

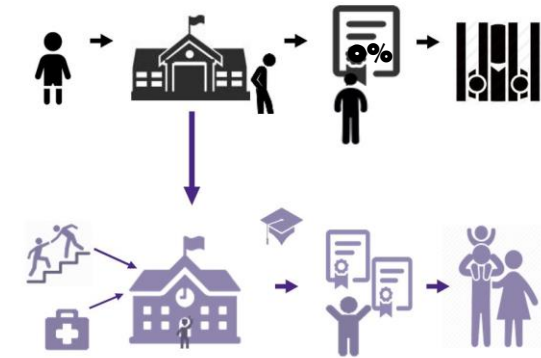
The Difference

Creating a new generation of school leaders who are specialist in mental health and reducing exclusion

Our Challenge: Every day, 35 of the country's most vulnerable children are permanently excluded from school. These children are twice as likely to be in care, four times more likely to be living in poverty, and seven times more likely to suffer a mental health problem or have another disability or special need. 1% of excluded children leave school with the qualifications they need to access the workplace. This minority of the school population goes on to make up the majority of the prison population.

The predictable life trajectory for these vulnerable children is not just unfair, it is also economically unsustainable. If just 1 in 10 of the young people sentenced to prison each year was diverted from this path, public services would save an estimated £200 million annually.

The personal cost is immeasurable. These children are likely to struggle most in adulthood; likely to suffer mental health problems; to be long-term unemployed and to replicate a pattern of dysfunctional relationships with their own children.



Our Solution:

Recruit exceptional teachers

The Difference identifies exceptional teachers committed to becoming specialist leaders.

Difference Leaders are identified as having strong emotional literacy, leadership skills. They will possess high expectations paired with passion.



Connect leaders to schools for excluded pupils

Difference Leaders are matched to partner AP schools according to curriculum expertise. They sign a two-year contract and are assigned leadership responsibility.

Year 1 - Difference Leader supports whole-school development of teaching and learning

Year 2 - Difference Leader leads two multi-agency projects, focusing on improving safeguarding outcomes and improving destination outcomes for KS4 pupils.



Develop expertise in the teaching profession

The Difference Inclusion Leadership Programme (TDILP) is delivered across two years, through 25 days of residential training and 12 days of away-days and twilights during term-time.

Curriculum components in:
Leading Inclusion

Learning: literacy and agency

Child development & mental health

Safeguarding



Create a community of leaders to drive change

When Difference Leaders are ready, we broker further leadership opportunities in mainstream.

Difference Leaders return to mainstream schools, cascading knowledge, experience and expertise through the workforce and reducing school exclusion.

The Difference

Inclusion Leaders Programme Expertise – Practice - Partnership

Expertise: Underpinned by evidence-based research and practice

Practice: Translating expert knowledge and understanding into school based practice

Partnership: Developing and extending partnership networks

LEADING INCLUSION

A strategic framework for inclusion, combined with a grounding in effective evidence-based practice, enables leaders to model, promote and develop inclusive practice in their schools

- Mapping an Inclusion Framework to school resources and statutory guidance
- Recording and Monitoring Inclusion provision and impact
- Curriculum Development
- Alternative Provision best practice

LEARNING

Cognitive and Language & Communication needs prevent students from accessing learning and impair capacity to communicate

WELLBEING

Feelings of distress reduce capacity to learn and lead to behaviours which appear anti-social and isolating

SAFEGUARDING

Harmful experiences are traumatic, causing changes which impact on capacity to learn and lead to challenging behaviour

Literacy

Understanding language acquisition and interventions to support it

Delivering targeted literacy interventions in school

Accessing additional support for literacy needs

Child Development and Mental Health

Understanding indicators of mental health need and the impact of trauma on child development

Developing the capacity to manage challenging behaviour incidents and rebuild secure attachments

Enabling students to access appropriate interventions from external services and supporting their successful engagement

Family Relationships

Understanding the ecological model of family relationships and key interventions to support

Identifying when parents need help and engaging them with supportive interventions

Accessing and integrating school based support with the LAs Early Help offer

Self-Efficacy and Achievement

Understanding models of self-efficacy

Delivering the Prince's Trust Achieve programme

Working with local college, business and career partners

Safeguarding

Understanding the challenge of safeguarding adolescents

Developing Contextual Safeguarding practice within a school setting

Effective engagement with Children's Social Care to support students at risk of harm