

Inclusion Enhancement Review Process Steps

Step 1: Initial contact between school and LA School Improvement Advisor (*schools can initiate a review by request to their locality School Improvement Advisor for Inclusion and SEND. Or linked to LA data examination and partnership signposting of need, the school may be approached an advisor first*).

Step 2: Advisor and SENDCO/Headteacher to organise a brief chat to discuss aims of the review and to agree the key lines of enquiry.

Step 3: School to receive pre-visit Inclusion Conversation document to add Inclusion/ SEND contextual overview information linked to data and requested documents (SIP, SEF, SEND Action Plan, school demographics pp, LAC, EAL etc. SEND register, monitoring reports, governor minutes/reports, academic/progress data, provision maps). Examine any historic notes of visit. Look at Nexus and data dashboard. Visit school website and check SEN policy and information report and other relevant documents.

Step 4: School to return (via password protected email) the populated Inclusion Conversation document with linked Inclusion/SEND requested documents to the School Improvement Advisor, who will begin to triangulate the information, LA data and the school's website for the first stage of the Inclusion Enhancement Review visit.

Step 5: Inclusion Enhancement Review school visit. School will organise a timetable that includes: Discussion time, learning walk, pupil/staff/possible governor and parent voice and peer/peer (school and LA) triangulation of evidence, before verbal feedback and next steps agreed.

Ask the school for any arrangements to be made. E.g., timetables of students to visit, meetings set up with required stakeholders, teaching and school staff covered for discussions, visit either full or half day. Share any immediate findings. Agree a follow up appointment with head to discuss feedback and draft report.

Step 6: Advisors will triangulate data from the Inclusion Conversation information/documents attached, stakeholder's voice and evidence seen in 'lived experience' of time spent in the school during learning walk/book look to populate the review document.

Step 7: The school and the LA will agree on initial rag rating scores of the areas of school's inclusion profile and actions to contribute to the school's Inclusion/SEND Leadership Action Plan, which should then link in with whole school development priorities as and where appropriate via their School Improvement Plan.

IMPACT: The review will highlight areas of improvement and actions linked to the support and signposting of wider agencies, professionals and resources that will enable strategic development of the school's Inclusion and SEND Local Offer.