Inclusion Support Service Kent

Promoting equality, championing diversity, raising achievement
We are a team of Specialist Advisory Teachers with an outstanding track record in narrowing the gap in achievement and improving outcomes for vulnerable groups. We support schools and settings in understanding and removing barriers to learning for children and young people with AEN, in particular those who have English as an Additional Language (EAL), children and young people from Minority Ethnic groups including Gypsy, Roma and Travellers.

Everything we do is focused on promoting equality and inclusion, championing diversity and accelerating progress for all learners. We offer highly specialised support focused on Ofsted Criteria and robust analysis of need.

We are trusted and respected advocates for local communities, with expertise in establishing and sustaining strong relationships with Minority Ethnic and Gypsy, Roma and Traveller families and communities.

“The children and staff in the Infants thoroughly enjoyed the Gypsy, Roma and Traveller (GRT) workshop. We ended up spending the whole day immersing ourselves in GRT culture.”

Senco
High Halden PS

“I feel that the Young Language Ambassadors programme has been wonderful for all our children who have taken part, especially those with English as an Additional Language (EAL)...”

Head of School
Kemsley PS, Swale

“It has been a pleasure to work with the advisory teacher for GRT this year, and staff have been surprised at how much they have learnt from this project”

Amanda McGarrigle
Headteacher
St Mary’s CE Primary School
Swanley
Inclusion Support Services Kent (ISSK) Basic Package
Schools, Settings and Education Establishments £1500

Offer

Time allocation: Initial consultation/audit + 12 hours bespoke work

Full audit of need including a learning walk and consultations with stakeholders to ensure the School Improvement Plan and SEF reflect areas of development in inclusive practice. Support SLT in identifying areas of need and targeting training, support and resources to raise achievement and narrow the gap between vulnerable learners and others.

Ongoing formal and informal reviews of impact and outcomes of actions completed against the audit.

Bespoke advice and support to cover the 5 Ofsted judgments including: data analysis, assessment, achievement, inclusion, equality, identity and diversity, bullying, attendance, home school liaison, community engagement, behaviour, pupil mentoring, individual pupil support for new arrivals and transition.

For more details please see “Options for Schools, Settings and Educational Establishments” below

Network and Update meetings: up to 6 sessions

Access to regular double district network and update meetings to provide:

- network opportunities to share and learn about best practice
- updates on national and local initiatives
- advice and guidance from advisors and specialists regarding vulnerable groups
- Inclusion Surgeries to seek advice from colleagues and ISSK professionals on individual pupils who are GRT, EAL, minority ethnic

Time allocation per focus area: unlimited

Access to advisory support and guidance by email or telephone when needed

Attendance at ISSK training booked through CPD online for any two people at each session:
http://www.kentcpdonline.org.uk

Access to resources loaned to support delivery of inclusive curriculum

Resources available to SLA customers on Edukent web site.

Purchasers of the Basic Package can buy additional support at £450 per day or 3 days for £1200
Inclusion Support Service Kent (ISSK) offer for EYFS Settings £500

Offer

Unlimited access to advisory support and guidance by email or telephone for all setting staff when needed.

Attendance at ISSK training booked through CPD on line for any two people at each session.

2 Advisory visits per year to discuss equality and inclusion and the support of individual vulnerable children including GRT, EAL and AEN.

Additional support from the focus sheet can be bought at £450 per day or 3 days for £1200

Options for other agencies and businesses
Cost per half a day: £300

Training/ mentoring and coaching on:

Ethnicity, faith and religion, culture and diversity

New communities- positive engagement and improving outcomes

Removing barriers to engagement

Equality and equality impact assessment – understanding implications of the Equality Act for other agencies and businesses

Fostering good relations within the community

Effective Strategies for Communicating with EAL and GRT Families for school, agencies and businesses
**Focus for Inclusion Support Service Kent**

Options for Schools, Settings and Educational Establishments include:

### 1. Achievement

Assessment and target setting: systems and strategies to ensure best outcomes for all learners including vulnerable groups **TO NARROW THE GAP**.

<table>
<thead>
<tr>
<th>Assessment and target setting to raise achievement in all areas, for vulnerable groups including GRT, EAL and AEN.</th>
<th>Transition key stage 2-3: supporting schools in understanding the needs of vulnerable groups through effective communication between schools and mentoring of vulnerable pupils.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision mapping as a tool for effective inclusion: Mapping and tracking interventions and outcomes for vulnerable/ targeted groups including attendance, behaviour, well-being and pupil premium.</td>
<td>Transition key stage 4, raising aspirations, increasing access to further education: advice and support for educational settings, young people and families in identifying appropriate pathways in line with the “Raising the Participation Age” agenda.</td>
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<tr>
<td>Transition EYFS: supporting schools and EYFS settings in understanding the needs of vulnerable groups and embedding good behaviours for learning at the earliest stage, (including support with ready for school days, linking schools and settings).</td>
<td>Supporting schools and settings to obtain accurate language and ethnicity ascription to enable targeted support and effective monitoring of progress</td>
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</table>

### 2. Teaching and Learning

Bespoke support for schools to improve quality first teaching through:

<table>
<thead>
<tr>
<th>Assessment and target setting to raise achievement in all areas, for vulnerable groups including GRT, EAL and AEN.</th>
<th>Developing the curriculum and strategies to promote speaking and listening and higher order thinking (including Blooms Taxonomy).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning walks, lesson observations, book scrutiny to inform joint planning and review of outcomes.</td>
<td>Using IT to develop an inclusive curriculum that scaffolds and enriches learning for vulnerable groups.</td>
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<tr>
<td>Partnership teaching and modelling of strategies to remove barriers to learning for AEN learners including GRT and EAL.</td>
<td>Raising the achievement and narrowing the gap for GRT and vulnerable groups through EAL strategies.</td>
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<tr>
<td>Delivering a culturally appropriate creative curriculum that is real and relevant for the schools community, increases engagement and raises achievement.</td>
<td>Developing knowledge and understanding of Academic Literacy to raise the achievement of advanced EAL learners.</td>
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<td>Talking Partners strategies– understanding and using talking partners strategies to raise achievement in reading and writing across the curriculum.</td>
<td>Effective differentiation for vulnerable children: accelerating progress and providing challenge through effective scaffolding and modelling.</td>
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<tr>
<td>Developing collaborative learning</td>
<td>Effective induction process for New/Mid-term Arrivals: holistic assessment, peer mentoring, use of first language, liaison between school/home/community</td>
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**Note:**
- GRT: Gender Reassignment (gender identity that is different to the sex assigned at birth)
- EAL: English as an Additional Language
- AEN: Additional Educational Needs
Focus for Inclusion Support Service Kent
Options for Schools, Settings and Educational Establishments include:

### 3. Behaviour

<table>
<thead>
<tr>
<th>Activity</th>
<th>Support Provided</th>
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<tbody>
<tr>
<td>Improving attendance with a particular focus on vulnerable groups (including GRT)</td>
<td>Mediation support for schools and settings with families and communities.</td>
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<tr>
<td>Behaviour management through coaching and mentoring</td>
<td>Developing and embedding a Rights and Responsibilities agenda</td>
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<tr>
<td>Strategies to identify, respond to and prevent bullying including racist bullying and discrimination.</td>
<td>Accessing community advocates – improve attendance and progress for vulnerable groups, including GRT and EAL, by working in partnership with Community Advocates</td>
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<td>Home school liaison support during transition at all phases.</td>
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### 4. Leadership and management (including Governors)

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<tr>
<td>Full audit of inclusive practice to support SLT in identifying need and targeting support and resources.</td>
<td>Setting and publishing Equality Objectives.</td>
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<tr>
<td>Understanding the implications of the Equalities Act on inclusive practice in schools and settings and reflecting this robustly through whole school policy.</td>
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### Being prepared for Ofsted:

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<tr>
<td>Understanding, using and presenting data to inform practice and support accountability</td>
<td>Co-ordination of multi-disciplinary support for parental engagement</td>
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<tr>
<td>Triangulation of evidence to secure judgements about teaching and learning with a particular focus on inclusion and vulnerable groups</td>
<td>Fostering Positive Links - Developing community Links and engaging parents</td>
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<tr>
<td>Developing inclusive practice and promoting community cohesion in Church Schools.</td>
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### Inclusion and collaboration:

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<tr>
<td>Supporting established collaborations to maximise skills and ensure effective inclusive practice</td>
<td>Facilitating linking and network learning between schools with similar cohorts and shared agendas.</td>
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Focus for Inclusion Support Service Kent
Options for Schools, Settings and Educational Establishments include:

5. SMSC:

Raising achievement, developing and evidencing SMSC in school through:

- Planning a curriculum that is REAL and RELEVANT to all learners and their families;
- Understanding identity and attainment data to inform curriculum planning and provision mapping;
- Exploring identity and celebrating diversity in order to build positive relationships, raise self-esteem and achievement through schools linking;
- Developing critical thinking skills around controversial issues through a cross curricular approach e.g. radicalisation, bullying around protected characteristics, equality

Examples of services commissioned:

Audit and identify the needs of the school under the four Ofsted Judgments and SMSC with a focus on Inclusion and raising the achievement of vulnerable groups: Analyses of school data using RAISE online and current systems for recording and tracking progress. Identify issues relating to achievement of pupils including vulnerable groups, EAL and GRT to inform whole school planning and potential areas of development and support

Review Inclusion policy and practice with a focus on effective identification of EAL, GRT and AEN, planning interventions and tracking pupil progress through provision mapping.

Awareness raising for school and EYFS staff on understanding GRT culture and removing barriers to inclusion, leading to a Gypsy, Roma, Traveller History Month event, with community involvement.

Under graduate, post graduate and NQT training

Supporting children’s center and school staff in developing their understanding of equality and diversity issues to fulfil Ofsted expectations.

Supporting schools to develop and sustain links with other schools to promote positive relationships, explore identity and celebrate diversity.
Contact

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