

Manchester Inclusion Strategy 2022- 2025

Our Priorities:

- Work in partnership in a coherent, strengths-based ways to support inclusive practice.
- Listening and responding to the voice of children, young people and their families.
- Promoting equality and diversity with a particular focus on Race, LGBT+ and disability (SEND).
- Reducing health inequalities.
- Developing the aspirations and skills of children and young people
- Improving social, emotional and mental health and wellbeing
- Positive transitions between settings, schools and post 16 provisions
- Identify needs early and protecting vulnerable children and young people.
- A highly skilled and well supported workforce
- High quality continuum of intervention, use of Alternative Provision and specialist support.
- Promote good attendance.
- Exclusion as a last resort.

Building a safe, happy, healthy, and successful future for children and young people

Our Inclusion Statement:

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.

Our behaviours:

- We take time to listen and understand
- We work together and trust each other
- We show that we value our differences and treat people fairly
- We're proud and passionate about Manchester
- We own it and we aren't afraid to try new things.

Guiding Principles for Inclusion. We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first. This requires an ethos across all education settings that promotes strong relationships between staff, children and young people, parents and carers, other education settings and partner agencies.
- It is important to take a non-judgemental, curious and empathetic attitude towards behaviour and learning. Children and young people presenting with additional needs should be regarded as vulnerable and not troublesome and we all have a duty to explore their needs and provide appropriate support.
- Finding solutions is often a complex process. Therefore, it is important we are always open to learning from others and willing to share knowledge and effective practice.
- Being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Exclusion should be the absolute last resort.

Strand 1- Inclusive Universal Provision. We will:

- Continue to develop and embed our approaches to listening and responding to the views of children and young people including via the BeeWell Survey.
- Roll out the Inclusion Strategy Toolkit providing a cycle of thematic training.
- Promote whole-setting nurturing principles and trauma informed approaches.
- Develop model relationship-based behaviour policies.
- Promote Equality and Diversity, particularly in relation to Race, Gender, Sexual Orientation and Disability, through awareness raising, training and the provision of good practice and curriculum guidance.
- Implement the Virtual School duties to promote the education of children and young people with or who have ever had a social worker.
- Relaunch our approach to school attendance.
- Continue to expand our SEND community offer.
- Develop clarity on ordinarily available provision in school for children with additional needs.
- Develop a coordinated response and support for refugee children.
- Continue to develop and promote approaches to address poverty and health inequalities including through the Holiday Activity Fund.
- Implement Statutory changes to Elective Home Education.
- Consolidate the multi-agency THRIVE approach to promote emotional health and mental wellbeing.
- Work with the Manchester Schools Alliance to develop a Head Teacher wellbeing offer.
- Continue to reduce the number of young people who are not in education, employment, or training (NEET) through early intervention.
- Ensure delivery of high-quality Careers Education, Information, Advice and Guidance (CEIAG).
- Embed our city-wide approach to support transitions.
- Relaunch Skills for Life.
- Work collaboratively to become a UNICEF Child-Friendly City.

Strand 2 - Early Intervention – identify needs and protect vulnerable children & young people. We will:

- Embed the use of the All about Me conversation and template to ensure children, young people and families only tell their story once.
- Implement and embed the new Alternative Provision Framework.
- Commission and implement the SAFE Taskforce interventions.
- Collaborate to develop guidance and quality assurance processes to ensure schools have effective on-site alternative provision and inclusion spaces.
- Review and share process and practice guidance on the effective use of Managed Moves.
- Monitor and share best practice guidance in the use of reduced timetables as a support intervention.
- Develop and implement multi-agency approach to reduce persistent school absence.
- Review school cluster arrangements to strengthen links to social care and early help.
- Embed multi-agency approaches to promote the education, training and employment of young people supported by the Youth Justice Service
- Embed the Mental Health in School Support Teams model and promote the Manchester (M) Thrive approach.
- Embed the Team around the School approach.
- Review the Section 19 offer and pilot other offers.
- Continue to provide supervision to Designated Safeguarding Leads.
- Review and promote specialist outreach offer.
- Review the RHOSEY and Early Years' offer to reduce the need for Education, Health and Care Plans (EHCPs).

Strand 3 – High quality continuum of provision and specialist support. We will:

- Implement the PRU restructure, repurposing and accommodation plan.
- Implement Phase 2 of the Special School places expansion.
- Set out the continuum of provision for children and young people with Social, Emotional and Mental Health Needs (SEMH).
- Improve commissioning of provision for children and young people with a high level of need.
- Implement a specialist offer for children with SEND in each locality including social care.
- Review and commission our specialist short breaks offer
- Roll out a city-wide Positive Behaviour Support (PBS) approach.
- Commission and grow the Post 16 and Post 19 specialist offer.

Strand 4 – Exclusion as a last resort. We will:

- Disseminate the school exclusion dashboard and monitor use of suspension and exclusion.
- Monitor the number of children returning to school from PRU following an exclusion.
- Review the use of Inclusion Panels.
- Review exclusion training for governors.
- Work with parent/carer champions to develop an advocacy offer for other parent/carers in the case of an exclusion.
- Work with Post 16 providers to develop best practice in the prevention of exclusion.