

Kent Inclusion Leadership Programme - Sentence Starters

Response ID:14 Data

1. Sentence Starters

1. Name of the person submitting the form

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3. Partnership Name

KCSP Cluster 1

4. We have come together as a partnership because...

KCSP has put us together based on geographical location and cross phase. So that we can gain a holistic view as to what is happening in the different phases and at transition. First tangible opportunity to work collaboratively and learn from each other. Developing a shared vision as a partnership.

5. We understand inclusion to mean...

Children feeling that they feel that they belong. Removing barriers. With inclusion it is tempting to think about SEN and EAL, also inclusion of disadvantaged children. Including the importance of including and engaging with parents. Idea of expectations not being limited. Also our most able pupils, are we ensuring they aspire and achieve what they are capable of achieving. Allowing each individual to fulfil their potential, live their lives to the full because of our preconceived limitations of their needs. Inclusion is our role of finding the child's strengths, may not be achievement in exams, it needs to be cross curricular and extra curricular. Identify why they find it easier to achieve in one area and emulating this in other areas. Enabling staff to gain the understanding of everyday practice, understand why an individual may feel excluded.

6. From this project we are aiming to...

A learning journey for the staff, the outcome will be better results for the children. Inclusion being at the heart of education and not sitting with the SENCO. Equipping staff and leaders with what they need to drive a whole school approach/ownership of inclusion.

7. As a school, for us this means...

Awareness of what our staff need to fulfil that role. Culture and climate needed as school leaders. Schools only know what they know, focus more, see what others are doing, looking in a more focused way at what works. If the school is successful, that will mean improved outcomes for pupil premium, SEND, EAL, a feeling of greater cohesion within the community, fewer incidences of conflict. More empathy from students and staff and a more accepting feel, a tighter knit community with a shared passion. Outcomes and life changes for pupils with the greatest needs significantly improved. Raising aspiration - are all children they tapping into what is happening in school and outside of school so that they can thrive. In school successes which can inspire the children.
