ROUTES TO INCLUSION (R2I)

NEWSLETTER

Friday 13th September 2024

EVALUATION EDITION

Welcome back! We hope you all had a wonderful Summer.

The R2i Core Team have been evaluating the impact of R2i for our primary and secondary schools and wanted to share key findings with you in this newsletter. The data we have collected demonstrates the really positive impact the R2i Graduated Response has had on areas including staff understanding of behaviour, confidence, relationships, wellbeing and outcomes for children/young people.

We look forward to working with you again this year and continuing to support you to embed a graduated response to SEND/SEMH. Every primary and secondary school across Nottingham City has an R2i link – look out for an email from them about setting up an introductory/planning meeting.

STAFF IMPACT SURVEY

Staff who have had experience of using R2i were asked to complete a short survey at the end of the 2023-24 academic year. 14 staff responded and the results are summarised below:

- Staff reported that using R2i positively impacted their understanding of behaviour, knowledge/skills related to SEND/SEMH, confidence, relationships with pupils and their wellbeing.


Has R2i changed any of the following for you at work?

14 Responses

Confidence	6
Knowledge/skills related to SEND	7
Understanding of behaviour	10
Relationships with pupils	5
Wellbeing	3
Other	0
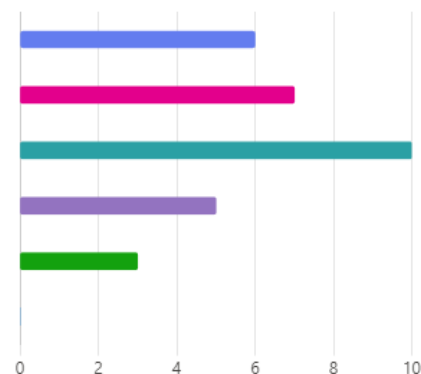
In terms of confidence, staff reported that using R2i had particularly increased their confidence in terms of adapting practice to meet need, unpicking behaviour, identifying appropriate strategies, identifying needs and managing classroom behaviour.

R2i Impact on Confidence

Legend: Not at all (green), Only a little (orange), To some extent (red), Quite a lot (purple), Extremely (blue)

Area	Not at all	Only a little	To some extent	Quite a lot	Extremely
Identifying needs		1	5	7	1
Unpicking behaviour			3	10	1
Adapting practice to meet need		1	2	10	1
Managing classroom behaviour		3	6	3	2
Identifying appropriate strategies		1	4	8	1
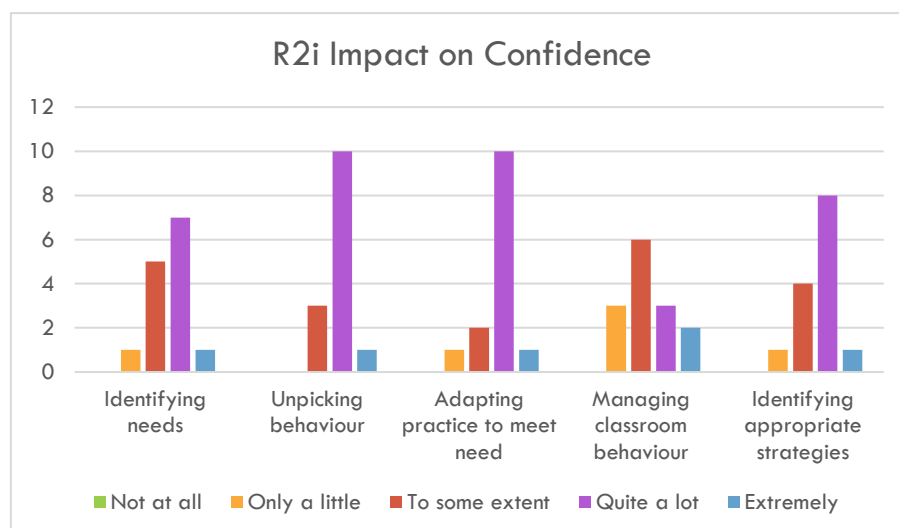
Staff were asked how R2i had impacted the areas shown below. A sample of quotes have been presented:

Knowledge/skills related to SEND

"A great tool for looking at behaviour and assessing need"

"Understanding that certain behaviours are SEND and the range of strategies that can be implemented to meet needs. It has helped to unpick the behaviours and really understand what is happening for the pupil."

"A much more structured and collaborative approach- staff across the school coming together to regularly review / evaluate and plan next steps."

Understanding of behaviour

"Looking at behaviour from a different direction and reminding staff to look at behaviour from the point of view of the child."

"Behaviour is the end result of an unmet need and it is about looking for the signs and unpicking what has led to the behaviour and what we can put in place to support the child to reduce their behaviours."

"I have a deeper understanding and greater empathy and awareness of identifying and dealing with causes. "

Relationships with pupils

"A more inclusive approach has helped to support the building and sustaining of positive relationships."

"I have used a child struggling with reading as a case study for using the reading cognitive pack. This has strengthened my relationship with this child, her parents and her class teacher."

"Students appreciate the practical things that are done e.g. seating adjustments."

"I am more understanding and empathetic."

Staff wellbeing

"Understanding the importance of time where the children can take a step back from the rush of the school day to reflect and share. This has been important for me as it made me realise that I need that time as well."

"Knowing that there is help and support available to embed what we are trying to achieve in school."

"It has helped staff wellbeing as it has helped to reduce stress caused by staff finding it difficult to meet the needs of pupils and support pupils appropriately in the classroom environment."

INTERVIEWS

Three primary schools and two secondary schools were interviewed to evaluate their use of R2i and the impact this has had. Interview data was analysed and the following themes were found:

Practical implementation – how is R2i being used?	Support to embedding/developing R2i – what has helped?
- Schools utilising a team approach to problem solve together - Collective responsibility - Involving parents - Use of summary action plan as a helpful way to track pupil progress - Using R2i resources to support referrals to other agencies - Tailoring approach to include school's own additional assessments	- Support from the R2i Core Team - Wider dissemination to staff - Collaborative problem solving - Clear roles and responsibilities - Data analysis as a process - Dedicated team - SLT engagement - Embedded into school systems

Challenges to the implementation and development of R2i	R2i impact – what has been the impact of using R2i?
- Change resistance - Paper based resources - Lack of understanding of purpose - Releasing staff/staff capacity	- Shift towards more 'collective responsibility' - Empowerment - R2i assessments as vehicles for change - Interventions matched to need - Better communication - Early intervention - Positive impact on children and young people - Parent communication - Decrease in SEND referrals - Creating an understanding quicker

CASE COACHING

Throughout this year schools have engaged in case coaching support from their R2i link. Information gathered throughout this support has shown how using R2i can have a positive impact on children, young people and staff.

Impact on children/young people	Impact on staff
"Much more settled" "More accepting of routines and expectations" "Seems less anxious" "Now in school full time" "Happy around peers" "Reduction in heightened behaviours at the start of the day" "Seems calmer" "Lunch time behaviour has improved"	"Teacher was able to reframe behaviour following assessments" "Teacher insight changed. Seeing behaviour through the lens of attachment" "Teacher is more confident and happier" "Found the space and time to talk through things helpful" "Supported building a relationship with pupil"

CONTACT INFORMATION

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If you have something you would like to share in this newsletter, please get in touch.

www.r2i.org.uk