

# Inclusivity in education

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Thursday 4 July 2019

Gail Tolley, Chair Educational  
Achievement Policy Committee  

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DCS London Borough of Brent



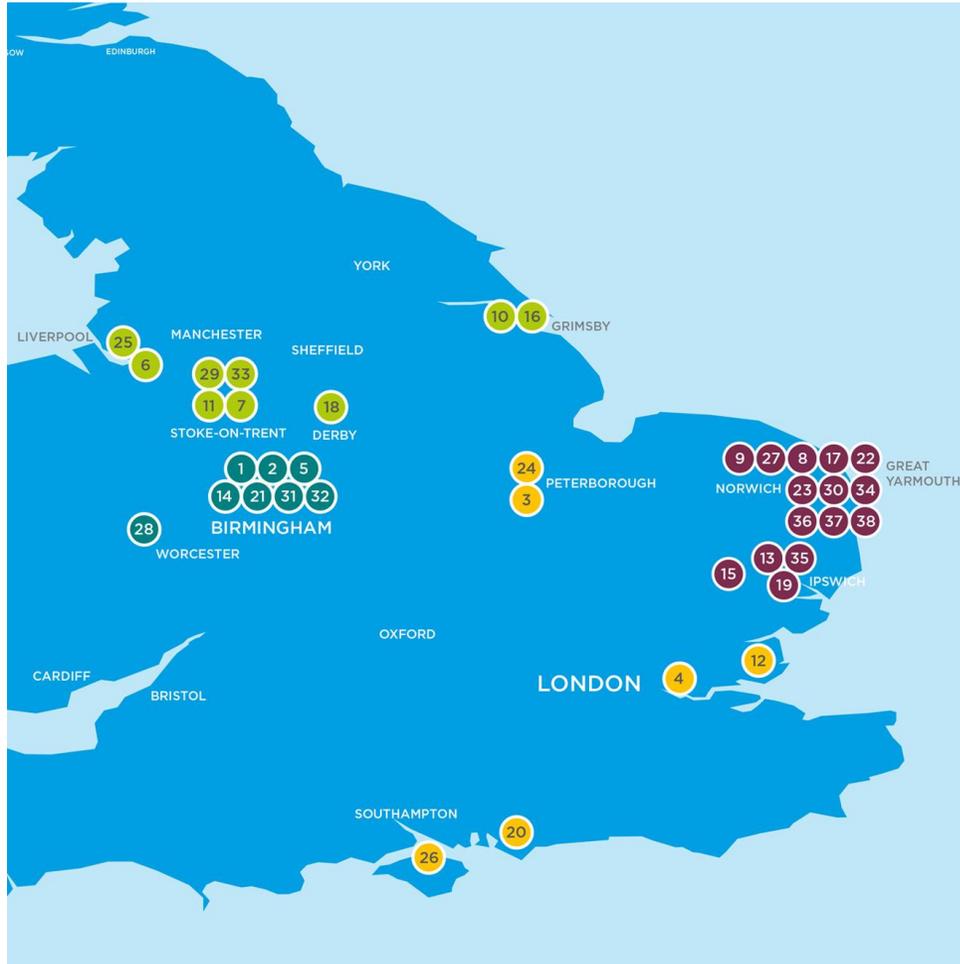
An inclusive ethos

Nick Hudson  
CEO Ormiston Academies Trust

4 July 2019

- We are a multi-academy trust: an education charity that runs great local schools.
- We have been in operation since 2009 which makes us one of the longest established trusts.
- We are also one of the largest, with around 5,000 staff serving 29,000 pupils.
- We work in six English regions.
- Our Trust includes 30 secondary schools, 7 primary schools and 1 special school.
- Our head office is based in Birmingham.

# Our geography



## NORTH

- 6 Ormiston Bolingbroke Academy
- 25 Ormiston Chadwick Academy
- 11 Ormiston Horizon Academy
- 18 Ormiston Ilkeston Enterprise Academy
- 10 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 29 Packmoor Ormiston Academy
- 7 Ormiston Sir Stanley Matthews Academy
- 16 Ormiston South Parade Academy

## WEST

- 14 Ormiston Forge Academy
- 1 George Salter Academy
- 31 Ormiston NEW Academy
- 5 Ormiston Sandwell Community Academy
- 2 Ormiston Sheffield Community Academy
- 32 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 21 Wodensborough Ormiston Academy

## EAST

- 36 Broadland High Ormiston Academy
- 27 City of Norwich School, An Ormiston Academy
- 37 Ormiston Cliff Park Infant Academy
- 38 Ormiston Cliff Park Junior Academy
- 22 Cliff Park Ormiston Academy
- 17 Ormiston Denes Academy
- 30 Edward Worlledge Ormiston Academy
- 13 Ormiston Endeavour Academy
- 34 Flegg High Ormiston Academy
- 23 Ormiston Herman Academy
- 19 Stoke High School - Ormiston Academy
- 15 Ormiston Sudbury Academy
- 35 Thomas Wolsey Ormiston Academy
- 8 Ormiston Venture Academy
- 9 Ormiston Victory Academy

## SOUTH

- 3 Ormiston Bushfield Academy
- 26 Cowes Enterprise College, An Ormiston Academy
- 24 Ormiston Meadows Academy
- 4 Ormiston Park Academy
- 12 Ormiston Rivers Academy
- 20 Ormiston Six Villages Academy

Correct as of March 2019.

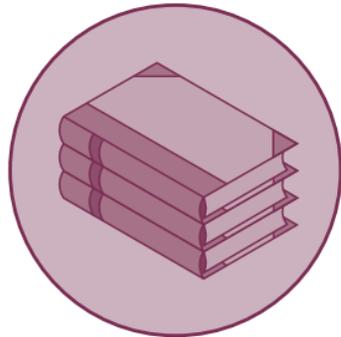
Academies numbered by order of opening.



Our mission is to become the Trust that makes the biggest difference, both inside and outside the classroom.

# Our core purposes

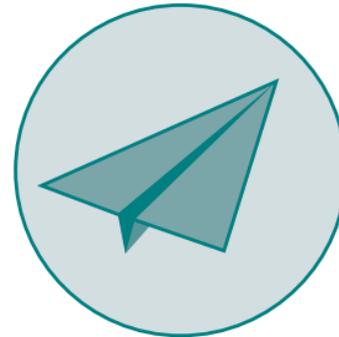
- When we think about what kind of difference we want to make, this is defined by our core purposes.
- Everything we do should be ultimately focused on doing these things well.



TEACH



DEVELOP



CHANGE

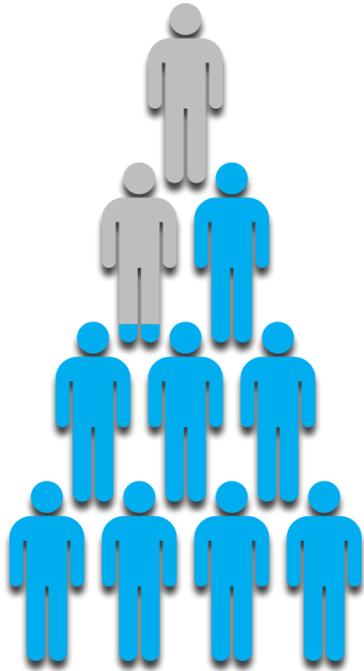


SUPPORT

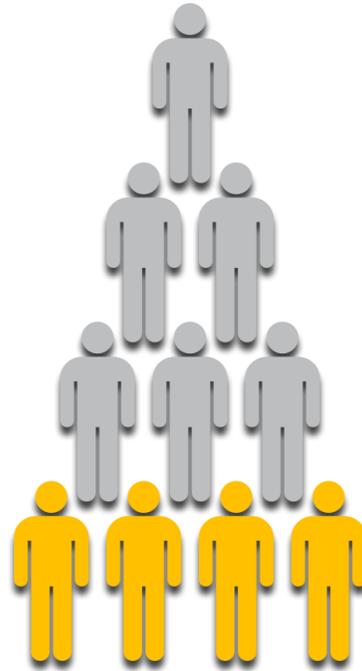
# Inclusivity is at the heart of our values



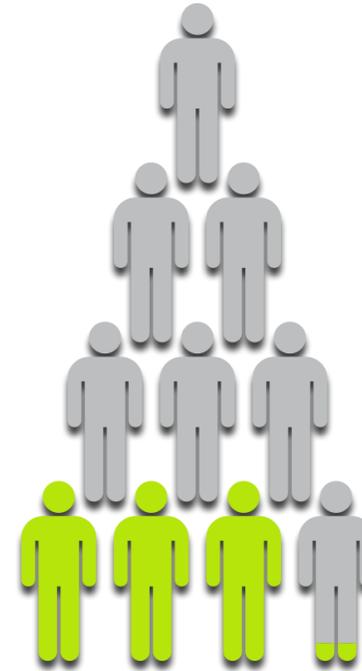
# Our pupils



**81% White British**  
19% Other ethnicity



**40% Disadvantaged**  
60% Not disadvantaged



**32% White British  
disadvantaged**  
68% Other



**Attachment Aware Schools**  
Derbyshire

# **Attachment Aware Schools Programme**

## **A Safe Space, a Nurturing Learning Community**

Dr Paul Kelly: Specialist Senior Educational Psychologist  
Lizzie Watt: Assistant Headteacher – Innovation, Teaching & Learning



# The Imperative for Attachment Aware Schools



- A growing expectation that schools have a good understanding of attachment theory and its implications in practice (NICE, 2015)
- The lack of Child Development theory and Attachment theory in ITE
- Many local authorities are undertaking attachment training
- Statutory function for local authorities to have a VSH in 2014
- Building Attachment Aware Schools has nationally demonstrated significant impacts on improving a range of outcomes for vulnerable children and young people (Parker et al, 2016)
- Attachment Research Community (ARC)
- Bath Spa University / Timpson Foundation / Rees Centre- Prof Judy Sebba



# Some of the Key Principles of Derbyshire's Attachment Aware Schools



Attachment Aware Schools  
Derbyshire

- Focus on a positive, universal view of attachment. Not training schools to 'diagnose' or medicalise
- Re-invigorate pedagogy and where needed challenge whole school & classroom practice
- Encouraging education professionals to be 'curious' about children and young people – seeing the 'whole' person
- Using Action Research as an evidence based tool to transform school ethos and practice bespoke to each setting
- Importance of SLT/ headteacher on the programme to liberate whole school transformation
- Not a training package or toolkit
- Building a sustainable network of school to school support
- Fundamental importance of relationship



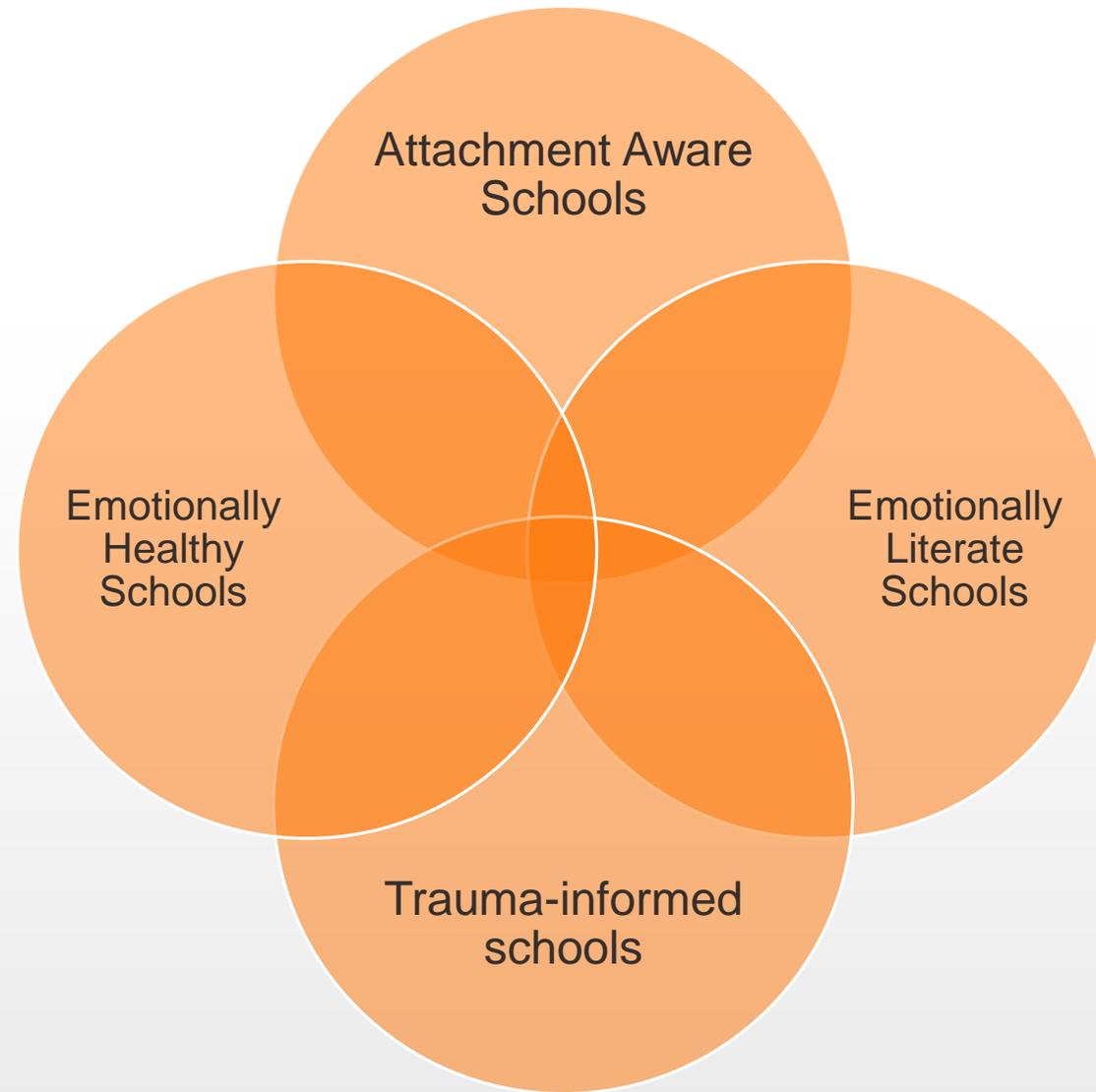
# Attachment Aware Schools Programme

## A Safe Space, a Nurturing Learning Community





**Attachment Aware Schools**  
Derbyshire



# New Ofsted Framework



Attachment Aware Schools  
Derbyshire

- More focus on emotional well being and whole child development
- Ensure that pupils have a positive experience of learning as well as positive outcomes
- Inspectors judge if children feel 'happy' (in Early Years)
- Ensure age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- Ensure that pupils feel safe in school
- To be graded as good or outstanding, **“Relationships among pupils and staff reflect a positive and respectful culture”**



# IMPACT



Attachment Aware Schools  
Derbyshire

“Our school policies' now stem from a **whole school awareness** of the impact of attachment on children and families”

“Derbyshire’s Attachment Aware Schools programme has helped staff to understand the children's needs more and **understand** what their **behaviours** mean”

“All staff and many students are building new strategies; and not just those with recognised attachment needs – but for **all students**”

“As a result of the Derbyshire AAS programme, staff have a greater empathy and understanding, which in turn builds more positive relationships in school, equalling a better school experience and **better learning is achieved**”



## Things our AAS participants have said...

“The best **CPD** I have ever received in 19 years of teaching!”

“Our increased understanding of attachment needs has influenced school **policy**, **systems** and more importantly **support** for our students at every level.”

“This high quality programme has completely changed the **ethos** of our whole school community”

“AAS has brought about positive outcomes and change for our **most vulnerable** children!”

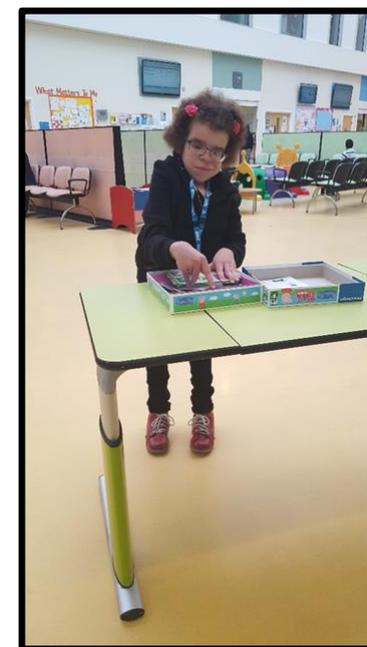
“AAS has helped us make a real fundamental change, not just to our vulnerable children, but to our **whole school** community.”

“We’ve been able to take stock of what really matters.... **Relationships**”

*“A truly inspiring year!”*



# Supported Internships ADCS Annual Aonference Andrew Hulme



# Supported Internship

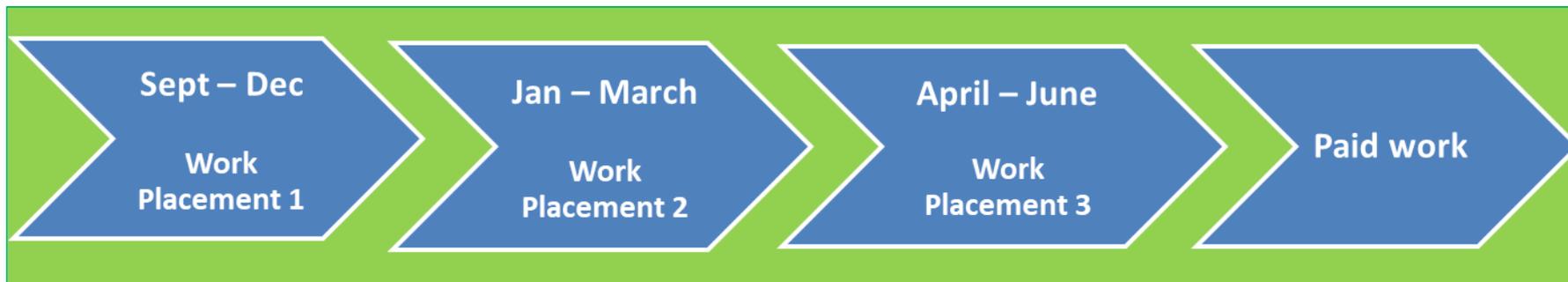
The Supported Internship is a study programme that helps young people to bridge the gap between education and employment.

It is very different from a typical college experience because the majority of the learning takes place away from a college campus and within a working environment.

It is a great opportunity to learn about and try out up to 3 different jobs over a college year. Placements typically last between 8-12 weeks.

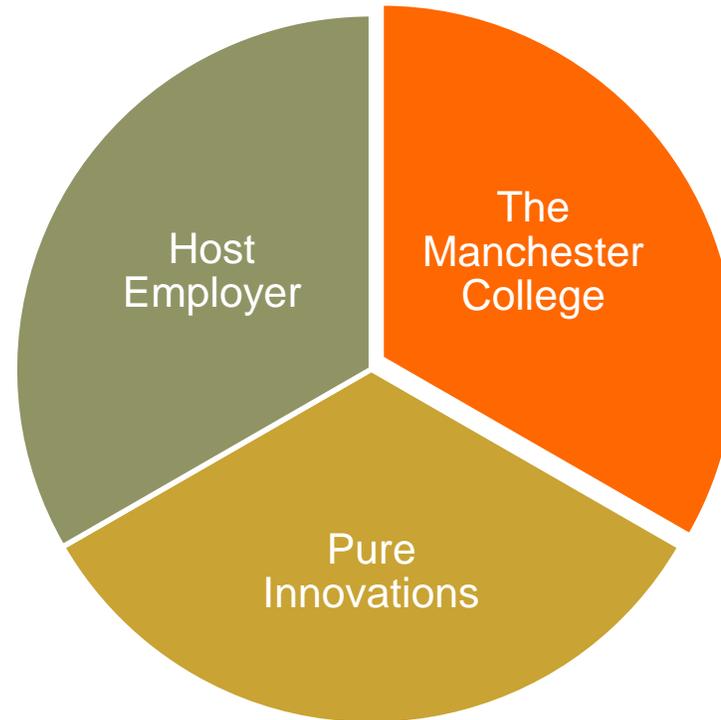
Each placement is crafted at least one term in advance based upon the vocational profile of the learner and an appropriate match to a placement and environment.

There is a very high correlation between students' placements and their future sustainable employment outcome.



The Manchester College currently has five Supported Internship programmes.

They are a partnership between:





Manchester Hospitals NHS Foundation Trust  
Oxford Road  
Wythenshawe Hospital



Manchester City Council



Manchester Airport



Media City, Salford Quays

# What does it look like?

- Based at the Host Employer for 4 days a week over a year.
- Interns take on the role of staff not student.
- We all wear a uniform or smart clothing and a staff ID badge.
- Staff from The Manchester College and Pure Innovations provide job training and support as Interns settle into their jobs and help with the move into paid work.
- Interns are not paid while they are on the programme but may be eligible for financial support such as money towards lunches and work related clothing. Interns can still receive most benefits as usual but a benefits check is available if needed.



# Internship study programme

- Employability skills
- Personal development
- Enrichment and social activities
- Travel training
- Functional skills Maths and English
- Support to access community resources
- Plenty of active and reflective learning
- Access to qualifications which are relevant to their planned employment outcomes



# Partnerships in practice



## Host Employer

- Classroom on site
- Provide high quality work placements and working interviews
- Paid opportunities
- External employer engagement

## The Manchester College

- Delivers employability curriculum
- Pastoral support & Safeguarding
- Tailored support and bespoke timetables as appropriate
- English and Maths

## Pure Innovations

- Vocational profiling
- Job analysis
- Job carving
- Specialist training
- Negotiate - paid outcomes
- Monitoring interns in paid employment

# Large host employer model

## Internship runs Monday to Thursday

- Tutor
- Employment Officer
- Job Coach

## 1<sup>st</sup> rotation (September - December / January)

- Set standard
- Test capability
- Know what adjustments required to support

## Springboard 2<sup>nd</sup> rotation (January - April)

- Flexibility with placement work hours
- Looking for paid opportunities

## 3<sup>rd</sup> Rotation (April – June)

- Progression strategy
- May be with external employers
- Working interviews
- Paid outcomes



# Impact

## Impact – Young person

- ✓ Excellent opportunity to gain paid employment
- ✓ Builds skills, ambition and aspiration
- ✓ Social inclusion and community integration
- ✓ Learn to travel independently
- ✓ Generate Income
- ✓ Employability skills and real work experience for your CV
- ✓ Confidence in your own ability and increased independence

## Impact - Employer

- ✓ Promote equality and diversity
- ✓ Extra capacity for the team at no extra cost
- ✓ Practical learning and disability awareness
- ✓ Access to specialised training, support and advice
- ✓ Positive customer and patient feedback
- ✓ Opportunity to test ability, commitment and suitability of candidates
- ✓ Be part of a scheme that gives local young people with disabilities the chance to showcase their talent



# Soft Outcomes

- Preparing students for adulthood
- Interns developing friendships, relationships & out of internship hours activities
- Interns becoming more independent e.g. travel training
- Increase in confidence and belief in self (e.g. learning to drive)
- Colleagues helping interns 'above and beyond' for example support with opening bank account etc.
- Support regarding benefits – Pure have a benefits advisor
- Safeguarding support and access to college student experience team/ appropriate referrals
- Ongoing support from Pure Innovations with workplace reviews and monitoring support if required.



Who can apply?

The most important thing that we are looking for is  
that Interns

**want to get paid work and have a positive  
attitude!**

# Who can apply?

## ***Also, Interns need to...***

- Have an Education, Health and Care Plan (EHCP).
- Have the potential to work unsupported following a period of job coaching and training.
- Be able to show social and emotional maturity.
- Be willing and able to listen to and follow instructions from others.
- Be able to travel independently or have the potential to do so (In a small number of cases Interns may be eligible for Access to Work taxis).

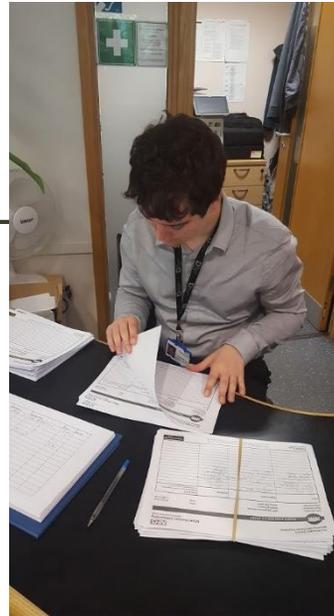
**Most students accessing a Supported Internship at The Manchester College progress from other programmes (Routes, Preparation for Supported Internships or Vocational Curriculum areas).**

**New students are referred from a number of sources including Connexions, other education and training providers, self referrals, local authorities, Pure Innovations).**

# Manchester University NHS Foundation Trust



Domestic  
Education North, Sodexo



Conference assistant  
Nowgen Centre MFT



Food Porter  
Sodexo

# Manchester Airport



Trolley Operative  
MAG



Food and Retail  
Greggs



Stock replenishment  
Spar



Customer Services  
Ambassador  
MAG

# Salford Quays



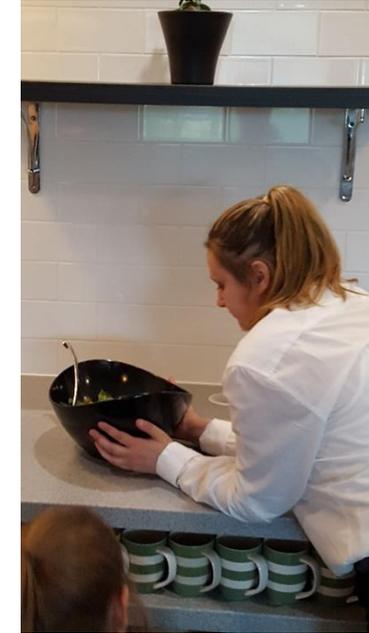
Customer Care  
Lowry Outlet



Front of House  
Beefeater



Maintenance  
Holiday Inn



Waitress  
Hotel Football



## ‘Poverty Proofing the School Day’ in Brighton & Hove 2017 - 2019

Dr Jo Lyons, AD Families, Children and Learning  
(Education and Skills)

# The Background

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The audit:

Is designed to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation.

Listens to all members of the community and sees the school through the lens of families living in poverty.

# The principle

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All activity and planned activity in schools should not identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.

# Areas explored

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Behaviour, Rewards and Attendance

Bullying

Celebrations

Charity, Fundraising and Community

Curriculum and Ability Groups

Extra-Curricular

Food

Homework

Leadership and Governance

Resources

Support to Parents and Families

Uniform

Wellbeing and Mental Health

# The project in numbers

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- 55 audits
- The voices of 27,628 children and young people
- A team of 23 trained adult researchers from schools and colleges in the city and young people in each secondary school

## PLANNING FOR YOUR PROGRESS

Help you to improve your attendance

Make sure the learning in your lessons is even better  
(Including literacy)

Give you the best information and advice for your future

**OUR KEY PRIORITIES**  
**2016 - 2017**

BACA

Help you to get the best results in your EBacc subjects

Make sure you get the best opportunities and support

Help you to get the best results in maths

This is what we promise to improve for all our BACA students this year

# Stars of the week

9th March 2018

Stars of the Week



# What we found: good practice in many schools

- Clear consistently applied behaviour policy, developed with pupils
- Bully busters and playground buddies
- Birthday cards
- Opportunities to pay in instalments
- 'Meal deals'
- Easy to get uniform, available from high street shops

# Areas to consider

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- The cost of school – how much does it cost a parent over one year?
- Is your school uniform too complicated?
- Avoiding the risk of children from poorer backgrounds typically finding themselves in lower ability groups by providing opportunities for self-directed learning such as ‘chilli challenges’ where pupils choose their own level of challenge

- 
- Carefully planning extra-curricular trips
  - Free pencil case for all children or costumes for dressing up days and curriculum days
  - Not having cakes and sweets on birthdays

# Rights and Responsibilities at Patcham Infant School and Nursery Class

We have a right to...

Learn

Be safe and cared for

Be treated fairly

A clean and tidy environment

Expect people to listen to us

Play

We have a responsibility to...

Do our best and help others do their best

Look after others

Treat others in the same way

Be good caretakers

Listen to others

Play well



We dream, we aspire,  
we thrive.  
Powerful learning for life.





# Where next?

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- Each school working on their action plan
- Poverty Proofing Champions
- Materials, such as lessons to raise awareness of poverty and what it means
- Good practice documents circulated, e.g. how to poverty proof a school trip
- Looking at bigger issues across the city – e.g. transport and secondary school meals
- Looking at school life through the lens of the poorest child

# To help us remember

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Delegates then watched this video from Children North East:

<https://www.children-ne.org.uk/News/meet-eve>

# Questions?

Have you considered joining an ADCS Policy Committee?

See <https://adcs.org.uk/committees/home>