

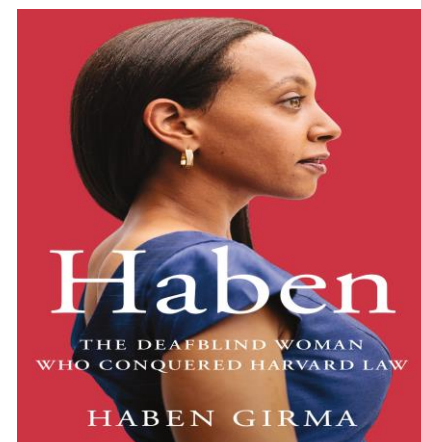
The Countywide approach to inclusive education (CATIE)

Cabinet July 2022

Contents

- Context
- Statutory framework
- Local strategy, policy and guidance
- The CATIE priorities and support for schools
- How will we know it is making a difference?

Changing attitudes to and integration of people with special needs and disability...



Why promote SEND Inclusion in mainstream schools?

- A global movement aiming to embed better integration of people with additional/special needs into society
- Evidence that the outcomes for many pupils with additional/special needs can be better in a mainstream school and they are better prepared for adult life
- By attending a local school pupils can form friendships which continue out of school time, contribute to the school community and make use of local amenities, rather than spending significant amounts of time being transported to and from their school
- Policy – Teacher Standards, Schools Bill, SEND GP
- We have a responsibility to build a sustainable school system, which includes financial sustainability

The national policy framework

- Part 3 of the Children and Families Act 2014
- SEND code of practice: 0 to 25 years
- Equalities legislation
- Schools Bill
- SEND Green paper
- OFSTED

KCC SEND strategy, policy and guidance documents

SEND strategy 2021-24

Actions to improve the educational, health and emotional wellbeing outcomes for all of Kent's children and young people with special educational needs and those who are disabled

Countywide Approach to Inclusive Education **(CATIE)**

Outlines the rationale and range of activities to support mainstream schools develop SEND inclusive practice, building on a foundation of quality first teaching and an appropriate curriculum which are of benefit to all pupils

SEND Inclusion statement

The collective ambition and values for inclusion, reflecting the partnership working between schools, settings and KCC in developing a child centred approach to SEND across Kent, ensuring that all partners are equally and effectively inclusive, and to follow both the spirit and the letter of the law with inclusive values. It forms the working vision for the development of the County Approach to Inclusive Education.

SEND mainstream core standards

- Provision to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools, with guidance on each type of special needs

Transitions Charter

- An agreement which sets out how we are working with schools, colleges, and parents to support children and young people move from one education setting to another to ensure that the best support is available, and needs can be met for all children and young people

CATIE Priorities

- 1: Supporting a school led system to deliver the highest quality core inclusive education.
- 2: Providing additional intervention and support with engagement in specialist services
- 3: Inclusive Education is part of a broader, holistic, and joined-up offer of support
- 4: Ensuring smooth transition between education phases

The CATIE- What is a SEND inclusive mainstream school?

The starting point is concerned with everyday school life and is **of benefit to all pupils**. SEND inclusive schools are committed to the fulfilment of potential in all pupils by

- Promoting positive relationships, active engagement, and wellbeing
- Investing in good, evidence-based teaching (quality first teaching) used flexibly in response to the needs of all pupils, but of particular benefit to pupils with SEND
- Selected small-group/one-to-one interventions
- Access to specialist services (ie Specialist Teaching and Learning Service, Local Inclusion Forum Team, a local special school)

Delivering the CATIE- Inclusion Projects

Inclusion training Contracts:

- Nurture
- Leadership
- Supported Employment

STLS:

- 3 year SLA
- Service development
- LIFT
- PD/Sensory Transfer
- Habilitation Review

ASC Targeted Training
(AET)

SEN Handbook

Mainstream Core Standards (training):

- Governors
- Teachers
- Parents

Inclusion (CATIE)
dashboard

Summer Born Children
Research

Kent Schools Resource
Directory

SEMH Deep Dive

Key

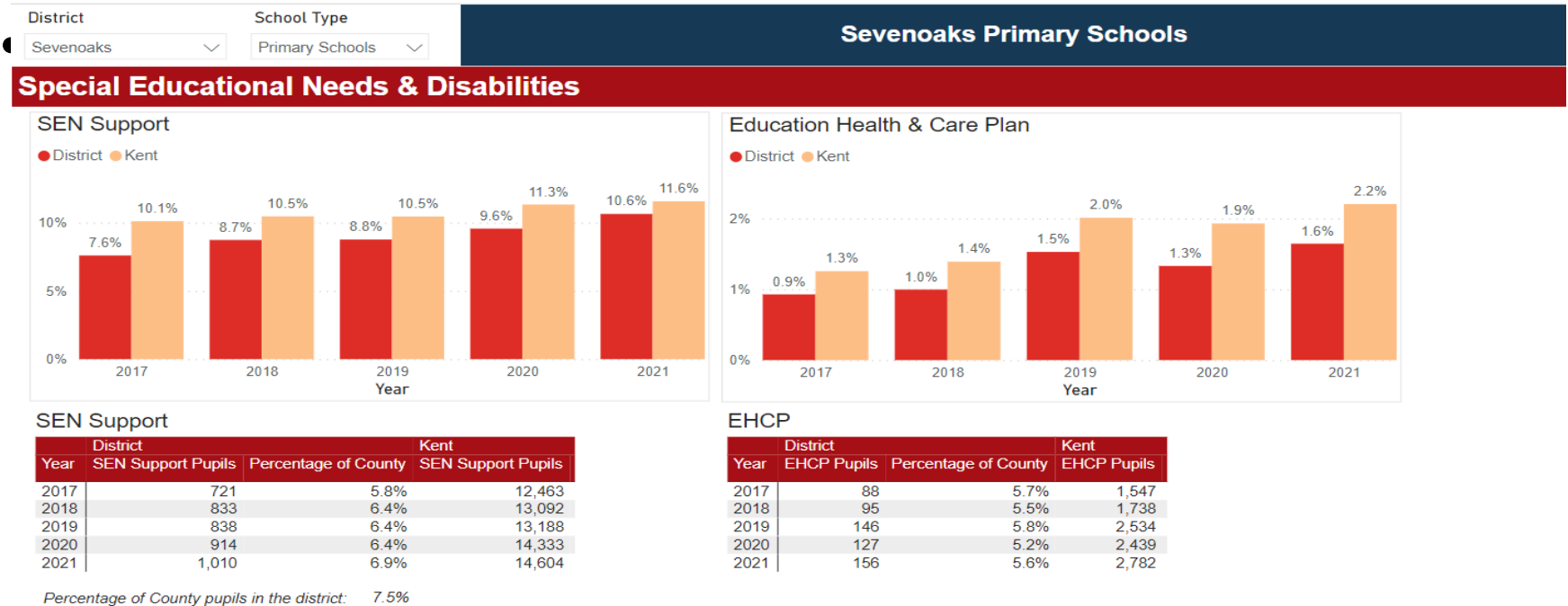
At risk

Re-scoping / delays

On track

How will we know it's working?

SEND inclusion dashboard- live in Autumn 2022



The number of pupils with an EHCP is a combination of both the school census and SEN2 returns as at January, so may not reflect other KCC published figures.



Source: Kent Analytics' CYP Integrated Datasets Year R-11
Please note that these figures may not reflect other KCC published figures



CATIE Performance Indicators

Comparative data - All, CIC, SEND Support and EHCP over 3 years

Key stage 2

- %age expected standard in Reading, Writing & Maths
- Separate progress scores in Reading, Writing and Maths

Key stage 4

- Attainment 8 score and Progress 8 score

KS2 and 4

- %age on track to achieve their end of KS outcomes
- %age achieving at least 50% of their EHCP outcomes by the end of the KS

CATIE Performance Indicators

For each group of All, CIC, SEND Support and EHCP:

- %age of CYP on a reduced timetable
- %age of CYP with persistent absence

- %age of Year R-11-aged CYP with an EHCP placed in mainstream schools relative to national average
- Number of CYP with an EHCP aged 16-25 accessing Supported Employment
- %age 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 to do so

Next steps

- Continue with development work –increasingly using expertise in the education sector through seconded education leaders, co-production with FE and others
- Bring together policy – Schools Bill and SEND Green Paper for local implementation
- Actively support the concept and benefits of SEND inclusion within KCC, with partners and in the community (whilst supporting special schools)
- Safety valve plan