



100 Days for Inclusion

A programme to refocus the system for children and young people with SEND

National Development Team for **Inclusion**



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Introduction

We need to refocus the SEND system:

It has become clear that local areas are finding it increasingly difficult to include children and young people with SEND in mainstream provision, despite there being a national commitment to inclusive education since 1976.

Local areas have a range of statutory responsibilities including identifying, assessing and meeting the needs of children and young people with SEND as well as ensuring that parent and young people's legal right to express a preference is upheld. However, increasingly they are finding it difficult to place children and young people in mainstream settings where that is the preference. In addition, more parents are reporting that they have lost confidence in mainstream schools in being able to meet their children's needs.

Alongside this there has been an increase in exclusions, alternative provision and home education, leading us to the presumption that we need more special schools.

Local areas are also seeking to stretch budgets to do more for less, with changing demands that can lead to placing vulnerable children and young people in expensive out of area placements.

Several local areas have signed up to the Government's [Safety Valve](#) agreements with the Department for Education to try and get a grip on budgets that are spiralling out of control.

The Children and Families Act 2014 and the Code of Practice introduced a number of welcomed reforms which had the potential for significantly improving life outcomes for children and young people with SEND and their families.

However, it is clear from the OFSTED inspections that the implementation in the context of current pressures is proving challenging, not least the government's desire to increase inclusion and remove the barriers to learning in mainstream.

The long-awaited SEND Review (now a consultation green paper) talks about restoring families' trust and confidence in an inclusive education system with excellent mainstream provision that puts children and young people first; and the need to create a system that is financially sustainable and built for long-term success.

The number of children and young people with EHC plans or statements has increased by 35% in five years. In January 2022, there were over 473,000 children and young people with an EHCP in England. That's 10% up on the

previous year – a growth rate that’s been steady for several years now. In the same time the number being educated in special schools and colleges rose by 24%. Appeals to the SEND tribunal are increasing. The number of children with special needs but with no school place has more than quadrupled in eight years and 82.7% of children and young people in alternative provision were identified with SEND.

The National Development Team for Inclusion Children and Young People’s Team have many years of experience of developing inclusive education provision, at a strategic and practitioner level, and are confident that the team has the skills to support local areas who wish to increase their inclusive provision.

Through this programme, we will offer:

- Support to create a local vision for inclusion that is shared by education, health and care services and families, young people and the whole community
- A framework for inclusion based on the evidence of what works and what this means in practice
- Building understanding of children’s human rights to inclusive education and the benefits for all
- Confidence for early years, schools and colleges, including single and multi-academy trusts, to include all children and young people including those with the most complex SEND
- Confidence for health and social care services to work in partnership and support inclusion
- Understanding for all education providers of the key elements to good teaching and learning for inclusion and how to use the evidence base
- Development for leaders and managers to be more confident in their decision making and leadership skills to achieve the above
- A sustainable co-produced, peer learning approach to create real change
- Knowledge and understanding for children, young people and their families of what is positive and possible to achieve a good life, including an understanding of human rights
- Better commissioning outcomes
- An understanding for special schools and colleges of how to support children and young people to know their rights and put them into practice

NDTi has developed an offer for local areas which aims to:

- Develop policy, strategy and practice that enables mainstream early years settings, schools, colleges and community facilities to be confident about including children and young people with SEND

- Ensure widespread understanding of what high quality teaching, learning and support for children and young people with SEND
- Ensure that special schools and colleges understand their role in using their skills and experience to support greater inclusion for children and young people with SEND

100 Days for Inclusion is designed to help local areas to develop policy, strategy and practice to transform their SEND system.



100 days of activity delivered over 3 years with tailored development, training and support for local areas, with an opportunity to learn and share best practice with other sites across the programme and to be part of cutting-edge development and change.

Further information about the National Development Team for Inclusion is in the appendix.



1. Proposed approach and methodology

Our proposed approach includes the following steps:

i) Getting started – developing the site plan

- Development of bespoke, customised area project plan
- Data analysis of where your area sits against SEND policy and practice within the context of national and local issues and challenges with a range of local stakeholders
- Vision day for inclusion for senior leaders, including elected members, families and young people
- Design of impact framework

ii) Developing the learning – sharing across the site

- Development, training and support plan designed with site from a menu of options (customised to each area)
- First cross area learning event for key stakeholders

iii) Ongoing training and learning – sharing with each other and learning together

- Training and support
- Residential event number one (2 days) up to 10 places per site
- 6-month impact framework review

iv) Training and learning

- Training and support continued
- Second cross site learning event
- Use of protected online forum to share issues, challenges and successes, as well as accessing supporting from the delivery team

v) Outcomes and impact – celebrating success and long-term sustainability

- Training and support continued
- Second cross site residential to share learning and celebrate success (2 days) up to 10 places per site
- Final report and evaluation across the sites

2. Development, training and support

Each site will have its own development plan designed and tailored around your local conditions, aspirations and needs, but could include the following:

- Rights and equality
- The Mental Capacity Act
- Person-centred assessment and planning
- How to use legislation and policy well
- Co-production, joint commissioning and integrated working
- Supporting engagement with young people with complex needs
- Circles of friends and support
- Inclusive curriculum planning
- Positive behaviour support
- Making funding work
- Preparing for adulthood and transition between services
- Developing alternatives to young people being placed out of area
- Young people in the criminal justice system
- Positive life outcomes for all children including those looked after
- Good quality SENDIASS and the local offer
- Looking at the recommendations of the SEND review

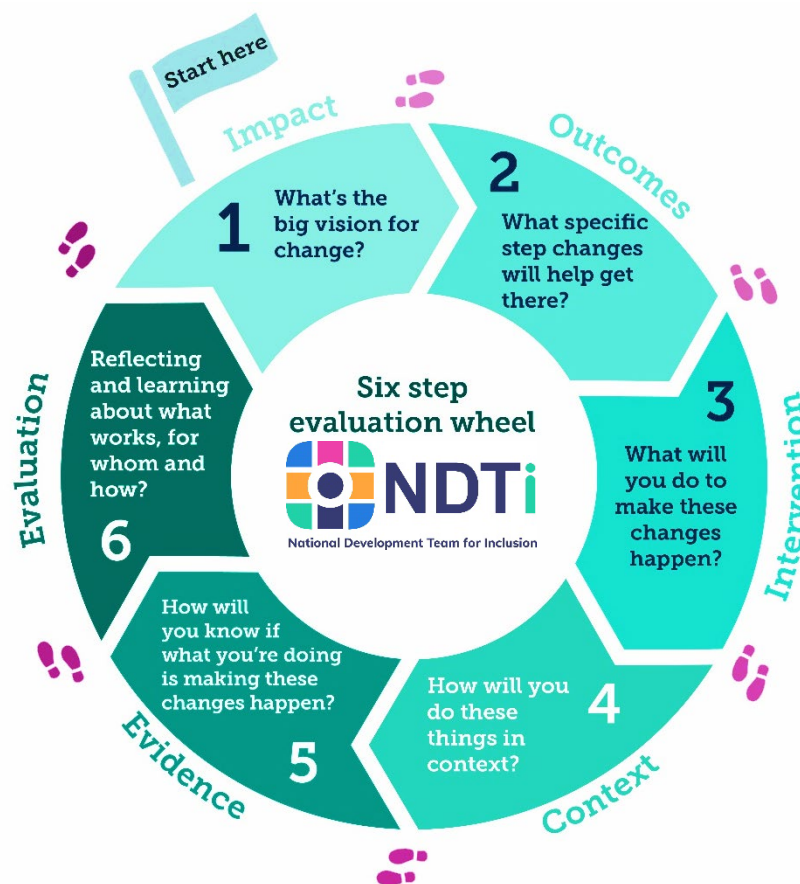
3. Evidencing the impact of our work

Our team use a range of methods and tools to generate and capture evidence of what works (and what doesn't work) through initiatives like this, and to share the impacts and lessons from our work. All of this work is coproduced, so those who get involved in this programme will be part of the process for identifying and agreeing an overarching evaluation framework, based on a theory of change approach which brings people together to:

- develop a deep and shared understanding of the local issues that people are grappling with (in relation to the inclusion of young people with SEND)
- identify what change is needed, for whom, and why those changes matter (outcomes)
- agree the best ways of achieving these changes
- identify the signs of change (outcome indicators), which we can focus on in terms of evidencing the impact of the programme
- explore ways of learning about how those changes happen, so more developments like this can happen in other places.

We will be doing this at two main levels in this Programme: agreeing what good looks like and how we'll know in relation to the 100 days to Inclusion Programme generally; and the specific outcomes that individual areas want to achieve with our support. We will also explore what evaluation support you may need locally, to help determine whether those outcomes are being delivered, for whom and how they have been brought about. We know that being able to demonstrate impact is fundamental, not only for those directly involved but for decision makers and commissioners who need evidence of the impacts achieved through their investments.

The following cycle illustrates the typical stages in the evaluation process we use:



4. Capability, capacity and skills

Our team includes nationally recognised experts in the SEND world across education, health and children's and adults social care. Most have direct experience of developing and managing services and many have experience of using services – either directly or as family members. NDTi people understand 'what works'. They seek out and share evidence and insights that reduce complexity and make sense. We think and do differently and when faced with limits, we find smart and pragmatic solutions.

5. Our team for this work

[Julie Pointer](#) is the Project Manager for this programme of work and will be the named contact at NDTi during initial, ongoing, regular communication with the commissioning team alongside the named programme lead for each site. The delivery team includes:

[Alice McColl](#)

[Barry Jones](#)

[Carol Robinson](#)

[Ellen Atkinson](#)

[Richard Rieser](#)

[Pat Bullen](#)

6. Our expertise in this field

NDTi have staff and associates who come from a range of backgrounds across education, health and care. We have people who have worked at senior leadership level to support change, as well as those who are experts by experience. We also have several young associates who we can call upon to help us deliver elements of this programme where required.

7. Relevant and recent work

Examples of relevant and recent work include:

- [Preparing for Adulthood](#) is a national programme funded by the Department for Education (DfE), we have held this contract since 2014.
- [SEND Leadership Programme](#) is also funded by DfE. We design and run two leadership programmes each year, one for strategic SEND leads and one for aspiring leads. We also run [Next Generation Leadership Programme](#) for leaders working in services for adults with learning disabilities.

For further information on what NDTi do please have a look at our [website](#). NDTi would be pleased to provide testimonials and references that will affirm the quality, value and impact of our work, and our ability to deliver the desired outputs and outcomes for the work we undertake within budget and within the timescale agreed.

8. Contact Information

For further information or to discuss this proposal in further details, please contact:

Julie Pointer, Programme Lead (Children and Young People):
julie.pointer@ndti.org.uk | 07860 776701

Bill Love, Director of Delivery and Impact:
bill.love@ndti.org.uk | 07958 397129

Linda Jordan, Senior Development Advisor (Children and Young People):
linda.jordan@ndti.org.uk | 07958 397129

9. Programme Cost

The total cost for the 100 Days for Inclusion programme is **£75,000 plus VAT** (charged at the standard rate), to be invoiced in instalments across the 3-year period. Please note, for larger sites or sites which require it, further days can be purchased in addition.

Appendix – About NDTi

NDTi has been working with communities, government, health and social care professionals for 25 years to ensure that people with disabilities of all ages are given choice and control over their own lives.

Our organisation exists to make change happen by celebrating what's possible, supporting changemakers and building self-determination. Our work always focuses on wider life outcomes. We want disabled and older people to enjoy the same life course and opportunities as everyone else – education, paid work, a place of their own, fulfilling personal relationships and a chance to contribute to their communities.

At the heart of everything we do is our belief in a society where all people, regardless of age or disability, are valued and able to live the life they choose.

We believe that all people should have choice and control over their own lives, that their human rights be respected and that they are valued as equals. Our vision is shared by our members, board, staff, associates and the people who fund or commission our work.

We promote good lives for all people in their communities by supporting changemakers, resetting expectations, tackling problems and celebrating what's possible. We have a unique offer in the health and social care sector that spans policy development, consultancy, training, research and evaluation. We work to fundamentally reset expectations and trigger the important conversations needed to raise people's aspirations.

Through working with and listening to our partners, who include self-advocacy groups, carer and family networks, we put people's voices at the centre of everything we do. We work to ensure that people who risk being excluded have the same opportunities as everyone else. Partnership, co-creation and sharing learning are central to NDTi's philosophy. Our work is funded through direct commissions from national and local organisations, partnership funding and through grants from charitable trusts and other grant giving bodies.

Our core activities include:

- **Development and change management support** – delivering what is effectively consultancy to organisations to help people make real local change
- **Research and evaluation** – generating evidence on what works and does not work to support replication of best practice and generate new knowledge to improve understanding of complex issues

- **Personal development** – development, learning and training to help individuals work in new ways, including leadership development and mentoring programmes
- **Policy influence** – shaping public debate through work with government and national and local stakeholders
- **Demonstrating excellence** – supporting people and organisations to show what is possible in terms of achieving better outcomes for people
- **Dissemination** – through conferences, publications, social media etc., sharing our knowledge and evidence of how to achieve better outcomes for people.

In addition to delivering work to meet the needs of our funders and clients, we ensure that wider lessons and impacts are shared to ensure that those for whom the work is really designed secure better life chances and outcomes from the services designed to support them.

Our portfolio of work focuses on achieving positive change through four priority areas:



Promoting equal life chances

Our work always focuses on wider life outcomes. We want to ensure that disabled and older people have the same life opportunities as their fellow citizens: paid work, a place of their choosing to live, fulfilling personal relationships and the chance to contribute to their community.



Ensuring people's voices are heard

We put people's voices at the centre of every action we take and every change we help to make. We give disabled and older people a strong voice in all of the decisions and changes that affect their lives: from their own personal support services to wider questions of community and public policy.



Rethinking service design

We promote services and support options that centre on the person rather than the process, and provide better outcomes at the same or lower cost.



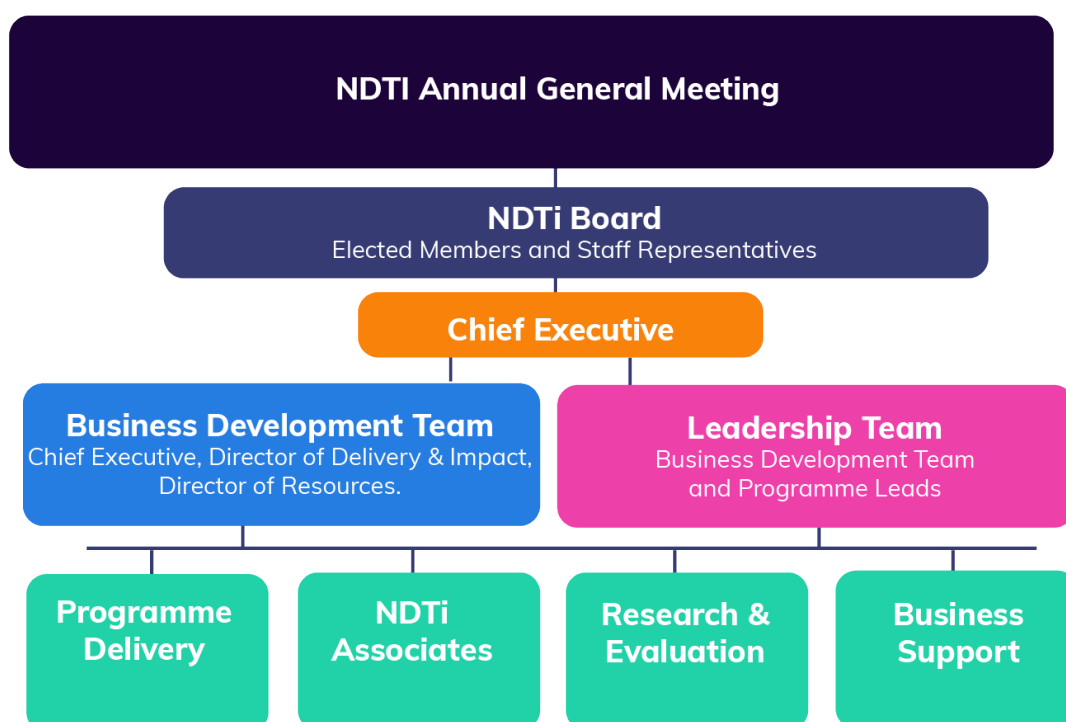
Changing how organisations work

We help organisations break down the barriers between services and the people they serve, empowering individual voices to articulate their own desired outcomes and putting people and communities at the centre.

Our people are our greatest strength. Our team provide decision makers with the evidence, skills, knowledge and courage to make transformational change happen. Our Leads include nationally recognised experts in **mental health**, **learning disability**, **ageing and older people** and **children and young people**. Many of our team have lived experience of using services; many have experience of running them, whilst some have a background in academia. Most of our development team are published authors. Our team provide decision makers with the evidence, skills, knowledge and courage to make transformational change happen.

NDTi is an independent, not-for-profit organisation with offices in Bath, Manchester and Glasgow. First registered with the Financial Conduct Authority as an Industrial and Provident Society in March 1992, NDTi became a Registered Society (27566R) in 2014 and is governed by the Co-operative and Community Benefit Societies Act 2014. The Society is regarded as holding charitable status by the Inland Revenue for tax purposes.

As a society with members, NDTi's Annual General Meeting (AGM) is the sovereign body. A Board of Trustees, who takes a strategic overview of NDTi's work as well as the usual financial and probity responsibilities, is elected at the AGM. Our current chair of the Board is Andrew Cozens. Our Board seeks to include at least three people who are 'experts by experience' i.e., disabled or older people or family carers.



NDTi Governance and Reporting Structure