

**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 8 January 2020

**Subject:** The Manchester Inclusion Strategy – Preventing Exclusion and Supporting Children and Young People to Thrive Implementation update

**Report of:** Strategic Director of Children and Education Services

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**Summary**

This report provides a further update on the Manchester Inclusion Strategy which was formally launched in November 2019. The report provides a brief overview of activities to implement the strategy and provides a more detail on the Every Child Project which is working with nine Secondary Schools. The report provides information about the Strategy Steering Group and key areas of work going forward.

**Recommendations**

To consider and make comment on the attached published Manchester's Inclusion Strategy and the information provided within the report about implementation activity to date.

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**Wards Affected:** All

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**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Report to Children and Young People's Scrutiny Committee 19 June 2019 -  
Manchester's Promoting Inclusion and Preventing Exclusion Strategy

The Manchester Inclusion Strategy and Inclusion Strategy on a page.

## **Introduction**

The attached documents are the published Manchester Inclusion Strategy - *Preventing Exclusion and Supporting Children and Young People to Thrive* and the Inclusion Strategy on a page. Both of these documents are available on the Manchester City Council website via the following link:

[https://secure.manchester.gov.uk/directory\\_record/376574/manchester\\_inclusion\\_strategy/category/1479/childrens\\_services](https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services)

- 1 This strategy is a response to the directorate priority to reduce exclusion, including exclusion from school, and works towards the Our Manchester Our Children vision 'building a safe, happy, healthy and successful future for children and young people;' The development of this multi-agency strategy has been informed by the outcomes of workshops and discussions with key partners including Head Teachers, Special Educational Needs Coordinators (SENCOs), designated teachers, governors, Children's Social Care, Early Help leads, CAMHS, Greater Manchester Police, Youth Justice managers and officers, Greater Manchester and Manchester THRIVE programme leads, parents, carers and children and young people.

## **Update on progress with the implementation of the Manchester Inclusion Strategy**

### **2 Strategy Launch Event**

- 2.1 Since the last report to the committee in June 2019 the Manchester Inclusion Strategy has been published following a multi-agency launch event held on Friday 8 November 2019. The event was attended by over 300 delegates including those from early years' settings, primary schools, secondary schools, post 16 settings, Children's Social Care, the Youth Justice Service, the Community Safety Partnership, Community and Voluntary Sector Organisations, Parent and Carer Forums, School Nursing, Children and Adolescent Mental Health Services (CAMHS) and the Manchester Healthy Schools Team.
- 2.2 The November launch event was opened by four speakers. Jane Johnson, Manchester City Council, gave an overview of the development of the strategy and an insight into the resounding sense of multi-agency commitment emerging from the consultation process to working together to support Manchester to become an ever more inclusive city. Councillor Garry Bridges stressed that building on existing good practice to promote inclusion for children and young people of all ages and to prevent their exclusion is one of Manchester's highest priorities.
- 2.3 John Rowlands, Executive Principal, Greater Manchester's Academies Trust talked about inclusion from a Manchester Head Teacher's perspective. He also shared information about the Manchester Every Child Project (more information below). Andi Brierley, Leeds Youth Justice Looked After Children and Care Leavers' specialist officer reflected on his learning and

understanding about the importance of promoting inclusion and preventing all types of exclusion. He spoke to delegates both about his professional experience of working with young people supported by the Leeds Youth Justice Service but also through sharing his own inspirational life “turn around” story.

2.4 One of the key points arising from the strategy consultation was that schools, colleges and other services want a toolkit and a list of services and resources that are available across the city to support them in supporting young people. In acknowledgement of this delegates had the opportunity during the launch event to visit a market place of 26 different providers who offer wide ranging services which can help to support inclusion. These included:

- Manchester Youth Justice Service
- M- Thrive – Manchester’s redesign of the Emotional Health and Wellbeing Offer
- Manchester Foundation Trust (MFT) CAMHS
- Catalyst Psychology Community Interest Company
- One Education Ltd
- The Proud Trust
- Prince’s Trust (Ages 11-30)
- The Manchester Hospital School
- Greater Manchester Higher
- NYAS- National Youth Advocacy Service
- Manchester Young Lives
- Manchester Working Together Network (MWTN)
- Manchester Local Care Organisation Children’s Community Speech and Language Therapy Service
- Kooth
- The Early Help Journey
- Social Sense – Behaviour Change Programmes
- Manchester City Council Attendance & Exclusions Team
- The Manchester Virtual School
- Power2 – Youth development charity
- Challenge 4 Change Limited
- Character Education for Early Years – High School.
- The Children’s Society- Disrupting Exploitation Programme
- The Manchester College
- Manchester City Council Young Carers Coordinator
- Manchester City Council Fostering Service

2.5 Following the opening session delegates were able to attend workshops delivered by a range of partners. The workshops on offer were:

- Invisible Children: The impact of serious illness and prolonged school absence. Stories of horror and hope.
- What does it mean for Manchester to ‘Thrive’?

- Don't say "what's wrong with you?" ...think 'what's happened to you?' - An introduction to ACES and working in a trauma informed way in education.
- Behaviour Regulation - What does this mean?
- National Nurturing Schools Status – what is it & why I should I implement it in my setting?
- Reframing Blame.
- Out of Court Disposals & Interventions.
- How does The Rights of the Child Charter support inclusion in a school/education setting?
- The Gateway College Initiative.

2.6 All of the feedback from the event was overwhelming positive. The feedback told us very clearly that delegates:

- Were moved and inspired by Andi Brierley's life story and that it had given them a real life insight into the impact of trauma and raised questions for them to take back to their places of work to explore how to better support children and young people.
- Appreciated the market place and would have liked more time to spend talking to providers about their services.
- Appreciated the opportunity to network and spend time with colleagues both from their own sector and from partner agencies.
- Appreciated all of the workshops and would like to access more in depth training sessions. There was a very significant number of comments from early years settings, schools, post 16 providers and other services saying that they would welcome more training, at a whole school/setting/organisation level, about working in a trauma informed way.

### **3 Inclusion Strategy Implementation Plan and Steering Group**

3.1 A multi-agency steering group has been established and has met twice since October. Members of the steering group include representatives from primary, secondary and special school head teachers, post 16, CAMHS, Public Health, Educational Psychology and Young Manchester. A strategy implementation plan has been developed based on the "we will" statements which run throughout the strategy and which reflect the main priorities which were identified through the multi-agency strategy consultation process.

3.2 At the December steering group meeting it was agreed that there will be a strong focus on the following priority areas between January and July:

- Working with schools, education settings and partners to define what good, inclusive universal practice and provision looks like in Manchester. This will bring together key principles from different trauma informed approaches. This work will include the development and sharing of resources and training information.
- Working with schools, education settings and multi-agency partners to

produce and disseminate a toolkit of services, resources and interventions which are available to support education professionals to support young people.

- Working with primary schools, secondary schools, and multi-agency partners to develop and pilot transition guidance to ensure transition processes are robust and children and young people are well supported as they move from primary to secondary school.
- Further developing and embedding the use of the RONI (at risk of becoming NEET tool) to ensure early intervention and positive transition to Post 16 provision.
- Working with school leaders and providers to review and revise the continuum of provision for children with additional needs to ensure there is an appropriate range of high quality provision across the city; that the processes for young people to access this provision are clear and closely monitored to ensure young people's needs are being fully met and they are making good progress.

3.3 Many of the "we will" statements in the strategy describe improvement and development work with a strong focus on supporting the inclusion of children and young people, which is already being implemented in the City, such as through Early Help, and the implementation of the THIVE approach. Some other examples of work already progressing are outlined below.

- At the time of writing Manchester has over 90 UNICEF Rights Respecting Schools and is the first Local Authority working with UNICEF to make this award available to supplementary schools in the City.
- 71 schools and colleges have received ELKLAN training which supports the improvement of communication and language skills.
- The ACEs pilot is being extended to Wythenshawe, Cheetham and Crumpsall and Higher Blackley and Charlestown.
- 25 schools are participating in the Mentally Healthy Schools Programme.
- The Local Authority is collecting data from schools on the use of reduced timetables and this has been a focus of School Quality Assurance Professionals' visits in the Autumn term.
- The Local Authority has brokered a second Quality Assurance Professional visit for all schools in the city during the spring or summer term which will include a 'deep dive' on inclusion.

3.4 A key aspect of the strategy is bringing together all of the work which going on across the City to support and develop more inclusive practice and to ensure that this is presented in a coherent and coordinated way which supports our settings, schools and universal services. A mapping exercise will be undertaken to ensure there is a good understanding of the relationship between different pieces of work across the city to ensure duplication of effort is avoided and to identify any gaps or improvement activity which need to be addressed.

3.5 The remainder of this report will focus in more detail on another project which

has already started in nine of our secondary schools called the “Every Child Project”.

#### **4 The Every Child Project**

- 4.1 This collaborative project forms one strand of the Manchester Inclusion Strategy implementation plan. Right to Succeed is a collective impact charity that has been working with Manchester City Council and the SHINE Trust to complete a Discovery phase considering how the risk of exclusion could be reduced across the City. The discovery phase has involved conversations with leaders from across the 9 schools now involved in the project, Manchester City Council and partner agencies.
- 4.2 The emerging *Every Child Project* is initially focusing on growing the understanding and meeting the capability needs of all Year 7 pupils across the 9 selected Manchester secondary schools. These schools are Manchester Communication Academy, Burnage, Chorlton High School, Whalley Range High School, The Manchester Secondary PRU, The East Manchester Academy, Manchester Enterprise Academy and St Matthew’s RC High School.
- 4.3 Since September the nine schools have been involved in work to identify and understand these capability needs and designing and delivering collective solutions to meeting these needs that will reduce the risk of exclusion in the future. The project vision has been agreed in consultation with a wide range of multi-agency stakeholders: Every Child Understood, Every Child Supported, Every Child Succeeds. The project vision fully aligns with the vision of the overarching Inclusion Strategy.
- 4.4 Each school has selected a lead member of staff for the project who is contracted to the project one day per week. They are all senior leaders with responsibility for inclusion in their schools, and they meet regularly with the Right to Succeed Programme Manager to go through the progress being made and to discuss approaches to overcoming challenges. Learning and progress is being fed back by them to their school leadership teams enabling the school’s leadership team to consider the wider implications of learning from the project upon the school’s strategy.
- 4.5 The governance of the project connects into the existing governance structures in Manchester, including the Manchester Secondary Heads group and the Manchester Inclusion Strategy Steering Group. There will be regular commissioning meetings to oversee the progress made.
- 4.6 A Project Steering Group has been formed of the lead staff from participating schools, the Council, and Right to Succeed. This is chaired by a head teacher from one of the participating schools who is also a member of the Inclusion Strategy Steering Group. This group has begun to shape and agree implementation plans for delivery and to establish the necessary conditions for a rich community of practice to develop through which the schools can share what has and hasn’t worked for them, consider key learnings along the way

and to reflect together on the implications for their individual schools and how they might be able to support each other.

- 4.7 The project has started by working to secure an in depth understanding of the cognitive, social and emotional development of the Year 7 pupils and to establish how best to respond to young people's needs as they are identified or as a child starts to fall behind. Over time, the project will follow next year's group of Year 7 students through the school, working with the new Year 7 group each year. The nine schools have adopted an agreed set of shared measurements to enhance the information which has been provided by the young people's primary schools including pupil voice and attitudes to school and self.
- 4.8 In addition, each school will work with their staff to audit their whole school approaches to literacy and behaviour. This data is being combined with in-school attendance, exclusion, inclusion and attainment data sets to monitor progress over time. They will also review the impact of existing interventions being deployed in school to increase inclusion and reduce exclusion.
- 4.9 Training is being provided to the school project leads. The learning from this is then being disseminated across each school. Training to date has included:
1. ACES Awareness delivered by MCC
  2. Trauma and attachment delivered by MCC
  3. Research school Education Endowment Foundation (EEF) training on Research and Evidence, Behaviour, Implementation
  4. GL Assessment data and insight training
- 4.10 The school leads are now beginning to plan mini research trials around existing inclusion-focused interventions. These will begin to be conducted in the Spring term. Based on the insight provided by baseline assessment measures at individual and school level, the project will bring in a range of approaches and evidence based interventions which might include those with a focus on Speech, Language and Communication Needs (SLCN), nurture, rights based strategies as well as literacy and oracy approaches. In every case there will be a strong focus on building capacity and expertise within the existing school staff.

## **5 Conclusion**

- 5.1 The inclusion strategy has now been formally launched and been well received locally and nationally. However, much of the work to implement this has already started. A key aspect of the strategy is to bring together and provide coherence and clarity to settings, schools and post 16 providers to enable them to:
- Have strong inclusive practice.
  - Know how to access services, resources and support to enable them to do this.
  - Understand the specialist offer.

5.2 The Inclusion Strategy Implementation Steering Group will continue to oversee and monitor the progress being made against these different strands of the strategy and the outcomes being achieved and regular updates will be provided to the committee.