The IntegratED Programme

Key findings and lessons learned from a multi-year evaluation

Background

Alternative provision settings are places that provide education for children who may not attend mainstream education. Over 2000 pupils attended alternative provision in 2020-21.

Publics who perceive themselves excluded (LGB, Chinese, and Black) and supported (Disabled, more likely) to be more socio-economically disadvantaged*.

Conclusion and embedding alternative provision features with fewer and more effective, more sustainable, inequalities and socially inclusive outcomes. 

The need to improve the support and systems for these children and young people was recognised in the Government's 2022 SEND Review.

Programmatic working: IntegratED's approach to developing, coordinating, implementing and evaluating of activities to address the challenges of inclusion, whole child development and learning and expertise through programmatic working.

Programmatic working

Programme activities

National policy level: Partners worked to influence national policy on exclusion and the needs of pupils with SEND. This collaborative effort led to programme level outcomes and stakeholder engagement.

Local level: Partners worked to influence local educational authorities (LEAs), multi-agency partnerships and professional groups that implement evidence-based practice.

School and classroom level: Partners delivered initiatives through school and classroom activities, providing tailored support for pupils and their families.

IntegratED Partners: delivering school-based initiatives and pilots. RAND Europe undertook a Programme-level evaluation of IntegratED.

Evaluation of the IntegratED Programme was conducted by two research organisations, undertaking separate but closely coordinated studies. NFER evaluated the work of the seven partners and their provision. RAND Europe evaluated programme-level outcomes.

Programmatic evaluation

IntegratED Partners:

IntegratED Programme: Between 2016 and 2022, in Phase 1 and Phase 2, Partners engaged local authorities and national authorities to scale and support the work of theหลังหลักสูตร. The programme included an evaluation of the work of the partners and their provision.

Programmatic approach:

IntegratED Partners: delivering school-based initiatives and pilots. RAND Europe undertook a Programme-level evaluation of IntegratED. Evaluation of the IntegratED Programme was conducted by two research organisations, undertaking separate but closely coordinated studies. NFER evaluated the work of the seven partners and their provision. RAND Europe evaluated programme-level outcomes.

IntegratED Partners: Phase 1

The programme aimed to improve the support and systems for these children and young people, which was recognised in the Government's 2022 SEND Review.

Phase 2

5000 schools were engaged in the programme, focusing on inclusion, whole child development and learning.

Pandemic challenges

The programme posed particular challenges for IntegratED Partners and RAND Europe, as the project ran through the COVID-19 pandemic.

In Phase 1, IntegratED worked with schools and other partners to address the challenges presented by the pandemic, including changes in practice at a school-wide level and reduced opportunities for collaboration.

IntegratED Partners: Phase 2

In Phase 2, the programme continued to focus on inclusion, whole child development and learning. The programme aimed to improve the support and systems for these children and young people, which was recognised in the Government's 2022 SEND Review.

Recommendaions

1. When building and planning a programme:

When planning a programme, it is important to consider the needs and experiences of the children and young people who will benefit from the programme. This includes understanding the challenges they may face and how the programme can support them. Programs should be designed to support the long-term needs of the children and young people who will benefit from them.

2. During a programme:

As the programme progresses, it is important to monitor its progress and effectiveness. Programs should be evaluated to determine whether they are achieving their goals and to identify areas for improvement. This includes considering the needs and experiences of the children and young people who will benefit from the programme. Programs should be designed to support the long-term needs of the children and young people who will benefit from them.

3. After the programme:

Following the completion of a programme, it is important to consider the long-term impact it has on the children and young people who benefited from it. Programs should be evaluated to determine whether they have achieved their goals and to identify areas for improvement. This includes considering the needs and experiences of the children and young people who will benefit from the programme. Programs should be designed to support the long-term needs of the children and young people who will benefit from them.