**A Toolkit for Inclusive Practice in Schools**

1. **Introduction and Overview**

Vision for the future

The Local Authority’s vision for the future is for every child and young person to achieve their potential in life, whatever their background. Within the Local Authority every child and young person will be safe; their education, social and emotional needs will be met and their outcomes will be good. Children and young people will be able to contribute positively to their communities, now and in the future, including actively engaging in learning and employment.

*Link to Vulnerable Learner’s Strategy*

**Inclusive Practice in Schools**

*Paragraph to include:*

* *What do we mean by Inclusive Practice in schools? KCC definition*
* *Why is it important?*

Individual schools need to deliver excellent inclusive practice, and work effectively within collaborations, to ensure that the education needs of all children and young people are met. This will ensure equity of access to the most appropriate education provision for all children regardless of their background and personal circumstances. Furthermore there is no need to spend additional public money on supporting pupils excluded from the education system.

**Inclusive Practice Toolkit**

KCC aims to promote inclusive practice both within individual schools and collaborations through the use of an Inclusive Practice Toolkit which comprises ‘best practice guidance’, a self-evaluation tool, action plan and support resources.

The best practice guidance considers 9 Areas of Focus that cross-sect every school and includes schools use of LIFT, High Needs Funding, Pupil Premium and requests for EHCPs. It also considers statutory frameworks around broad attendance issues and off-rolling including Children Missing Education and processes for Elective Home Education. Throughout, there is emphasis on how to improve outcomes for young people and to avoid exclusion.

**Aims**

The aims of the Inclusive Practice Toolkit are to help schools:

* Evaluate their current context, both within school and the wider community, with regard to their inclusive practice
* Identify opportunities for improvement in their approach to inclusive practice
* Develop an action plan to deliver improved inclusive practice
* Provide access to a variety of best practice resources to support delivery of their action plan
* Embed a cycle of Continuous Improvement for inclusive practice that sits within the wider context of School Improvement and the school SEF framework.

By producing a framework which enables an improvement in inclusive practice within schools and collaborations the following outcomes will be achieved;

* Local forums and groups provide improved equity of access to education that meets the needs of individual pupils
* There are clear district education pathways between schools
* Inappropriate education is challenged effectively and pupils are supported to return to appropriate education
* Fewer exclusions
* Improved attendance
* Improved attainment, reduction in attainment gaps
* Less delay in accessing provision for those out of school or not accessing full time education
* More schools work collaboratively with a shared responsibility for pupils in their district

Longer term, the impact of promoting and developing inclusive practice in schools are:

* More young people in Kent are engaged in education that best meets their individual needs
* Less demand for reactive responses for services such as Fair Access and PIAS, with a greater focus on early intervention and appropriate support
* More young people finish education with better attainment, more confidence and improved opportunities
* More young people are able to contribute positively to their communities and society as a whole

**The toolkit comprises three sections:**

1. Introduction and Overview
2. Workbook (Best Practice Guidance, Self Evaluation Tool, Action Plan)
3. Resources and Completed Examples

**Continuous Improvement**

The Toolkit supports an on-going cycle of self-appraisal that sits within the wider context of school continuous improvement. It is expected that the Action Plan developed from the Self Evaluation Tool is reviewed and updated regularly in line with school strategic improvement plans.

**2. Inclusive Practice – Best Practice Guidance**

There are 9 Areas of Focus for Inclusive Practice, detailed below. In considering their school’s position against each Area of Focus, a school is able to identify what is working well and opportunities for improvement. These opportunities can be used to populate an action plan to take forward. In addition, there is an Ofsted Checklist which is designed to align identified opportunities to the current Ofsted Framework.

**Inclusive Practice**

**Action Plan**

**Opportunities for improvement**

**(as identified from Self Evaluation Tool)**

1. Leadership, Governance, and Structure

Definition…

6. Performance (Teaching and Learning), Data and Analysis

Definition…

2. Use of Resources

DELETE?

Definition…

4. Data and Analysis

DELETE?

Definition…

3. Structure and Governance

DELETE?

Definition…

5. Safeguarding, Health and Wellbeing

Definition…

8. Parents / Carers

Definition…

7. Pupils (attitudes/values/personal development)

Definition…

9. Wider Community (including collaborative work)

Definition…

**Areas of Focus**

**Ofsted Checklist**

**Inclusive Practice – Best Practice Guidance Criteria Overview**

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| **Criteria Overview** |
| **What does Inclusive Practice look like in an Emerging School?*****Developing Practice*** | **What does Inclusive Practice look like in an Established school?*****Good Practice*** | **What does Inclusive Practice look like in an Advanced school?*****Best Practice*** |
| School in this category demonstrate a commitment to continuing improvements in inclusion but systems and structures are not yet fully embedded to show impact on inclusivity for all groups. Policies and systems are in place but further development is required to deliver sustained impact over time.  | Schools in this category demonstrate a commitment to continuing improvements in inclusion, reviewing and evaluating regularly for improvement. Self-evaluation is accurate and identifies strengths and areas for further improvement which are shared and understood by staff and the school community.  | Schools in this category have embedded policies, systems and staffing structures to effectively promote a wholly inclusive ethos and practice which is above the national standard.They model best practice which can be shared with others. Leaders at all levels, including governors, have high expectations regarding inclusion which are communicated to the school and wider community and represented in the culture of the school.  |

The Best Practice Guidance identifies three possible levels at which a school may be operating: Emerging, Established and Advanced. It recognises that a school may be assessed to be in different categories for different themes. These will ultimately contribute to the overall assessment decision.