

# Independent Review of Inclusive Education and Early Years

Summary Report

On behalf of the  
Government of Jersey

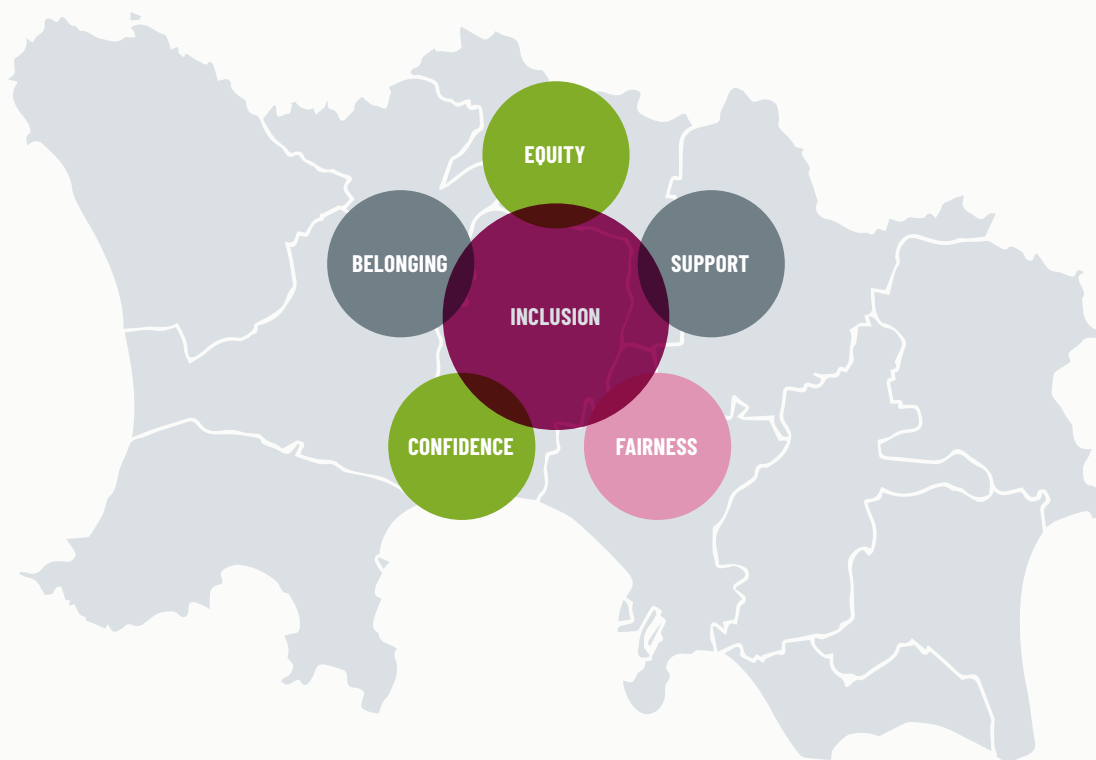
**nasen**  
International



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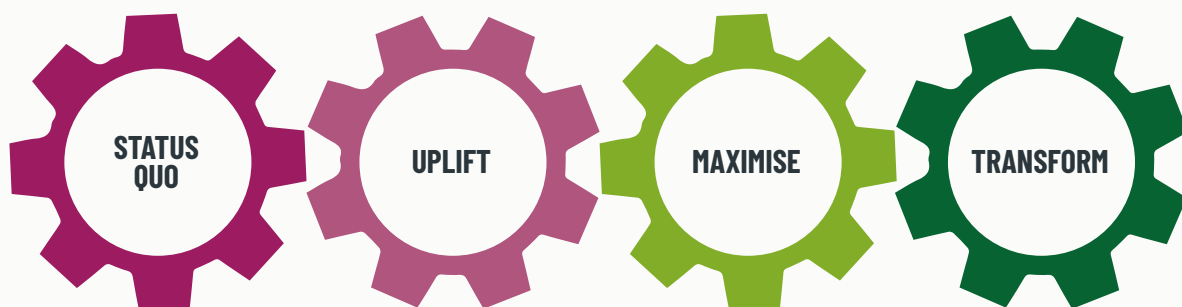
An inclusive education system benefits not only those who are marginalised, but all children and young people. It will make a pronounced contribution to the educational, social, cultural and economic wellbeing of Jersey.

The journey to implementing change will require courageous leadership across the island to find solutions to the inevitable significant challenges that will arise.



The Review sought to identify the barriers, opportunities and ways forward for Inclusive Education and Early Years in Jersey. It was conducted by the National Association for Special Educational Needs (nasen) during 2021.

The vision of the Government of Jersey (GoJ) regarding inclusive education is already well-aligned to the expectations and policy intentions of major international agreements and conventions. This is illustrated in the GoJ's Common Strategic Policy (CSP), which states that "We will put children first" – by extending first class learning experiences to all children.





## REVIEW TEAM

10 members

300+ years of collective experience

School Leadership

Local Authority Administration

Subject Leadership, Academic research,  
Education Policy Consultancy



## EVIDENCE

Online surveys

Focus groups

One-to-one interviews

Written evidence from stakeholders

Analysis of relevant official documents.



## FINAL REPORT

94 pages

9 sections

8 Annexes

50 Recommendations

Change Process



## RECOMMENDATIONS

Putting Children First

Gaining Clarity

Change Making

Co-Construction Journey

Celebrate Visibility

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# Inclusive Education = Putting Children First

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The Review was conducted in an open and transparent way. Responses were received from education professionals, parents, children, statutory providers of education, organisations or groups and individual stakeholders, which included GoJ officials, politicians, professional associations, unions, education community groups and those involved in social care.

## Voices of Jersey

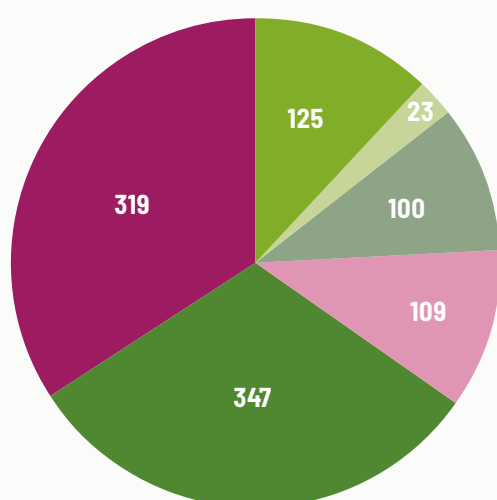
**There needs to be an armistice where we stop blaming people and discuss what we can do.**

**The challenge will be to move from what we have to what we want with the minimum fallout.**

**We have some excellent, knowledgeable people working in SEN in Jersey and we should definitely be making more use of them to train-up more people... just to visit one of those places will give you inspiration and lots of ideas'.**

**'Don't just recommend more meetings to develop strategies and action plans. We are really good in Jersey in talking about what things needs to change but then never making any decisions to do it!'**

**We can do better and we should have the ambition to get it right. We need better data to drive this and we need to understand what is going on. Even right back to the purpose of learning, what is it for?**



- EDUCATION PROFESSIONALS
- PARENTS
- CHILDREN
- STATUTORY PROVIDERS
- ORGANISATIONS OR GROUPS
- INDIVIDUAL STAKEHOLDERS

The Report details the Review Team's findings in 20 agreed aspects of policy and practice relating to inclusive education. Findings were derived from analysis of the data obtained and validated by cross-referencing and dialogue with an Independent Review Advisory Group

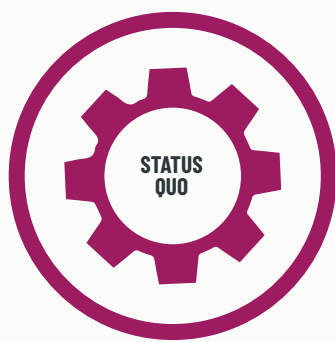
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# CHALLENGES



The GoJ faces challenges in its desire to enhance inclusive education: these include the selective nature of schooling in Jersey, major income discrepancies between households and increased diversity and level of needs, with mental health and well-being issues being highlighted.



The prevailing approach to education in Jersey is currently based on separate provision so that it aligns to the needs of different groups of children and young people. Whilst this approach is underpinned by good intention, it is a structural barrier to achieving inclusive education.



Existing legislation and many current official policies do not fully reflect the aspirations of GoJ, as it is expressed in the Children and Young People's Plan 2019-2023. There is also an absence of any agreed definition of what constitutes 'inclusive education'. For many stakeholders it appears to mainly refer to children and young people with special educational needs and/or disabilities.



Effective monitoring, quality assurance & accountability relies on a ready supply of authentic data. In Jersey there appears to be no formal or transparent mechanism to do this. As a result, comparisons between schools and clusters of schools cannot be undertaken using standardised measures. Moreover, the Jersey School Review (JSR), whilst being a progressive peer-related approach to quality assessment, does not include substantive consideration of inclusion as an element of scrutiny.

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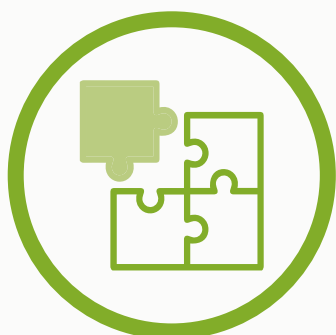
# OPPORTUNITIES



There are significant examples of excellent inclusive practice available in Jersey. The Review Team was able to visit some schools and settings which illustrated leading-edge approaches in promoting equity, including committed senior leadership teams, the application of Quality First Teaching principles and collaborative approaches in meeting needs. These, and other examples, are not as widely acknowledged or celebrated as they could be.



The rearrangement of educational administration into a single service to form 'CYPES' (Children, Young People, Education and Skills) has not yet resulted in a fully integrated service to support the development of inclusive education. Current arrangement in CYPES appears not to fully capture the necessary horizontal organisational synergies. These are required to foster a more deeply embedded notion of the 'team around the child', including developing a corresponding wrap-around approach for schools.



Practitioners illustrate a breadth of established good practice already embedded in some Jersey schools and settings, extending opportunities to learners who otherwise would remain marginalised. We witnessed examples of adapted curricula, use of flexible learning environments and the role of the voice of children and young people in their own learning.



It was strongly apparent that practitioners are calling for more training relating to curriculum development in order to allow them to deal with the challenges and opportunities presented by increasingly diverse classrooms. Data indicated that teachers and other practitioners recognised the value of shared professional learning, especially that which enabled schools and settings with distinctly different catchment profiles to exchange ideas.

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There is already some exemplary practice in Jersey. It demonstrates many features that are essential in developing greater inclusivity:



**COLLABORATION**



**CROSS SECTOR**



**CONSISTENT**



**LEADERSHIP**



**AGILITY**



**TRUST**



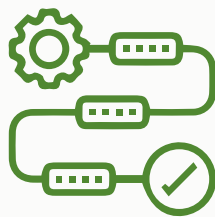
**INNOVATIVE**



**SYSTEMIC**



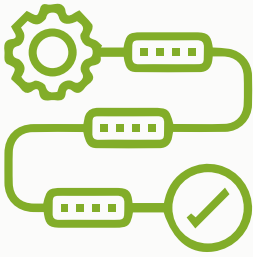
**STRATEGIC**



**SYSTEMATIC**

The Review found that these characteristics are not widespread within the Jersey education system.

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The Independent Review makes 50 Recommendations spanning all aspects of policy and practice identified as key features of inclusive education in Jersey (July, 2021). These relate to:

**Monitoring, Quality Assurance and Accountability**

**Education Other Than At School**

**Legislation**

**Early Identification of Need**

**Within School & Off-site provision**

**Jersey Culture and Identity**

**Policy**

**Referrals, Assessment and Admissions**

**Pathway planning**

**Measuring Impact**

**School Structure**

**Interdisciplinary Approaches**

**Deployment of CYPES resources**

**Demonstrating Cost-Benefits**

**Governance**

**Vision and Challenge in Inclusion**

**Diversity in Curriculum and Teaching**

**Capacity Building**



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# GAINING CLARITY – RECOMMENDATIONS TO ENSURE QUICK PROGRESS

## Recommendation 1:

GoJ should clearly define inclusive education in a way that is accessible and understandable to all residents of Jersey.



## Recommendation 2:

GoJ and all stakeholders should decide the kind of inclusive education to which Jersey aspires. A flexible interpretation, based on the 'Continuum' suggested in this Review, can be used to progress towards an enhanced and sustainable approach to inclusive education, with an associated vision statement.



Jersey sorting, sifting and shaping the preferred definitions that make up inclusion. Inclusion is not just about education. Cross governmental and whole community involvement is needed. Inclusion will need to be clearly defined and then articulated to all islanders publicly and given a name/brand to which all islanders can aspire.



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# CHANGE MAKING - RECOMMENDATIONS TO ENSURE QUICK PROGRESS

## Recommendation 3:

A Ministerial level appointment should be made to champion inclusive education in Jersey.

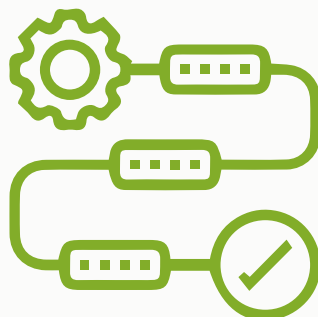


## Recommendation 17:

There should be clear and explicit recognition that inclusive education is a whole-system, whole-service, whole-school/setting consideration. All schools/settings irrespective of status should adopt the common framework for doing this.

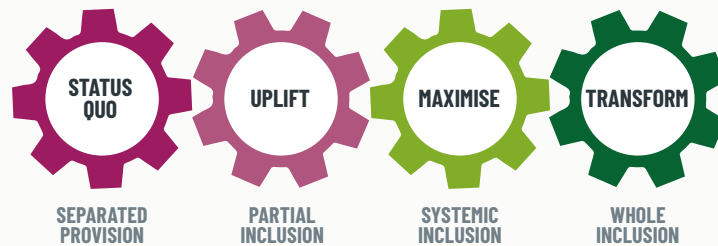


A team of change makers is needed with an Ambassador 'champion' for the change. Effective change is systemic and involves participation from all layers and sectors of the community.



# MOVING FORWARD

The Review recommends that GoJ, in consultation with the island community, defines where they want to be on the continuum of inclusion and then uses the continuum to signpost progress towards their shared goal. Progress can be achieved through the 'inclusion implementation roadmap'.



## GAINING CLARITY

Jersey will need to sort, sift and shape the preferred destinations that make up inclusion. Inclusion is not just about education. Cross governmental and society buy-in is needed. Inclusion will need to be clearly defined and then articulated to all Islanders publically and given a name/brand that all Islanders can aspire to.



## CHANGE MAKING

A team of change makers is needed with an Ambassador 'champion' of the change. Effective change is systemic and involves participation from all layers and sectors of the community.



## CO-CONSTRUCTED ROADMAP

With a firm understanding of inclusion for Jersey and who we are including and if this is a whole of society vision or a sector only vision, the way is clear to begin to co-constructing the plans that will form the roadmap of the way forward.



## THE JOURNEY

Implementation is where most change processes fail. OECD data highlights that countries with the best policies and vision fail to implement them as they did not engage fully enough in co-construction of the change process at the onset. Jersey cannot afford to make this mistake.



## CELEBRATE VISIBILITY

Transparency and visibility of the change success indicators need to be clearly and regularly articulated. Data collection and publication demonstrates responsibility to the whole of the system. Momentum through celebration is important to ensure that the pitfall of the Implementation Dip (Fullan, 2001) do not derail the change process. This needs a strong plan to ensure that there is plenty of positives to keep the change process happening.



