

**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 22 June 2022

**Subject:** Manchester Inclusion Strategy update

**Report of:** Director of Education

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**Summary**

This report provides an update on the implementation of Manchester's Inclusion Strategy (2019-2022) and an overview of the key priorities and next steps for July 2022-July 2025.

**Recommendations**

The committee is asked to consider the content of this report and attached draft of the revised Inclusion Strategy, reflect and comment upon:

- The significant progress that has been made since the launch of the Inclusion Strategy in November 2019.
  - The key priorities and next steps which have been identified within the reviewed strategy for July 2022-July 2025.
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**Wards Affected:** All

<b>Environmental Impact Assessment</b> - the impact of the issues addressed in this report on achieving the zero-carbon target for the city
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Through the learning and education system children are informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives.
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Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	It is important we build a safe, healthy, happy and successful future for all of Manchester's children so that they can benefit from and contribute to the sustainability of Manchester thriving, economically diverse and successful. Children and Education Services work with all schools and early years settings in Manchester to promote children's learning and engage with those children and their families who need help, support and protection. The aim is for children to be safe, healthy and make progress in terms of education, training, social development so that they are successful and contribute and benefit from living in Manchester.
A highly skilled city: world class and home-grown talent sustaining the city's economic success	Children and young people matter in Manchester. The work of the Children and Education Directorate is driven by a commitment to provide opportunities and achieve positive outcomes, building a safe, happy, healthy and successful future for all of the city's children and young people
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Increase the influence Manchester's children and young people have on decisions that impact on them by supporting and enabling their voice to be heard; promoting a fair and inclusive place to live and work.
A liveable and low carbon city: a destination of choice to live, visit, work	A safe and effective children and education system is important to promote the awareness and inclusion of children in the engagement of wider societal issues; which together with a successful education offer make Manchester a place parents and carers choose to visit, live and work.
A connected city: world class infrastructure and connectivity to drive growth	Continually improve outcomes and opportunities for all children and 'reduce the gap' against the national attainment average

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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.

- Children and Young Person's Scrutiny report on Manchester's Promoting Inclusion and Preventing Exclusion Strategy, June 2019
- Manchester Inclusion Strategy, November 2019
- Children and Young Person's Scrutiny report providing an update on the implementation of the Manchester Inclusion Strategy 8 January 2020.

## 1.0 Introduction

- 1.1 The Manchester Inclusion Strategy (2029-2022) was launched in November 2019 in response to an annual increase, both locally and nationally in exclusions over a number of years. The year long, Manchester multi-agency consultation on the reasons for these exclusions and the approaches which helped or could help to prevent exclusion indicated the need for a city-wide strategy to promote strong inclusive practice for all children and young people.
- 1.2 Manchester has seen an annual decrease in the use of exclusion since the consultation exercise began in 2018. Conversations about exclusion with schools and services have changed since the consultation began, with a much greater emphasis on the reasons for exclusion, the needs which often lie behind young people's behaviour and the support and adjustments which can be put in place to enable the young person to successfully remain in their school. Initial unvalidated data is showing a slight rise in exclusions during 2021-22 with an increased used of exclusion for physical assault on peers and adults. Work is being undertaken to understand the reasons behind this and to ensure that effective steps are being taken to address concerns.
- 1.3 The global, COVID-19 must clearly be acknowledged and the unprecedented changes this brought to the lives and educational experiences of children and young people, their families and to early years settings, schools and post 16 settings. Much has been learned from this period and this learning has been reflected in the review of the strategy and the identification of the priorities for July 2022- July 2025.

## 2.0 Manchester Inclusion Strategy activity since 2019.

### 2.1 Summary of what has been delivered to support improvements in inclusive universal provision

Since 2019 the following activity has been delivered to support improvements in the universal offer to children and young people:

- Established a Manchester Inclusion Strategy and citywide statement on inclusion, **“We believe it is important that every child and young person in our early years’ settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.”**
- Developed and implemented a multi-agency ‘Team Around the School’ model for targeted schools where high levels of need have been identified.
- Reviewed Local Authority representation at school exclusion meetings.
- Commissioned National Nurturing Schools award in 24 schools including primary and secondary schools. This programme supports schools to develop an inclusive whole school approach which based on the six principles of nurture which are: 1. Children’s learning is understood developmentally. 2. The classroom offers a safe base. 3. The importance of nurture for the development of wellbeing. 4. Language is a vital means

of communication. 5. All behaviour is communication. 6. The importance of transition in children's lives.

- Provided ELKLAN, communication training to both primary and secondary educational settings. This training supports school staff to effectively meet the needs of children with speech, language and communication difficulties and to help them access the curriculum and participate in school life.
- Co-produced with parents and young people a new approach to enabling families with disabled children to access community activities which is now known as the Community Local Offer.
- Commissioned parent/carer forums and parent champions to raise awareness and deliver training about Special Educational Needs and Disabilities (SEND) across universal provision.
- Developed a community of practice and strengthened understanding of inclusive practice through the primary and secondary school Every Child Project. This project has had a strong focus on supporting the inclusion and reducing the risk of exclusion of children as they move from Primary to Secondary school.
- Developed a common information transfer form across schools which is used to support transition from Year 6 to Year 7.
- Agreed a city-wide primary to secondary Transition Week. This year the agreed transition week begins on Monday 4<sup>th</sup> July.
- Developed and piloted an Inclusion Strategy Toolkit.
- Introduced a model of Young Carer Champions and held a Young Carers' Event.
- Supported the roll out of the Holiday Activity and Food programme across the city.

## **2.2 Summary of what has been delivered to promote good attendance and prevent exclusions.**

Since 2019 the following activity has been delivered to support schools and settings to ensure young people attend well and the risk of exclusion is reduced:

- Revised exclusions guidance issued to promote early intervention and inclusive practice.
- Agreed a process established for a Manchester resident at risk of permanent exclusion.
- Developed a "Ladder of Support" for Head Teachers, Principals and Governors for considering the use of exclusion and how this might be effectively prevented.
- Set up monitoring of absence rates, part-time timetables and exclusions data across all schools.
- Developed a common part-time timetable usage process.
- Conducted quality assurance visits to Manchester Schools, which focused on inclusion.
- Piloted social work supervision for Designated Safeguarding Leads.
- Produced a directory of Exclusion Prevention contacts within the Local Authority and partner agencies.

- Offered school-to-school outreach support for inclusion through the Manchester School Improvement Partnership.
- Piloted a new approach to special school outreach which enabled a member of staff from a special school to work alongside mainstream staff to model practice.
- Produced enhanced support and guidance for managing serious incidents.

### **2.3 Summary of what has been delivered to support children and young people's wellbeing**

Since 2019 the following activity has been delivered to support the mental health and emotional wellbeing of children and young people:

- Promoted and used the Manchester Matching Provision to Need to Tool (MPNT). This is a tool which supports education settings to develop robust approaches for the early identification of children and young people experiencing difficulties and the development and implementation of a graduated response to meet their needs.
- Collated a directory of Manchester Health and Well-Being Interventions for schools and settings.
- Piloted the Greater Manchester's Mentally Healthy School approach including Mental Health in Schools Teams. We now have Mental Health in Schools Teams in a 35% of schools. This will increase over the next two years.
- Delivered Mental Health First Aid Training in Manchester Schools.
- Established three THRIVE Hubs across the city. The three THRIVE Hubs provide access to and information about Manchester's Emotional Wellbeing and Mental Health offer. They are based in the North, Centre and South of the city.

### **2.4 Summary of what has been delivered to promote Education, Employment and Training**

Since 2019 the following activity has been delivered to support young people to have a positive transition in to Post 16 provision and to reduce the number of young people who are not in education, employment and training (NEET):

- Developed and implemented a Post 16 transition toolkit to support transition from school to college/sixth form.
- Recommissioned Manchester's Not in Education, Employment or Training (NEET) prevention service
- Improved communication between schools, post-16 providers, services, the Virtual School and the Manchester Youth Justice Teams through the introduction of the Youth Justice Personal Education Plan (PEP)
- Held a multi-agency Inclusion for My Future Success Conference to strengthen relationships between education settings, employers and services.

- Continued to support secondary schools in early identification using the Risk Of NEET Indicators (RONI) of those at risk of not making a successful transition into post-16 education, employment or training.

## **2.5 Summary of what has been delivered to strengthen personalisation of Manchester's education offer**

Since 2019 the following activity has been delivered to strengthen and grow the specialist and alternative provision to support the needs of children and young people:

- Increased the capacity of specialist provision across Manchester – this includes the opening of a new primary special free school and the expansion of three special schools.
- Ensured 'Day 6' provision is fit for purpose (schools and local authorities are required to provide full-time, suitable education for pupils from day six of fixed-period and permanent exclusions)
- Developed and implemented Manchester's Section 19 Policy to ensure that an appropriate education offer is available for children of statutory school age who are unable to attend school for a range of reasons including exclusion and illness.
- Developed a commissioning framework of short-term programme and intervention providers who can be commissioned directly by schools
- Progressed the restructure and reorganisation of the Manchester Secondary PRU and the offer to schools.
- Supported the establishment of a multi-agency taskforce linked to the secondary PRU. This includes the involvement of staff from the Youth Justice Service, Educational Psychology, the Virtual School, Speech and Language Therapy, Complex Safeguarding, Remedy and the Greater Manchester Violence Reduction Unit.

## **3.0 Impact of the Inclusion Strategy**

As we approach the end of the summer term in 2022 there are some key indicators of the improvements that have been made since the Manchester Inclusion Strategy was launched. These include:

- Overall school attendance of 93.7% following two years of disrupted education due to the pandemic.
- A five-year trend of reduction in permanent exclusion
- 4.7% of young people aged 16-17 years who are Not in Education, Employment or Training (NEET). This is the lowest ever figure for Manchester Young People.
- 89.5% of Manchester schools are judged as good or better by Ofsted.
- A positive Local Area SEND inspection in November 2021.

## **4.0 The Manchester Inclusion Strategy beyond July 2022**

Work has been progressed across four strands since the 2019 launch of the Inclusion Strategy

- Strand 1: Inclusive universal provision
- Strand 2: Early intervention - identify needs and protect vulnerable children and young people
- Strand 3: High quality continuum of provision and specialist support
- Strand 4: Exclusion as a last resort

The experiences over the last three years, including the global pandemic and the learning from the Black Lives Matter movement, have influenced our work since 2019 and helped to shape the review of the four strands of the strategy for 2022-2025.

#### **4.1 Key Inclusion Strategy Priorities for Manchester July 2022-July 2025**

The key priorities to be delivered during 2022-25 through the four strands of the strategy are to:

- Work in partnership in a coherent, strengths-based ways to support inclusive practice.
- Listen and respond to the voice of children, young people and their families.
- Promote equality and diversity with a particular focus on Race, LGBT+ and Disability (SEND).
- Reduce health inequalities.
- Develop the aspirations and skills of children and young people
- Improve social, emotional and mental health and wellbeing
- Promote positive transitions between settings, schools and post 16 provisions
- Identify needs early and protect vulnerable children and young people.
- Ensure a highly skilled and well supported workforce
- Ensure a high-quality continuum of early interventions, access to a wide range of alternative provision and specialist support.
- Promote good attendance.
- Ensure exclusion is only ever used as a last resort.

#### **4.2 Our approach to driving further improvements**

Improvements within each priority area will be achieved through:

- The promotion and implementation of inclusive practice
- The early identification of young people's needs with appropriate intervention being put in place in a timely way
- Joined-up, multi-agency approaches and support for early years settings, schools & post-16 settings
- The promotion of positive, well-supported transition at every age and stage
- Clear communications between all partners

#### **4.3 The Manchester Inclusion Strategy Toolkit**



One of the key asks from education settings within the 2018-19 consultation process, was for the development of a comprehensive Inclusion Toolkit to support them in their work with children, young people and families. This toolkit has been developed by an Educational Psychologist from One Education in partnership with multi-agency colleagues. The toolkit has been piloted by schools and is now being launched with education setting and services. From the 2022 Autumn term, there will be a regular cycle of thematic training available linked to the key priorities across the four strands of the Inclusion Strategy.

## **5.0 Conclusion**

The measures cited earlier in this report indicate that the approach Manchester has taken to promote inclusion since 2019 is supporting the city to achieve its partnership vision to ensure Manchester children and young people live safe, happy, healthy and successful lives. Manchester's multi-agency partners have increasingly worked with dedication and creativity, during incredibly challenging times, to identify and support the needs of children and young people in inclusive and personalised ways. Manchester now has the challenge, as it works towards becoming a UNICEF Child Friendly City, to build upon the improvements achieved so far and to continue to enhance the experiences and outcomes of children and young people.

The first three years of the strategy have reinforced the importance of all partners working to establish a sense of belonging for children and young people. This is reflected in Manchester's Inclusion Statement which was developed following multi-agency consultation:

***“We believe it is important that every child and young person in our early years’ settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.”***

The attached draft of the revised Manchester Inclusion Strategy will be finalised and disseminated to all partners in time to begin the next phase of improvements from the beginning of the 2022-23 academic year.