused on the speech and language deficit and appointed a Speech and Language therapist for a few hours to work with our staff and put in a training package and support. This has had a major impact on the confidence of the staff, on children having better play experiences and on the families becoming more engaged
- There has been an increase in staff motivation and interest. This work complements that of the LIFT and Early Years Best Practice Guidance
- The focus on speech and language impacted on us looking at social interaction and behaviour. This was part of our research and the families took an active part in it
- I learnt more about my staff and the power of distributed leadership

Invicta Grammar School

Feedback:

- We developed a real team approach to leading this work across the school – with lead teachers, heads of year and others all completing different sections of the audit, thereby creating a holistic approach to the process. This worked really well
- It is more about developing focus groups than whole school training
- The process gets you looking at impact
- We found the IQM more relevant to the SEND reforms and the issues that we are facing. "This adds weight to inclusion"

What happened as a result of the work:

- Key themes arising from this work were 'effective communication' and 'developing protocols for sharing information' - all of this process gave the SEND Code "teeth"
- The process was really good for middle leaders empowering them to investigate and make effective changes. It opened their eyes to the wider school community
- This highlighted the need to have more ASD training and to link more with the Specialist Teaching and Learning Service (STLS) as we wanted practical outreach. We found that there was not enough support for the families of students with ASD

The Malling School (Secondary with Large ASD Resource Base)

Feedback:

- The IQM tackled everything in the school
- We need to tie in with other standards such as the Healthy Schools Award

What happened as a result of the work:

- This process enhanced service delivery through a wide range of staff undertaking extended research projects this significantly enhanced the capacity of the school to respond to the SEND agenda
- Staff undertook further qualifications; 5 are doing GCSE Psychology whilst others are gaining an AS level with their extended study
- The staff are now more focused on transition, EAL, LSA training, one LSA is writing a booklet on ASD for staff
- This whole process brought the Tydeman Centre (resource base) and the school closer together as staff were undertaking the audits together and identifying action research areas
- We had a real focus on behaviour. The process gave us reflection time and it was great for students to see staff learning alongside them
- There has been a greater awareness of the Kent SEND Strategy and we are now linked in with the Language Centre at West Malling
- The SENCO and middle leaders really worked well as a team. All staff are developing their skills and knowledge together

Longfield Academy with Additional Resource Base (ASD)

Feedback:

- There was very clear support from the senior leaders and this was of paramount importance
- The three day assessment by the IQM assessor was particularly useful and staff were aware of the enormity of this process and of the skills of the assessor who came. The team really pulled together. Families were eager to come in and talk with the assessor; they became partners with the process

What happened as a result of the work:

- The action research into parental engagement was led by a skilled advanced teacher who now wants to pursue a career with SEND as a result
- Heads of subject areas were all involved and now there is a clearer view of the provision and function of the additional ASD resource base. There is a greater understanding of the whole school approach to meeting the needs of students with SEND
- Staff are now more aware and more reflective in their thinking and are now currently undertaking self-analysis/self evaluation within their departments as to their response to SEND. The PE Department is looking at developing a bespoke ASD approach to physical movement
- The whole process made me realise that I did not communicate as I should have done

SET Training – Work- Based Training Provider

Feedback:

- This process really developed the networking with other providers particularly around using the 'at risk' learners flow chart
- Our knowledge of the local school profile has developed - this would not have happened if we had not been one of the pilots

What happened as a result of the work:

- We have also made a link with the training that Ifield Special School have delivered on ASD – it would not have been on our radar before
- We are now proactive rather than reactive when it comes to meeting the needs of learners; we have appointed a new member of staff with a SEND/ Behaviour background, so we are now starting to build the expertise within the team
- The 'at risk' flow chart will really embed the practice across the whole organisation and will get us to look "beyond the boundaries"
- This has made us look at the learner's journey and our meetings have changed focus to more of what do you think and why – show me the impact...
- This has heightened the awareness over mental health issues and all staff have now been trained at a basic level
- As part of this we are developing a 12 week readiness for apprenticeships, as we realise that some learners are not ready so we are really embracing inclusion
- We are now engaging parents, more particularly with the 16-18 year olds undertaking apprenticeships
- We don't turn learners away

Valance – Special school

Feedback:

- There is a challenge over the concept of inclusivity within a special school, but this discussion is really useful with the outreach team and their work in mainstream settings

What happened as a result of the work:

- Three staff (all middle leaders) are undertaking the action research masters modules. This is complementing other qualifications around SEND with Canterbury Christ Church University around post graduate qualifications and training local SENCOs
- There has been a focus on the work of the TA's. Traditionally they have been involved with the physical needs of the student rather than the learning and academic outcomes. Therefore we have looked at additional training for this group of staff and a restructuring of their roles into more specialist areas and focus
- We feel less isolated with more information on other schools and how other settings work
- This work has complemented the work undertaken by the Kent Association of Special Schools within their CPD development for senior and middle leaders
- The research work has been most useful and currently the lead for this work is undertaking a Doctorate in how we can elicit the voice of children who are nonverbal

Oakridge Nursery – Specialist Observation and Assessment Setting Within a Special School

Feedback:

• This process helped us share our process and ideas with the main school and it was a focused activity at the right time

• We feel that seeing practice is better than training. We need to develop 'learning communities' between settings to share practices and give staff opportunities to shadow each other

What happened as a result of the work:

• This whole process made us look at the curriculum and progress

• There are more children coming full time into the specialist settings. We need to have more joined up thinking between settings

• There is a real need for extra support in mainstream settings for effective communication strategies, visuals and objects of reference

• There is a real issue with many children of 'school readiness' and the need to be flexible and supportive to families

• The case study shows a really good example of this when two TAs from another school came for a six week period in the morning so that they could see practice

• This has made me step out of my comfort zone and we need to work closely with the STLS and SENCOs to build greater capacity. Currently we still do not have an early years SENCO

Paddock Wood Primary School

Feedback:

- The process was very helpful as the SENCO and Head were relatively new to the role and school. It was a great baseline review and we attended most meetings
- IQM involved all staff and families and is very linked to the SEND agenda whilst the CPLD is more corporate

What happened as a result of the work:

- This process influenced our school improvement and development planning
- Throughout this it became clear that we needed a family liaison officer/parent adviser because of the action research and the case studies
- The SENCO is working towards an NPQH and will be part of the coaching partner's strategy
- The school is looking to work with East Kent College on their coaching training and developments
- It emerged that mental health is a real issue within our community and there are real gaps in attachment training and emotional resilience
- The parent support adviser works well, with greater communication between teachers and families, with the class teacher seeing their role as the first communication with the families rather than the last
- Colleagues have learnt more about how each other works
- We are currently creating an inclusion suite in the school, which will have its own access and be more discrete for pupil and family support

Temple - Ewell Primary School

Feedback:

- This whole process fits with our journey in getting an 'outstanding grade' at our next Ofsted
- The agreement that we signed at the start of the process was pivotal to us as we made a commitment to see this through
- The parents were fully engaged in the assessment process and were delighted to receive the award – they thought it was the parents not just the school that had got it!
- The failure to fully engage health and social care within the pilot mirrors what is happening on the ground

What happened as a result of the work:

- As a result of this involvement our reputation has risen in the local community and we are seen as a truly inclusive school
- This has put the school on the map and the parents have been very engaged
- Through the work with parents, we are now offering all new parents a home visit before starting school – this is a high priority for us
- The real focus has been the involvement of the pupils in the pupil voice setting up forums where pupils can share their views and feelings
- We have also focused on transition, with the key lead for the pilot being involved at the entry point and exit from the school
- The pupil progress meetings are no longer led by the SENCO but now by class teachers and this whole process has heightened the awareness of SEND and vulnerable groups across the school
- It is a focus of all staff meetings
- Through this process one parent decided that she would be a Parent Governor
- This process has had an impact on our school action plans and in developing middle leaders

Royal School for the Deaf and Westgate College

Feedback:

- The process involved the Governors and staff and was a holistic approach to self-evaluation
- This process produced a powerful evidence base for us which will go into our action planning process – we are now involving Governors much more in this process
- This is about looking at things differently. I would not have known about some of the work here, the process revealed practices that we need to share

What happened as a result of the work:

- We realised that our engagement with parents was not good enough
- We highlighted the need for the Occupational Therapist to be involved with the handwriting programme
- We want to engage more with our partners and will use this to try and engage more effectively
- We can share our best practice and learn from others
- More discrete for pupil and family support

Foxwood/Highview – Federated Special School

Feedback:

- The middle leaders across both of the schools worked together undertaking the audits. The schools are federated and about to be joined in one building next year. This really got groups of staff leading and working across the two settings learning about each other and ways of working , which was an excellent preparation and sharing of culture for the new school
- This was the development of a real strategic direction that served the organisations' purpose. The schools received two quality marks each for each school; these could have been done together as one school
- The CPLD process was more difficult to get the staff involved in. However as we are a partner in a teaching school alliance and have been recognised as a national support school the importance of CPLD will be raised
- A member of staff from the STLS led the process but during this time she was seconded to another school. The process continued with her oversight – so maintained the impetus, as it was whole school owned
- The emphasis and most important part of the process is the audit process, rather than achieving the actual quality marks. We felt that the assessors needed to know more about Kent SEND strategy and in future this process should be a Kent directed process

What happened as a result of the work:

- This gave us a real impetus for change within a changing culture with the new build – we went to see The Village School in Brent who were supporting the pilot study to see their new building and talk to staff
- This process brought the STLS staff and the whole school together - seeing that training and professional development is everyone's role not just the specialist services

CASE STUDIES, GOOD PRACTICE AND TOOLS

Below you will find a list of case studies and action research projects that can be downloaded from www.sendwrpproject.co.uk

Curriculum

- Copies of power points on the development of the new curriculum (focus on restorative approaches, the 'success curriculum' and peer to peer conflict resolution)
(Hartsdown Academy Secondary)
- Case Study: Details of the functional, social curriculum for Year 7
(The Abbey School)
- Case study of a student with ASD
(The Abbey School)
- Case Study: Development of the Post 19 curriculum
(Ifield School)

Audit Tools

- Copies of power point presentations to staff and Governors about the process
(Joy Lane Primary School)
- Case Study: Parent skills audit
(Joy Lane Primary School)
- Research reports from 4 members of staff
(The Malling School)
- Training materials that were used with staff about the process
(Longfield Academy, East Kent College, Joy Lane Primary School)

Training Tools

- Case Study: Information available on the training module for Care Leavers and on the Audit Tool developed through this process on identifying at risk learners. Examples of the 'at risk' flow chart.
(Profile Training – Work Based Training Provider)
- Case Study: SET organisation embracing all learners with a whole company approach
(SET Training – work based training provider)
- Examples of classroom management of ASD students power point slides
(Longfield Academy)

Whole Settings

- Case Study: Developing inclusive practice within the school and college
(Royal School for the Deaf and Westgate College)
- Example of vision documentation and training power point slides
(Joy Lane Primary School)
- Examples of visioning day
(Kingsnorth Primary School)
- Case Study: Using technology to share best practice
(NISAI online learning)
- Whole school Improvement plan for SEND
(Temple Ewell School)

Below you will find a list of case studies and action research projects that can be downloaded from www.sendwrpproject.co.uk

Teaching Assistants

- Case Study: Tools to evaluate and measure the impact of TAs in the classroom/setting (East Kent College)
- Case Study: Rationale for the reorganisation of the TA into more specific and focused areas (Valance – Special school)
- Case Study: TA training and the impact that it had as part of an intensive package (Oakridge Nursery)

Working with Parents

- Case Study: Family (parent and child) nurture group (Cliftonville Primary School)
- Case Study: Creating the need for a parent support adviser (Paddock Wood Primary School)
- Case Study: The effective involvement of parents and young people (Temple Ewell Primary School)

Impact on the Learner

- Case Study: Pupil with ASD and impact of interventions (The Abbey School)
- Case Study: Pupil with speech and language needs (Kingsnorth Primary School)
- Case Study: Student and greater engagement (Catch 22 – work based training provider)
- Case Study: Input of the speech and language therapist and impact on pupil behaviour (St Thomas More Preschool)
- Case study: Catch 22 student with complex needs
- Case Study: Drawing and Talking Therapy (Hartsdown Academy)
- Case Study: Impact of best practice on a child with physical disability (Oakridge Nursery)
- Case Study: SET training – how they worked with learners with complex needs

Other

- Case Study: A review of the around the world assemblies (Joy Lane Primary School)
- Case Study: Re-design of the playground and training of staff with regards to play activities and use of language (Kingsnorth Primary School)
- Case Study: Pupil voice in the EHC Plan (West Malling – Speech and Language Resource Base)
- Case Study: Impact of the whole process on pupils, staff, Governors, parents and perceptions within the local community (Temple - Ewell Primary School)

FEEDBACK ABOUT THE PILOT PROCESS

What Went Well….

- The administration and central co-ordination was excellent
- The network meetings for those who attended regularly were a great source of support and inspiration
- Time for staff to reflect and plan in their settings
- Where staff were released to observe and share best practice
- Whole setting 'buy in' and ownership by senior leaders
- Local partnership working and particularly working with parents
- Undertaking the action research which put theory into practice
- When staff leading the process in the settings have significant leadership clout and role in the organisation things moved quickly
- The Quality Mark Assessment Process
- The language of inclusivity was present in every setting
- The engagement of the settings in a real professional debate and review takes all forward into a 'self evaluating organisation'
- Gaining real evidence for Inspections of impact and self review
- Having an Advisory Group who steered the Pilot Process and which was led by an active participant of the process
- When the Specialist Teaching and Learning Service were part of the process

Areas for Improvement

- More collaborative discussion and planning at the initial stage with a clear and achievable time frame for meetings, training opportunities and completion dates
- The links between the Action Research and the Audit tools, so they are all seen as part of 'one process'
- Ensuring that all documentation – LA Mainstream Core Standards, audit tools and assessment process reflects the new SEND Code of Practice 0-25 and the Kent SEND strategy
- Strategy and process to seek out effective ways of engaging Health and Care in the whole process
- Staff need to be supported to fully commit to the whole process with regular attendance at network and support meetings. Not all staff attended the network meetings and as a result communication with some settings was not as good as it could be.
- More effective ways of eliciting on going evaluation of the process as the online questionnaires did not work
- The audit process undertaking two Quality Marks was challenging – a single process might have been better
- It was pressured. The timescales were too tight
- The Quality Marks need to recognise the importance of appropriate language used for each setting. Too reliant on school based language
- More support for those settings coming in late to the pilot
- There was overlap between the two Quality Marks – advice to do the IQM first would have been helpful
- Needed to see the next stage of the process after completing the pilot – will there be commitment to the next stage?

SUMMARY OF LEARNING

"Putting a culture of celebration alongside a culture of accountability."

**The following outlines the overall learning outcomes from the total pilot .**

Learning outcomes

• Building capacity from within the school and enhancing knowledge and skills is essential to sustained delivery of the SEND agenda

• The engagement of staff, parents, children, the community and partner agencies is critical to successful delivery of SEND

• Strong relationships and partnerships between schools, settings, staff, the LA, external bodies, parents and children promotes improved outcomes for children and young people

• Embracing an inclusive culture through the school and having it embedded in strategy and owned by staff makes the practice of inclusion more active and real

• The active role of middle leaders and having highly motivated staff teams is vital to the delivery of the SEND agenda and delivering improved outcomes

• Having a focused but flexible and relevant curriculum

• Using the evidence from the audits and action research in setting clear performance targets

• Having a clear direction for SEND in the setting enhanced the pace of impact on delivering positive outcomes for SEND children

• Reflective practice, evidence based practice, and a focus on continuous improvement and learning will drive real cultural change

NATIONAL AGENDAS

Linking the Pilot to the National SEND Agendas

Learning at all levels

National

Local Authority

School / Setting

Child Young Person
and their Family
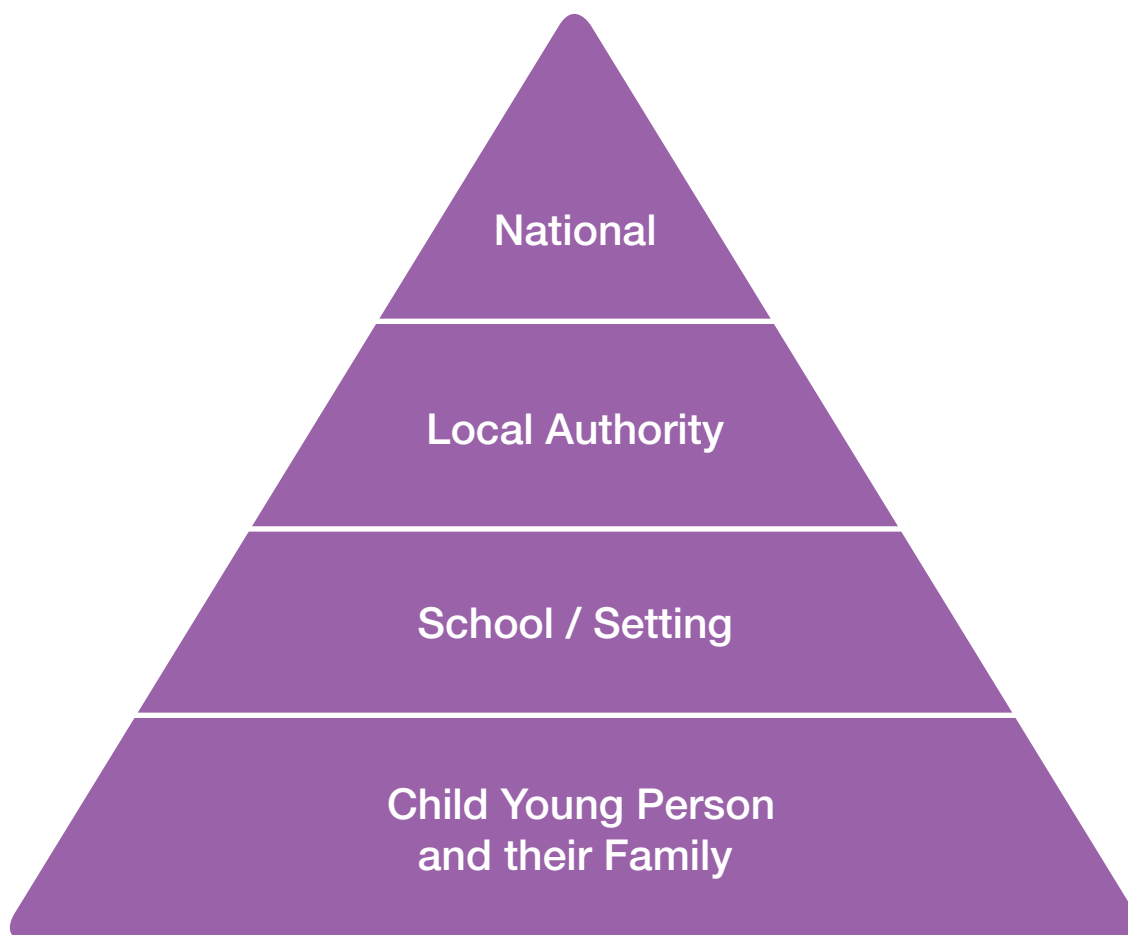
National:

We can translate national SEND Code of Practice into reality through using action research work and empowering local settings 0-25 to own the agenda.

School/Setting:

The setting can create a culture and embrace changes with every member of staff through getting the organisation and its community engaged in new ways.

Local Authority:

The Local Authority can refresh their SEND strategy with settings and empower them to own and drive the changes – making it active and real through evidence based research and audit.

Child Young Person and their Family:

Working together with children, young people and their families and taking a system approach means our joint efforts can make a bigger difference to individual lives.

Ofsted Assessment Criteria

Ofsted assessment criteria	Examples from the Pilot that will lead to good and outstanding Ofsted judgements
Effectiveness of Leadership and management	• This process embeds a culture and sets a vision for inclusion • The full engagement of staff in the settings means vision is translated into practice, which is what Ofsted look for in good and outstanding leadership • There will be evidence of a golden thread from the Kent SEND strategy, SEND Code of Practice into the vision for each setting and individual staff practice • Improved outcomes for children through clearer leadership and Governance
Personal development, behaviour and welfare	• Improved social and emotional curriculum • Proactive approaches to looking at behaviour – focus on emotional resilience and meeting mental health needs that show impact • Better relationships with partner agencies • Increased capacity to deliver • More effective learner and parental engagement
Quality of teaching, learning and assessment	• Changes to the curriculum and Individual Learning Plans result in more reflective practices and personalised approaches • Flexible and more inclusive curriculum • Learner engagement with their learning plans • Focus on action research and self evaluative practices • Use of data to set pupil led targets with measurable outcomes
Outcomes for children and learners	• Improved outcomes for learners – academic, personal, behaviour, engagement, transition, destinations • Progression more evident and evidenced

SEND National Reform 0-25

SEND National reform 0-25	Examples from the Pilot that enact reform
Building capacity across settings	• Audit and Action Research process has involved all aspects of the organisation and therefore has in all cases empowered staff at different levels to engage with the inclusion process. The Action Research has empowered a wide range of staff at all levels to question, reflect and act on evidence based practice and enquiry • The settings themselves have developed and shared their expertise in these areas as the process revealed that the settings themselves have a wide range of specialist and practical knowledge • Specialists in ASD, SLCN and BESD (now SEMH) have started to be engaged to support this process
Graduated responses	• The process has empowered staff at the grassroots level to feel more confident, trained and aware of the needs of the children and young people. The process has highlighted the SEND Code of Practice in all settings and the graduated approach to assess, plan, do and review
Personalisation and Independence	• The Pilot highlighted the importance of transition, particularly Post 16 and the importance of highlighting needs and building on solutions cross phase. This will ensure that young people are as independent as possible and that they can achieve their dreams • The focus of some of the settings on developing a curriculum that has an emphasis on resilience and personal development has engaged the hardest to reach
Effective Multi and Trans – disciplinary working	• Teachers/Lecturers/Trainers, parents, children and young people working more effectively together. The Pilot process has engaged parents and young people at all levels, including the final assessment stage which has improved and fired up active partnership working • Emerging examples of real engagement through this process of CAMHs • The process has highlighted the real need to find effective ways of engaging in partnership with Health and Social Care
Increasing student performance	• The development of new approaches and partnerships with specialists has enabled students to engage more effectively in their learning and to begin to achieve and make progress faster. The full impact will be seen over the forthcoming years
Achieving 'Best Value' out of our resources	• The Audit and Action Research Process has highlighted where the effective practice is and where the gaps are so that resources can be targeted in a more effective way

NEXT STEPS

"*We have done this for us; now we want to do it for Kent.***"**
Amanda Love, Assistant Headteacher, Kingsnorth Primary School

"*People who have done this are the greatest advocates – we want to create a professional network – pairing up with others.***"**
Kathy Tuplin, Head of Inclusion, Hartsdown Academy

Kent LA to support the continuation of the SEND Pilot Group 0-25 by:

- Key staff within the settings coming together to write the LA Audit Document that reflects the SEND Code of Practice for all settings 0-25
- The Pilot Group to focus on transition across the phases and settings 0-25 in order to develop best practice guidance
- Facilitating the release of key staff within the settings to become 'ambassadors' for the process and to support other settings in their locality
- Supporting the ambassadors to achieve additional leadership and management accreditation as a result of this work through access to the Institute of Leadership and Management (ILM) qualifications and coaching and mentoring support from Canterbury Christ Church University, Colleges and Work-based Training Providers

Health and Social Care representatives to be more effectively involved by:

- The involvement of key staff in the writing of the LA audit document
- Area teams across Health and Social Care to be involved in the implementation of the audit across settings 0-25
- Ensuring that Health and Social Care as a result of this process are accountable for their actions in light of the Education, Health and Care (EHC) Plans

The LA to:

- Take this report to the Health and Well Being Board, which represents multi disciplinary strategic developments
- Promote the outcomes of the SEND Pilot Group across all settings 0-25 – Academies, Teaching Schools, Federations, Clusters, Alliances, Grammar Schools, Free Schools, Non Maintained and Independent Sectors, Colleges and Work-Based Training providers as a real chance to build capacity and effective workforce reform

THE SCHOOLS & SETTINGS TAKING PART IN THE SEND PILOT

Early Years Provision
- St Thomas More Pre-School
- Ridge View District Special School Early Years Department (Oakridge Observation & Assessment Nursery & Acorns Reception Class)

Primary Schools
- Kingsnorth CE Primary School
- Joy Lane Primary School
- Paddock Wood Primary School
- Cliftonville Primary School
- Temple Ewell Church of England Primary School
- The McGinty Speech and Language Centre, West Malling CE Primary School

Secondary Schools
- Invicta Grammar School
- Abbey School
- Longfield Academy
- The Malling School
- Hartsdown Academy

Special Schools
- The Foxwood and Highview Federation
- The Royal School for Deaf Children, Margate
- Valence School
- Ifield School

Further Education Colleges
- East Kent College
- Westgate College Margate

Work Based Training Providers
- Maidstone Skills and Community Centre
- Nisai Virtual Academy Ltd
- Profile Development and Training Ltd
- SET Training Ltd
- Education Catch 22

KENT SEND PILOT PROJECT CELEBRATION AND AWARDS EVENING

The Inclusion Quality Mark

Inclusion Quality Mark Awards
- Abbey School
- Cliftonville Primary School
- East Kent College
- Education Catch22
- Foxwood School
- Highview School
- Joy Lane Primary School
- Kingsnorth CEP School
- Longfield Academy
- Nisai Virtual Academy Ltd
- Profile Development and Training Ltd
- Springfield Education and Training Ltd
- The McGinty Speech and Language Centre/West Malling CEP School

Inclusion Quality Mark and Centre of Excellence Awards
- Invicta Girls Grammar School
- Paddock Wood Primary
- Temple Ewell CEP School
- The Malling School
- The Royal School for Deaf Children
- Westgate College

Inclusion Quality Mark and IQM Flagship Awards
- Hartsdown Academy

The CPLD Quality Mark

Early Years settings
- St Thomas More Pre-school - Bronze
- Ridge View School Early Years Department (Oakridge Nursery & Acorns Reception Class).

Schools
- Abbey School - Bronze
- Invicta Girls' Grammar School - Bronze
- Kingsnorth CE Primary School - Bronze
- Longfield Academy – Bronze
- Paddock Wood Primary School - Bronze
- Maidstone Skills Centre (Catch 22) – Bronze
- Cliftonville Primary School - Bronze
- The Malling School - Silver
- Hartsdown Academy - Silver
- Temple Ewell CE Primary School - Silver
- The Foxwood and Highview Federation - Gold

Colleges
- East Kent College - Bronze

Workplace Training Providers: single level award
- Springfield Education and Training
- Profile Education and Training
- Nisai Group