

Appendix 1: Inclusion Outcomes Matrix

INCLUSION OUTCOMES MATRIX					
Kent CYP Outcomes Framework	My Quality of Life: I am happy and enjoy life				
	My Voice: I am listened to and understood	My Learning: I am the best that I can be at school, college or work	My Safety: I feel safe at home and out and about & My Health: I am as healthy as I can be	My Community: I can do things I like in my local area	My Future: I have choice about my future
Themes	Child & family centred	Progress in Education	Social, physical and emotional wellbeing	Community	Transitions & Independence
CATIE Outcomes (What do we want to achieve?)	Parents and carers are confident that their child's school or setting has the knowledge, skills and confidence to meet their needs. Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.	Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning. Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success.	Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education. Children and young people with SEND are able to thrive socially and emotionally at school.	Support delivered within and through schools is connected to a wider, integrated offer.	Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible.
SEND Strategy Priorities: (What do we need to do?)	Improve the way we work with children and young people, parents and carers.	Improve education, care and health outcomes for children and young people with SEND. Identify and assess the needs of children and young people earlier and more effectively.		Ensure children and young people with SEND are included in their local community.	Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

<p>How can we support this through mainstream schools?</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Training & Peer Support, IAG and Resources:</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Multi-agency support networks</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Transition Charter and Resources</p>
<p>CATIE School level outcomes:</p> <p><i>(What would this look like in schools?)</i></p>	<ul style="list-style-type: none"> • Schools meet the needs of children and young people with SEND and strengthen inclusive practice through access to a graduated core offer of training, development and peer review activities. • Staff in mainstream schools have improved knowledge, skills and confidence in responding to the needs of CYP with SEND through access to high-quality information, advice and support from multi-agency professionals and specialist teachers. • Schools have access to streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual CYP with SEND. • Schools <u>are able to</u> draw upon flexible locality resources, in the form of financial and practical support. 	<ul style="list-style-type: none"> • Support delivered within and through schools is connected to a wider, integrated offer from partner services, which support the child or young person's broader social, emotional and physical wellbeing. • Schools are able to draw upon, and work in partnership with, a wider range of professionals to ensure a holistic response to meeting the needs of children and young people. 	<p>Schools <u>are able to</u> facilitate smooth and successful transitions through effective local collaboration, built upon:</p> <ul style="list-style-type: none"> • a shared understanding of best practice in relation to transition • tools and approaches to support planning for individual children and young people, including preparing for adulthood. • access to resources and opportunities for transition activities.

<p>Example Indicators</p> <p><i>How do we measure impact through service delivery?</i></p> <p><i>(sample of indicators only).</i></p>	<ul style="list-style-type: none"> • Increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills) • Staff reporting improved knowledge and skills in responding to the needs of pupils with SEMH • Staff reporting increased confidence in meeting the needs of CYP • Pupils reporting improved emotional wellbeing / reduced relationship difficulties at school (or demonstrated through Boxall Profiling) • Staff reporting improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP. • Pupils achieving or making significant progress towards the targets set by Specialist Teacher • improvement in attendance of CYP who receive SEN Support / have an EHCP • Reduced percentage of CYP with an EHCP / SEN Support subject to a permanent exclusion • Reduced percentage of CYP with an EHCP / SEN Support on a reduced timetable • Proportion of SEND students transitioning successfully into paid work, work experience, or further education to gain qualifications needed for their informed careers pathway. • Ensure the percentage of CYP with an EHCP who <u>are NEET</u> remains below the national figure
<p>System Level Outcomes</p> <p><i>What long-term system level outcomes are we aiming to achieve?</i></p>	<p>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</p> <ul style="list-style-type: none"> • A greater proportion of children and young people with SEND access a high-quality, inclusive education within a mainstream setting (where this is appropriate to their needs) • There is improvement in outcomes, attainment and progress made by children and young people with SEND • Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.