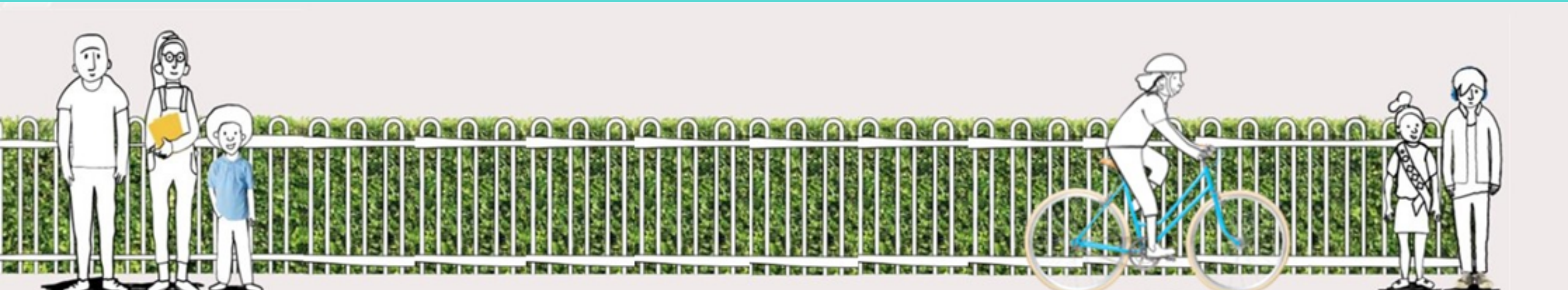


# Inclusion Approaches and Outcomes



# SEND and AP Improvement Plan Manchester Tiers of Support

*Improvement Plan commitment: An alternative provision system that is fully integrated with the wider SEND&AP system, where alternative provision is an intervention, not a destination, using a 3-tier model.*

<p><b>TIER 1</b></p> <p><i>‘Targeted support in mainstream schools’</i></p>	<p><b>TIER 2</b></p> <p><i>‘Time-limited Placements’</i></p>	<p><b>TIER 3</b></p> <p><i>‘Transitional Placements’</i></p>
<ul style="list-style-type: none"> <li>-Aligned and Enhanced Tiered Outreach offer across Primary and Secondary services.</li> <li>-Legacy of SAFE as mentoring model and extension into primaries.</li> <li>-Secondary Ordinarily Available Provision (links to Inclusion Strategy)</li> <li>-Guidance for internal AP within mainstream.</li> <li>-Strategic use of EP and Group Consultations.</li> <li>-Ongoing promotion of Inclusion through working groups and training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>-Promote shared understanding of Manchester AP across E,H and C through MIAPS Steering Group.</li> <li>-Pilot to capture outcomes of AP placements as intervention.</li> <li>-Development of MIAPS to support p/t, time-limited offers and improve quality of AP.</li> <li>-Implement AP QA Process</li> <li>-Develop system (IRIS) better suited to track movement of YP in AP.</li> <li>-Support and upskill schools in quality commissioning.</li> </ul>	<ul style="list-style-type: none"> <li>-Outreach support for Transition out of AP (reintegration offer)</li> <li>-Protocol and Procedural development to support reintegration to mainstream.</li> <li>-Clear post-16 routes and quality of support and provision.</li> </ul>
<p><b>MSPRU APST</b></p>		

## SAFE Mentoring

- Mentors** offered to **all secondaries** from Jan 23.
- Extended offer into Primaries from April 24: **Primary Transition Mentors** began support in primary settings and continued support into secondaries.
- Up to **800 young people** will access the mentoring.

## Inclusion support

- Cross-phase representation from school leaders to **discuss challenges and solutions** in relation to **inclusive practice**.
- Inclusion-focused **Primary webinar** and **head teacher briefing**.
- 'Meeting the Generational Need'** training programme to promote **relational practice**.

## TIER 1

*'Targeted support in mainstream schools'*

- Aligned and Enhanced Tiered Outreach offer across Primary and Secondary services.
- Legacy of SAFE as mentoring model and extends into primaries.
- Secondary Ordinarily Available Provision (links to Inclusion Strategy)
- Guidance for internal AP within mainstream.
- Strategic use of EP and Group Consultations.
- Ongoing promotion of Inclusion through working groups and training programmes.

## Primary Outreach

- Enhanced outreach support: X3 Specialist SEMH HLTAs** commissioned to deliver **intensive support** in mainstream settings.
- Ongoing packages of **training and consultancy** support.

## Secondary Outreach

- **x4 'At Risk' Mentors** to support YP vulnerable to disengagement.
- Reintegration mentor** to support YP back into mainstream.
- Ongoing packages of **training and consultancy** support.

## MIAPS Steering Group

- Group of APs and school who **consult, identify and address systemic and local challenges.**
- Allows for **networking** and **sharing of best practice** through regular meetings.
- Informs **training needs.**
- Solidifies **relationship between provider and commissioner** through networking opportunities.

## Time-Limited AP Pilot -Relate, Regulate, Restore

- Publication of Manchester guidance to support schools in the commissioning of AP.
- Capture outcomes and best practice in the use of part-time AP.
- Promote **early intervention.**
- Promote **time-limited placements** in AP as part of a **hybrid model of support.**

## TIER 2

### *'Time-limited Placements'*

- Promote shared understanding of Manchester AP across E,H and C through MIAPS steering Group and Board.
- Pilot to capture outcomes of AP placements as intervention.
- Development of MIAPS to support p/t, time-limited offers and improve quality of AP.
- Develop system better suited to track movement of YP in AP.
- Support and upskill schools in quality commissioning.

## IRIS Adapt System



- **LA-managed MIS system** provides access to **MIAPS framework APs** (Reg and Unreg) and **Manchester commissioning schools.**
- Allows for:
  - Greater **visibility for YP** moving in and out of AP.
  - More **accurate attendance** recording, coding and application of procedure.
  - Emphasis on **collaboration and regular review- effective oversight of placement.**
  - Addresses the **logistical challenge of AP QA** and supports a **robust process.**
  - **Cross LA opportunities**

## Quality Assurance of AP

- Development and implementation of **AP QA framework**.
- Revised **AP QA Protocol**
- Commission of **Quality-Assurance Professional** to deliver QA of AP.
- Responsive offer** in relation to AP concerns and complaints.
- Development of **MIAPS webinar series** to drive quality and identify areas of Development.

## MIAPS Market Hall Event

- Opportunity for providers to **showcase Services** at an .
- Open to all MIAPS providers and all Manchester schools

## TIER 3

### *'Transitional Placements'*

- Outreach support for Transition out of AP (reintegration offer)
- Protocol and Procedural development to support reintegration to mainstream.
- Ongoing development of providers through QA and networking.
- Clear post-16 routes and quality of support and provision.

## Reintegration Mentor & Protocol

- Assigned **Reintegration Mentor** begins work in MSPRU and supports **reintegration to mainstream, as per agreed protocol**.
- Further **development of relationship** between mainstream schools and MSPRU.

## APST Outreach Pilot

- APST Outreach** from **multi-agency services** based at MSPRU
- Two schools identified to take part in pilot aimed at young people currently **accessing internal or external AP**.
- Whole-family access** to multi-agency support.



# Summary of Outcomes

TIER 1	<b>Enhanced Outreach Primary</b>	<ul style="list-style-type: none"> <li>• 135 Year 7s receiving mentoring support</li> <li>• 98% no PEX from mentoring cohort</li> <li>• 100% no PEX from mentoring cohort transitioned from primary PRU.</li> <li>• SEMH HLTA referrals increased by 50% and 25 children provided with intensive support.</li> </ul>
	<b>Enhanced Outreach Secondary</b>	<ul style="list-style-type: none"> <li>• 50% of mentees with increased attendance</li> <li>• 60% of mentees with reduced suspensions</li> <li>• 98% no PEX of this cohort</li> </ul>
	<b>SAFE Taskforce</b>	<ul style="list-style-type: none"> <li>• 98.5% of the SAFE cohort are maintained in mainstream schools with an average of 86% attendance.</li> <li>• Over 85% attendance to sessions with only 7 drop-outs</li> <li>• Stabilisation of school attendance in most of the cohort</li> <li>• Stabilisation of suspension instances in most of the cohort</li> </ul>
TIER 2	<b>IRIS Adapt Implementation</b>	<ul style="list-style-type: none"> <li>• 120 Students logged on system from 18 schools</li> <li>• Ready to fully implement attendance recording from Jan 2025.</li> </ul>
	<b>3 R's Pilot</b>	<ul style="list-style-type: none"> <li>• 75% of the young people to date selected demonstrated positive outcomes through the targeted support, as demonstrated through well-being tracking and case studies.</li> </ul>
	<b>MIAPS Steering Group</b>	<ul style="list-style-type: none"> <li>• Network growing year on year with increased oversight of Manchester AP providers.</li> <li>• Completion of 30+ QA visits</li> </ul>
TIER 3	<b>Reintegration Mentor</b>	<ul style="list-style-type: none"> <li>• Reintegration from MSPRU have increased by 50% year on year (22-24).</li> <li>• Projected a further 50% in current academic year 24-25.</li> </ul>
	<b>APST</b>	<ul style="list-style-type: none"> <li>• During the APST interventions, 72% of the cohort maintained or decreased suspensions levels.</li> <li>• 230 Families supported through MSPRU cohort.</li> <li>• YJ Cohort-</li> <li>• 96% of cohort have not reoffended during or following Youth Justice Intervention</li> <li>• 100% referred on to further specialist services</li> </ul>
	<b>Market Hall</b>	<ul style="list-style-type: none"> <li>• 100% of providers and attendees found the event useful</li> <li>• Increased attendance at MIAPS Steering Group</li> </ul>

# AP Specialist Task Force

**Summary of project:** The Manchester APST programme began in 2021 and is led by MSPRU. The taskforce involves partners across health, justice, social care and youth work and aims to support the most vulnerable young people through a multi-disciplinary approach. The Manchester APST has supported young people attending Section 19 AP and commissioned AP and has developed a mainstream Outreach Pilot to capture the impact of the holistic support offer.

## APST offer during 23/24:

### UNIVERSAL OFFER

All children on roll within MSPRU had access to the APST Universal Offer. If children were absent when these sessions were delivered, follow up sessions were delivered.

This offer includes:

**LESSONS:** Safety Planning ,Risks Around Carrying and Knife Crime, Joint Enterprise, Radicalisation

**CPD:** Bespoke Eklan, SLCN, SEMH and Attachment

Understanding Neurodiversity, Sharing concerns, Police Intel Forms, Post Intervention Support, Child Centered Policing.

**LEARNING CENTRES :** APST Solution Circles, Alison Cope presentation, STOP THE BLEED, MSPRU Youth Ambassador for Hope Hack

### SPECIALIST INTERVENTIONS

210 children/families were referred and received an APST consultation, and an offer of APST direct support through our Tier 1 Specialist interventions.

### TARGETED INTERVENTIONS

Of those 210 - 113 received intervention from two or more specialists.

### BESPOKE INTERVENTIONS

Out of the 210 children/families identified, 16 children needed a high level of Bespoke Multi Agency APST support, due to late identification of complex SEND needs.

## 'Think Families' Approach

Delivery Year 1	Delivery Year 2	Across Phases
103 Families	+89 Families	230 Families +MSPRU cohort via Universal offer

## Practitioner Access and Output-CAMHS

Direct 1:1 work and family work	x36
Assessment & Treatment	x202 Sessions
Relocated from locality CAMHS	x15
Discharged due to improvement	x21
Onward referrals to further specialists	x6
Discharged to other APST services	x7
Referred to SCP or ADHD Pathways	x11
Universal guidance and advice offer	x200
Assessment	Within x2 weeks
Sessions	Within x3 weeks

# AP Specialist Task Force

## Practitioner Access and Output-SaLT

**110** Children referred to APST SaLT

**47** children have accessed SaLT (directly or indirectly)

- 28 communication profiles written
- 17 communication support plans written
- 2 children required spoken advice for staff only

**6** children currently undergoing assessment

- We aim to complete direct assessment with children.
- when direct assessment is not possible we are able to liaise closely with trusted adults who know the children well to complete our assessment

**20** children waiting for SaLT involvement

**37** children unable to access SaLT following referral

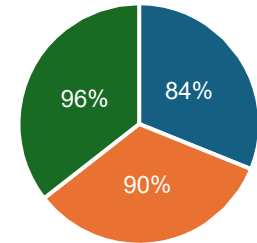
- some children move to specialist settings or return to mainstream before engagement with SaLT can be commenced

## Practitioner Access and Output-Remedi

**Data from Remedi Mentoring from April 22 – Sept 24:**

Children referred for 1-1 support: 119  
Completed 1-1 sessions with children: 2057

Feedback from Parents/Carers/Teachers about Remedi Intervention



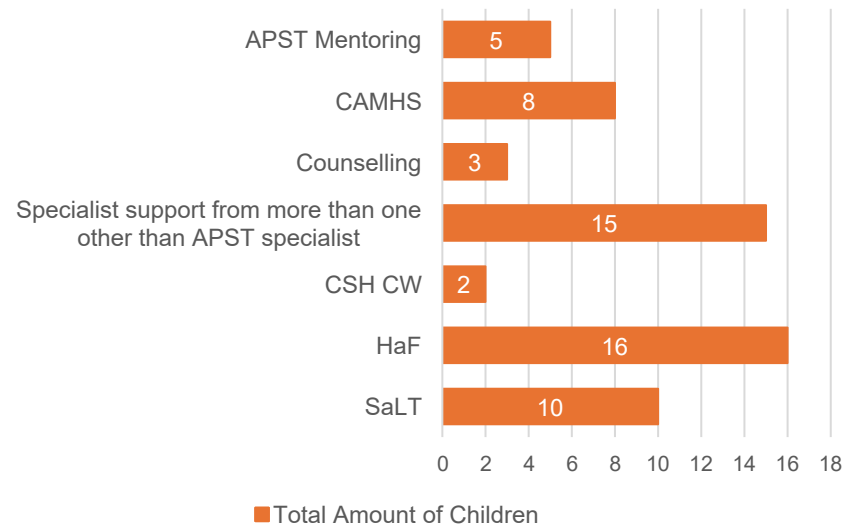
- Noticed a change behaviour
- Noticed a change in attitude towards school
- Thought the child benefitted from intervention

## APST Multi-Disciplinary Access

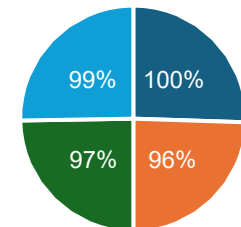
**Data from YJO from Jan 24 until August 24:**

24 children supported have received Turnaround or OOC intervention ranging from 8 weeks to 9 months whilst in school, at their learning centres. Of those 24 children, they were offered or received:

Details of pathway following APST YJ intervention



Feedback from children about Remedi Intervention



- Enjoyed the sessions
- Learnt something from the interventions
- Now will think or act differently
- Found it a positive experience



# AP Specialist Task Force

## Youth Justice Impact:

- 100% of cohort engaged with the service
- 96% of cohort have not reoffended during or following Youth Justice Intervention
- 100% referred on to further specialist services
- 100% of cohort are maintained in Post-16 education

## Impact on Exclusion:

- During the APST interventions, 72% of the cohort maintained or decreased suspensions levels.

## Voice of the Family- APST Intervention:

Child A: "I've changed so much. If it wasn't for you, I wouldn't even be in school today or even set foot outside, I feel like I am not the person I was before and I'm proud of myself".

Parent A: "I am just so glad they have a good relationship with you and feels comfortable talking with you when they are upset and in general!".

Parent B: " They enjoy the sessions they have with you and happy you have stuck around as they are now closed to other professionals, they have been doing so well".

Child C: "The sessions are sick, I always go home with a full stomach because of our cooking".

Parent C: "I am just really happy they have someone to speak to in school and give them advise on the right thing to do"

## Reintegration to Mainstream Impact:

- The APST focus on outreach support to mainstream schools has led to an internal restructure and enhanced reintegration support
- Since the implementation of the programme, MSPRU have seen an increase in young people reintegrating to mainstream year on year. From the academic year 22/23 to 23/24, re-integration has increased by 50%, with this forecasted to increase a further 25% in the 24/25.

## Next Steps:

- **Upskill, disseminate and embed** the learning from this project both through education and to partner agencies
- **Resource bank of APST material:** training, resources and interventions are revised by Speech and Language Therapists
- Embedding the '**Page Profile**' to support multi-disciplinary approaches.
- Develop and implement an **Outreach Pilot** in two mainstream schools to decrease permanent exclusions by offering support through consultation, assessment, and macro/micro APST interventions, ensuring rapid access to services for at-risk children

As per the 3-Tier model for SEND and AP, the APST and SAFE Taskforce are now supporting 'Inclusion in the mainstream' by offering early intervention resource (SAFE) as well as supporting complex needs (APST)

# SAFE Task Force

## Summary of project:

The Manchester SAFE taskforce provides mentoring as an early intervention offer to all secondary schools and some primary schools in the city. The overall aim of the taskforce is to prevent disengagement from education because of exclusion and poor attendance and, subsequently, reduce the risk of involvement in serious youth violence. 29 secondary schools and 93 primary schools receive support from the taskforce, with an added layer of support via Primary Transition Mentors who support Year 6 children for the duration of their transition to Year 7. Manchester SAFE is an embedded component of Tier One support in the Manchester 3-Tier Model of SEND and AP support.

## Progress Report, SAFE Analysis, Sept 24

### Key Findings:

As of October 2024, 708 young people have accessed mentoring sessions, likely to rise to 800 by March 2025. Over 10,000 individual sessions have taken Place to Dare. Local Impact headlines include:

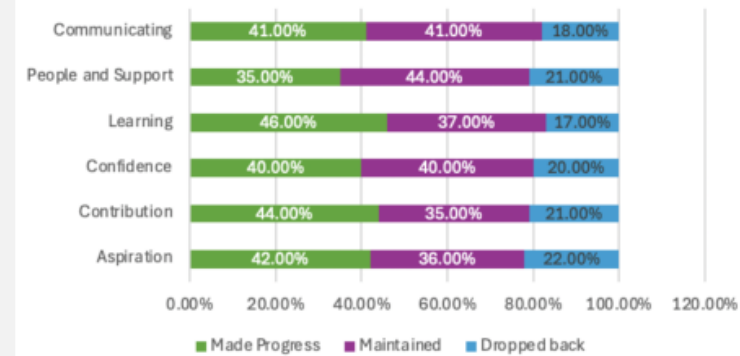
- **98.5% of the SAFE cohort are maintained in mainstream schools with an average of 86% attendance.**
- **Over 85% attendance** to sessions with only 7 drop-outs
- **Stabilisation of school attendance** in most of the cohort
- **Stabilisation of suspension instances** in most of the cohort
- **Low levels of repeated suspension** (6.5% of the cohort).
- Young people graduating from the mentoring intervention - **70% have maintained or improved attendance**
- Data from wellbeing measure 'Outcomes Star' indicates progress in '**Confidence**', '**Communication**' and, **significantly**, their '**Learning**' which demonstrates the holistic impact of SAFE mentoring
- The baseline Southampton questionnaire indicates increased **self-awareness** but further work to be done in supporting with emotional regulation
- Both the Voice of the Child Report produced by MMU and local VOTC evaluation captures the value of mentoring as an intervention but **emphasises co-production** as important to young people. The report validates the Manchester SAFE approach, outlining the significance of **Transition** as a key factor in educational disengagement.
- From the number of 1<sup>st</sup> Time Entrants within the Manchester Youth Justice service, 1% had received SAFE intervention. Of the 7 within this cohort, only 2 received judicial sentences and 5 were referred into the Prevention and Diversion team

In service **Outcomes Star records progress** on 6 school-related topics.

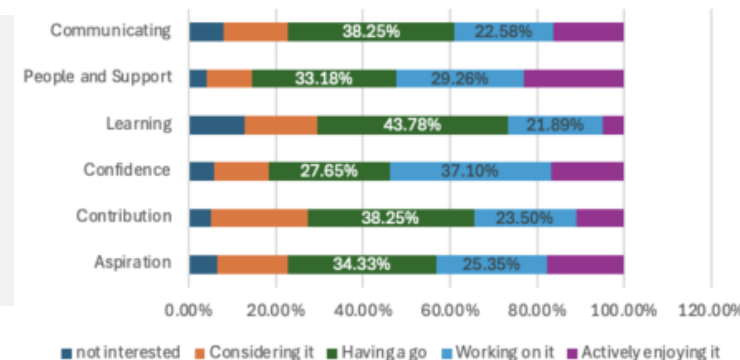
Most of the cohort have either '**Made Progress**' or have '**Maintained**' engagement

'**Making Progress**' in '**Learning**' is the most notable topic

Progress made per outcome, n=211

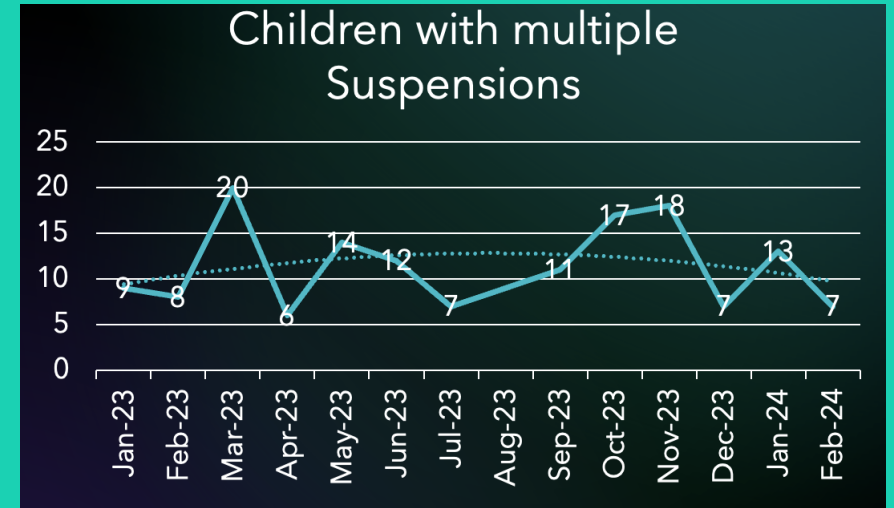
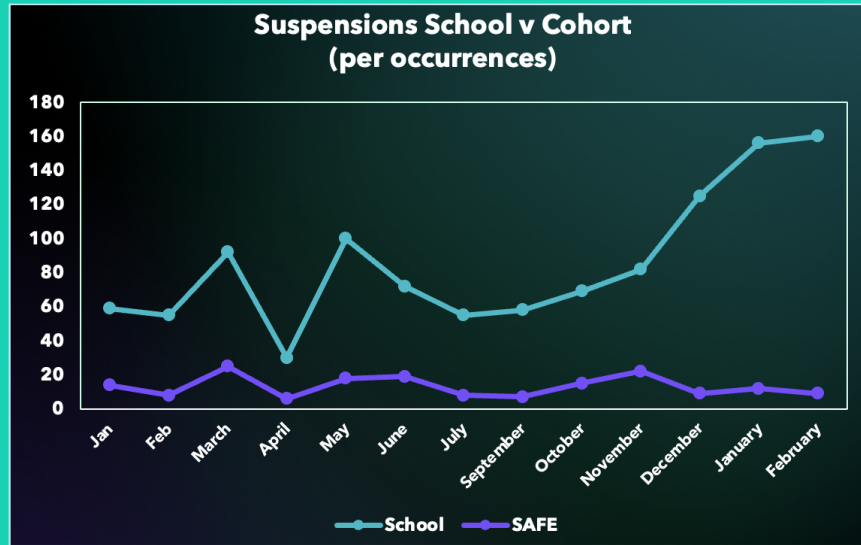


Shooting star all users n=486



The topic with the greatest impact relates to '**Learning**' reinforcing the increased connectiveness with education

# SAFE Task Force



## Next Steps:

National evaluation will be completed in 2026, Taskforces provide data to the DfE three times a year. Internal Process and Impact evaluation for phase 1 was completed in Jan 24, further impact reporting produced in Oct 24 and **All-Phase report to be finalised in Feb 25.**

Intention is **to track the overall cohort until they reach post 16** for attendance, exclusion, YOT involvement in order to gauge potential long-term impact of mentoring on the cohort.

Impact of the **Primary Transition Mentors** will be captured in early 2025.

Manchester SAFE is embedded into the Manchester TIER One support offer as part of the 3-Tier SEND and AP model and its continuity is a key factor in **supporting inclusion in the mainstream.**

# SAFE Voice of the Child Study

**Summary of project:** The Strategic Needs Assessment for the SAFE Taskforce identified a gap in the Voice of the Child. The taskforce commissioned a study with MMU to gather opinions and suggestions from children in Phase 1 SAFE schools. Relevant excerpts can be found below.

## **Young People's Experiences of Starting Secondary School. Transitional pressures, challenges and support needs. Manchester Metropolitan University, Sept 2022**

'Young people consulted for this research study widely reported that the transition from primary to secondary school was fraught with pressures and challenges. Whilst each young person's educational journey was complex and highly personal, most young people reported struggling to adjust to the secondary school environment. A majority of young people felt that, overall, moving from Year 6 to Year 7 had resulted in a less enjoyable and less safe educational experience. Young people were highly aware of their support needs in the first two years of secondary school and were clear about their wish to actively participate in shaping future support interventions. It is the view of this report that meaningful and ongoing youth participation could be a key strength of the SAFE programme and associated interventions if facilitated consistently'

### **Counselling and mentoring**

Counselling and/or mentoring should be considered as a widely applied SAFE intervention, as this can provide crucial support for young people. It is vital, however, that young people's views on what they need and want from counselling or mentoring sessions are sought on a regular basis, and that young people are treated as partners within any such process.

### **Supporting young people with peer conflict**

Programmes for resolving and preventing peer conflict should be considered by the SAFE taskforce in consultation with young people and relevant professionals. It is important that support for young people to deal with conflict both within and outside a school setting is considered.

### **Linking with existing nurture provision**

Newly designed SAFE interventions should link in with existing nurture-style programmes in schools and enhance these programmes where possible. Young people participating in SAFE interventions should be considered as having met the threshold to access nurture and spaces to aid in emotional regulation. They should be supported to ENGAGE with these provisions more freely

### **Supporting young leadership on mental health**

Support for youth-led mental health campaigns and awareness classes should be considered by the SAFE taskforce. The taskforce should consider offering young people the chance to work in collaboration with relevant professionals to explore how they can act as young ambassadors for mental health

### **Voice of the children!**

"My mentor makes me happy..."

"Mentors are an inspiration"

"Mentors are like brick walls: they keep you up..."

"My opinion matters... putting myself first"

"Help you realise who and what you are... taught me to be good"