



**INCLUSIVE
LEADERSHIP**
SUPPORTING INCLUSIVE
EDUCATION

Kent Leadership Development Inclusion Review Handbook

Inclusion Leadership Development
Project 2021-2024

This document is to be used as part of the inclusion leadership development project within Kent County Council Settings.



Contents

1

Aim and Purpose	2
Programme Diagram	3
KIF - Module 1 – Inclusive Leadership	4
KIF - Module 2 – Effective Use of Resources for Inclusion.....	5
KIF - Module 3 – Monitoring, Tracking & Evaluation for Inclusion	6
KIF - Module 4 – Inclusive working with stakeholders	7
KIF - Module 5 – Assessment and Identification of Needs	8
KIF - Module 6 – Developing Inclusive Teaching & Learning.....	9
KIF - Module 7 – Inclusive Outcomes.....	10
KIF - Module 8 – Developing Inclusive Expertise and Provision	11
KIF Self-review Summary.....	12
Schedule for Peer Review	14
Review Plan Template.....	16
Review Findings Template.....	18
Summary of Improvement Workshops and Agreed Actions Template	20
Glossary	22

This document contains the self-reflection areas for the Inclusion Leadership Programme and the documentation to support peer-review of inclusion within your schools partnerships.





Aim and Purpose

This document contains the Kent Inclusion Framework self-evaluation and the peer-review planning documents. It has been designed as a working document to support the self- and peer-review aspects of the Kent Inclusion Leadership Programme.

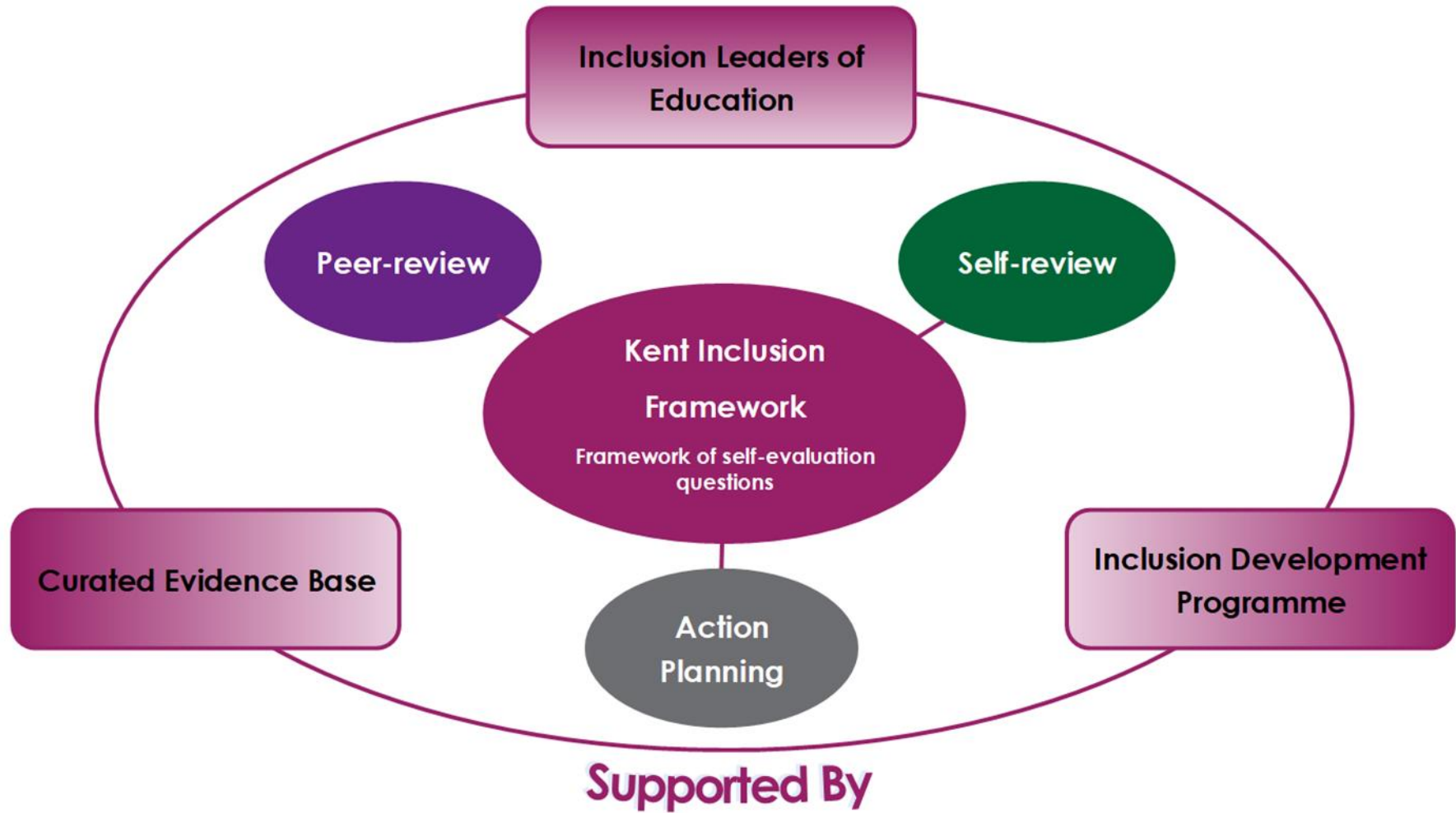
The findings from your self-review should enable open discussions within your setting with Senior Leadership and beyond to look at the current level of inclusion and aid the further development of inclusion through a set of questions. The framework is intended to be a working document to be revisited during the length of the project and beyond. Inclusion is a journey, not a destination and this framework will allow self-reflection to continue and areas revisited to ensure inclusion remains a high focus.

Each question prompts you to think about the policies and practice that your setting has around inclusion. The next step is to consider evidence you can provide, qualitative and quantitative, to allow you to reflect on the extent of the inclusion at this current time. A separate column is provided to allow you to RAG rate each which will support you in identifying your areas of strength and highlighting areas that require further development.

Once completed there is a self-review findings summary template for you to consider those areas that you are going to concentrate on developing through the lifespan of the peer-review project, this will generally be only one of the eight areas and within that not all of the questions. You may share the entire document with others in your partnership of schools or you may choose to only share the completed summary, this will become clearer as you move through the programme. The more open and honest you can be with the other schools in your partnership, the more you will get out of the peer-review process.



Programme Diagram



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Inclusion Review Handbook



KIF - Module 1 – Inclusive Leadership

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent do all stakeholders in your setting have a clear vision for what inclusion means (pupils, parents, governors, community, etc.)?			
To what extent does inclusion drive policy and practices within your setting?			
To what extent have governors been supported and engaged to enable them to hold you to account to ensure your inclusive approaches positively impact on all pupils?			
To what extent has your setting developed an holistic approach to inclusion and ensured a provision responsive to the strengths, needs, development and wellbeing of all pupils?			
To what extent have you critically engaged with developments in education inclusion practice?			
To what extent has the language and visibility of inclusion been developed within your setting?			
To what extent do you mitigate the effect of external pressures that impact upon your commitment to inclusion?			
To what extent are your leadership team's values around inclusion evidenced daily?			

Kent Leadership Development
Inclusion Review Handbook



KIF - Module 2 – Effective Use of Resources for Inclusion

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent is the knowledge, understanding and application of inclusion legislation (2014 SEND Code of Practice, Children and Families Act, 2010 Equality Act, School Standards and Framework Act, etc.) embedded within your setting?			
To what extent does your provision ensure every individual from every demographic, such as SEND/GRT/PP, has the opportunity to reach their full potential?			
To what extent are your teachers and teaching assistants supported and challenged to develop inclusion within their classrooms?			
To what extent do senior and middle leaders work closely to support inclusive curriculum development, reflecting the needs of the pupils and the community and strengthening high quality teaching?			
To what extent has the Continued Professional Development and Learning programme been developed, and implemented to support all staff to develop inclusive practices, and evaluated to review impact on pupil outcomes?			
To what extent have systems been employed to assess the effectiveness of interventions (academic interventions, personalised timetables, external professional support, etc.) delivered to support selected groups or individuals?			
To what extent are you utilising, and evaluating staff expertise, staffing structure and deployment to support inclusion?			
To what extent do your policies and practices around inclusion enable staff to apply reasonable adjustments proactively, and systematically to support learners as soon as a need arises?			



KIF - Module 3 – Monitoring, Tracking & Evaluation for Inclusion

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent are measures of inclusion analysed, reviewed and actioned to ensure all pupils are making progress in socio-emotional, educational and wider outcomes. Are the needs of specific groups are compared for equitability?			
To what extent are the processes of identifying barriers to learning and addressing them effective in supporting inclusion? Eg. Barriers due to inflexible curricula and assessment, attendance, bullying, exclusions, etc.			
To what extent have the policies within school been written with inclusion at the forefront? E.g. behaviour, uniform, assessment, extra-curricular activities, etc.			
To what extent is a comprehensive understanding of environmental and within pupil factors reviewed to better understand the rate, patterns and reasons for fixed-period and permanent exclusions. Ensuring they do not disproportionately affect specific groups of pupils? Eg. SEND, GRT, PP, CLA.			
How embedded are the systems by which individual strengths and needs of pupils are effectively identified, collated, communicated and acted upon by all staff across your setting?			
To what extent are the interventions that you provide evidence-based and evaluated for integration within the classroom, personal impact and the applicability for your students?			
To what extent has consideration been given to the impact of the environment, both physical and learning, within all parts of the school on different pupils? E.g., sensory audits, quiet spaces, etc.			



KIF - Module 4 – Inclusive working with stakeholders

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent do school systems and procedures promote and engage with parent/carer contributions to maximise positive academic, socio-emotional and wider outcomes for all pupils?			
To what extent are the transition arrangements for pupils beginning or leaving your setting effective in ensuring success? (e.g., transitioning to and from AP or SRP)			
To what extent are systems for communication of individual plans and strategies effective in providing support within school and feedback to parents/carers?			
To what extent are systems in place to gather pupil, staff and parent/carer voice in an inclusive way and utilise this to inform and impact on the development of inclusive policies and practice within your setting?			
To what extent does your setting signpost and provide inclusive opportunities for parents/carers, the community and other stakeholders to ensure they can access support when required?			
To what extent do you liaise with other settings to ensure proactive inclusive provision for future intakes?			
To what extent have senior leaders and governors worked together to create a culture and ethos that engages parents/carers of all pupils and the wider community?			
To what extent is shared inclusive language used within school and with partners outside of education and how does this promote and celebrate inclusion within your community?			

Kent Leadership Development
Inclusion Review Handbook



KIF - Module 5 – Assessment and Identification of Needs

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent are behaviour incidents reviewed to assess all possible antecedents and identify and remove barriers to learning and engagement?			
To what extent are the processes and procedures for raising and addressing concerns around needs embedded, accessible and responsive?			
To what extent are all teachers able to demonstrate high quality teaching to meet the needs of all pupils within their classroom?			
To what extent are your CPDL priorities aligned to support the further development of your culture and ethos of inclusion and to what extent does staff voice inform this?			
To what extent are mechanisms for support with developing more inclusive practice available? E.g., SENCO availability, external professionals, coaching and mentoring, etc.			
To what extent is your parental support team integrated within your setting to support the staff team to further develop inclusive practice and proactive adjustments?			
To what extent is data used to identify need or barriers to learning and how is it ensured that the data is accurate, meaningful and timely? (E.g., Classroom sensory audits, academic data, behaviour analysis, etc.)			
To what extent are staff and students aware of local and national cultural history and supported to appreciate and celebrate the diversity of the community, school setting, school population and wider society?			



KIF - Module 6 – Developing Inclusive Teaching & Learning

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent do the fundamental principles of the curriculum and its planning and structure support achievement and inclusion for all pupils?			
To what extent is high quality teaching embedded within your setting and designed to support effective deployment of additional staff across all age ranges and in all subjects?			
To what extent do the staff team articulate and demonstrate their understanding of their responsibilities for inclusion and inclusive practice within and outside of your setting?			
To what extent are multiple means of action and expression, such as alternative and augmented communication tools, used to support pupils to demonstrate their knowledge and understanding and how does this assessment support inclusion?			
To what extent are senior and middle leaders encouraged to review the achievement of specific groups of pupils across the school or subject area and how do they address identified barriers? E.g., SEND, GRT, PP, etc.			
To what extent are practices evolved and shared within the school to increase inclusivity within teaching and learning across all phases and departments?			
To what extent is high quality teaching evaluated and reviewed to ensure it is effective in supporting all pupils to achieve in your setting?			



KIF - Module 7 – Inclusive Outcomes

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent are more holistic outcomes for pupils, such as socio-emotional development, given equal priority with academic outcomes and how are staff supported to develop and evaluate them to ensure equitable access?			
To what extent is provision in place to support the development of pupils social, emotional and mental health needs and for responding to trauma and ACEs?			
To what extent are reasonable, proactive adjustments employed to support pupils needs across the school day and consideration given to access to extra-curricular activities?			
To what extent are targets aspirational and relatable for pupils' development of independent learning and life skills alongside academic progress?			
To what extent is holistic progress for pupils, across year groups and with differing needs, reviewed and assessed with consistently strong evidence of both quantitative and qualitative information?			
To what extent is Careers Education Information Advice and Guidance (CEIAG) developed for all students to ensure fair access and to ensure access to the skills and qualifications aligned to their aspirations?			
To what extent have exclusions been evaluated for their impact on pupils' sense of belonging as well as achievement and engagement, both academic and holistic?			
To what extent has the data around non-attendance been analysed to recognise and understand the motivations and root causes and actions been employed to reduce incidences? (EBSA, GRT, EHE, etc.)			



KIF - Module 8 – Developing Inclusive Expertise and Provision

Self-evaluation Questions	Evidence	RAG Rate	Key stakeholders
To what extent is consideration given to timetabling, both daily and across the year, to ensure it is inclusive? E.g., flexible learning, religious observances, personalized timetables, individual learning plans, etc.			
To what extent are senior leaders engaged in research both in and outside of education to develop their own understanding of inclusive practice?			
To what extent are all staff encouraged and supported to engage in research, both in and outside of education, to develop their understanding of inclusion and embed this in their practice?			
To what extent is the professional expertise within the school or local community engaged to support the culture and ethos of inclusion?			
To what extent is multi-agency support engaged appropriately and utilised effectively to improve positive outcomes for pupils?			
To what extent is coaching and mentoring employed to support development of inclusive practice at every level within your setting?			



KIF Self-review Summary

FOCUS	KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT	AREAS TO ENGAGE WITH PEER REVIEW PARTNERS
Inclusive Leadership			
Effective Use of Resources for Inclusion			
Monitoring, Tracking & Evaluation for Inclusion			
Inclusive Working with Stakeholders			
Assessment and Identification of Needs			

Kent Leadership Development
Inclusion Review Handbook



FOCUS	KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT	AREAS TO ENGAGE WITH PEER REVIEW PARTNERS
Developing Inclusive Teaching & Learning			
Inclusive Outcomes			
Engaging Inclusive Expertise and Provision			
<p>What is the inclusive vision for your provision at the end of the review process? What will have improved?</p>			



Schedule for Peer Review

Review	School being reviewed	Review team <i>(lead reviewer in bold)</i>	Date of pre-review meeting <i>(head of reviewed school and lead reviewer – c.1 week before review)</i>	Dates of review <i>(1–2 days)</i>	Date of Improvement workshop	Name of Improvement Champion	Date and format of 90-day check in
1							
2							
3							

Kent Leadership Development
Inclusion Review Handbook



4							
5							
6							
7							
8							



Review Plan Template

Tick the focus or foci covered in the review.

Review date:			Review team:			Improvement Champions:		
Focus:	Inclusive Leadership		Effective Use of Resources for Inclusion		Monitoring, Tracking & Evaluation for Inclusion		Inclusive working with pupils, parents and carers, the community and other stakeholders	
	Assessment and Identification of Needs		Developing Inclusive Teaching & Learning		Inclusive Outcomes		Engaging Inclusive Expertise and Provision	
Theme Dimension	What are the specific enquiry questions?				What are the likely sources of evidence?			

Kent Leadership Development
Inclusion Review Handbook





Review Findings Template

Tick the focus or foci covered in the review.

Host school:		Review date:		Review team:		Improvement Champions:	
Focus:	Inclusive Leadership		Effective Use of Resources for Inclusion		Monitoring, Tracking & Evaluation for Inclusion		Inclusive working with pupils, parents and carers, the community and other stakeholders
	Assessment and Identification of Needs		Developing Inclusive Teaching & Learning		Inclusive Outcomes		Engaging Inclusive Expertise and Provision
What were our specific enquiry questions?							



What evidence did we gather?

What we found...

What we celebrate and want to share...

What we recommend for further development and a possible enquiry focus for the improvement workshop...



Summary of Improvement Workshops and Agreed Actions Template

This template is designed to support the reviewed school to capture the agreed actions at the improvement workshop. This is intended to be a high-level summary document.

Date of workshop:

The workshop focused on...
<ul style="list-style-type: none">•••
The key outcomes were...
<ul style="list-style-type: none">•••

Kent Leadership Development
Inclusion Review Handbook



When planning the specific actions following the review, it is important to consider that support with the delivery of those actions could come from:

- a. within the reviewed school itself
- b. within the partnership
- c. outside of the partnership

Action agreed	Timings and deadlines (be specific where possible)	Who will deliver this action?	Comments



Glossary

Term	Definition
90-day check-in	90 days after the improvement workshop is complete, the lead reviewer and/or Improvement Champion checks back in with the host school on progress
ACE	Adverse Childhood Experiences
AP	Alternative Provision
Build Phase	The first part of the programme looking at how to carry out a peer review and the IDP modules
CLA	Children Looked After
EBSA	Emotionally Based School Avoidance
EDT	Education Development Trust
EHE	Electively Home Educated
EEF	Education Endowment Foundation
Embed Phase	The second part of the programme where the learning and initial reviews have been carried out and the next phase of peer reviews are planned
FSM	Free School Meals
GROW	Goals, Reality, Options, Will
GRT	Gypsy, Roma, Traveller
IC	Improvement Champion - Person trained to develop the improvement workshop from the review evidence
IDP	Inclusion Development Program - A series of 8 facilitated modules centred around the Kent Inclusion Framework showcasing current research and practice from Kent and beyond
ILE	Inclusion Leader of Education - supporting schools within a partnership
KCC	Kent County Council
KIF	Kent Inclusion Framework - a framework of self-evaluation questions around inclusion
LLSE	Leadership Learning South East
Mainstream Core Standards	Kent amended SEND Code of Practice for mainstream settings
nasen	National Association of Special Educational Needs

Kent Leadership Development
Inclusion Review Handbook



Term	Definition
Partnership	Network of schools coming together to take part in the peer review part of the programme
Partnership Lead	Named person to whom all the communication will be sent
PP	Pupil Premium
PR	Peer Reviewer - Person trained to carry out the peer review
RAG	Red, Amber, Green rating system
SEND	Special Educational Needs and Disability
SPP	Schools Partnership Programme
SRP	Specialist Resource Provision