



MANCHESTER
CITY COUNCIL

MANCHESTER
VIRTUAL SCHOOL

ADCS Annual Conference
Friday 7th July 2023

The Manchester Inclusion Strategy & Toolkit.

Jane Johnson – Virtual School Head & Inclusion
Strategy Lead –
Manchester City Council





Manchester's Partnership Vision for Children and Young People

Happy, healthy, safe, successful and independent.

Our Manchester Strategy sets out its ambition for a highly skilled city where all Manchester children have the best start in life and are given the opportunity to go to excellent settings, schools, colleges and universities that will prepare them for the future job market

Our Manchester Behaviours:

- We work together and trust each other
- We are proud and passionate about Manchester
- We take time to listen and understand
- We show that we value our difference and treat people fairly
- We own it and we are not afraid to try new things

UNICEF Rights of the Child

Article 28 Right to education

Every child has the right to education.

Article 29 Goals of education

Education must develop every child's personality, talents and abilities to the full.

Inclusion Strategy

Manchester Inclusion Strategy

Working in Partnership to Prevent Exclusion and Support Children and Young People to Thrive
Manchester's Children and Young People Plan – Our Manchester, Our Children vision
Building a safe, happy, healthy and successful future for children and young people.

What we'll do

Our priorities

- Working in partnership in a coherent, strengths-based way to support inclusive practice.
- Listening and responding to the voice of children, young people and their families.
- 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, protecting vulnerable children and young people.
- A highly skilled and well supported workforce.
- High quality continuum of intervention provision and specialist support.
- Exclusion as a last resort.

Our aims
Every child and young person:

- is known
- is understood
- is supported
- thrives.

Our behaviours

- We work together and trust each other.
- We're proud and passionate about Manchester.
- We take time to listen and understand.
- We 'own it' and aren't afraid to try new things.

Key questions for education settings & services to explore about the absence and/or behaviour of a child or young person "At Risk"

- What is already working well?
- Is there anything happening now that might explain their behaviour and absence?
- Has anything happened in the past that needs to be considered?
- What else can we do?

Strand 1 – Inclusive Universal Provision
We will:

- Find ways to listen and respond to young people's voices.
- Identify what works well and promote effective practice.
- Develop and promote inclusive practice guidance, including the use of evidence-based approaches.
- Provide workforce training to support inclusion.
- Implement the multi-agency THRIVE approach to promote emotional and mental wellbeing.
- Promote use of Manchester's Matching Provision to Need to Tool (MPNT).
- Provide mentoring, work experience and employer engagement opportunities to develop young people's aspirations.
- Develop a citywide approach to support transitions.
- Implement Skills for Life.
- Promote a clear and connected Youth offer.
- Pilot Greater Manchester's Mentally Healthy School approach.

Strand 2 – Early intervention – identify needs and protect vulnerable children and young people
We will:

- Develop and share a multi-agency toolkit of resources, services, referral routes and training.
- Develop and share a checklist of activity to support children at risk of exclusion, and details of who to contact for advice.
- Develop and promote outreach offers and school-to-school support to develop inclusive practices.
- Work with parent/carer champions.
- Embed the multi-agency team around the school model.
- Develop the school cluster model.
- Strengthen links between agencies to provide Early Help to prevent exclusion and risks of child criminal and sexual exploitation.
- Identify and support young carers.
- Intervene early to prevent and reduce the number of young people not in education, employment or training (NEET).
- Develop and share guidance on managed moves, personalised curricula and alternative provision.
- Share practice guidance from national and local reviews.

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

- Review and revise the continuum of provision for young people with Social, Emotional and Mental Health Needs (SEMH) and develop short stay intervention programmes.
- Ensure all young people with additional needs are prepared for adulthood and supported to progress into positive Post-16 and Post-18 destinations.
- Strengthen multi-agency offer around specialist provision.
- Strengthen integrated working between Youth Justice and other services.

Strand 4 – Exclusion as a last resort
We will:

- Review and issue guidance on exclusion.
- Develop and disseminate a checklist of activity to be undertaken prior to exclusion and who to contact for advice.
- Work with Post-16 providers to develop best practice in the prevention of exclusion.
- Monitor the use of exclusion in education settings.

Manchester's Inclusion Strategy 2019-22 set out a vision of partnership working across the city to promote educational inclusion and prevent exclusion in its many forms.

“With the aim that every child and young person:

- is known
- is understood
- is supported
- thrives.”



REVISED MANCHESTER INCLUSION STRATEGY 2022-25

Manchester Inclusion Strategy 2022-2025

Building a safe, happy, healthy, successful and independent 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.

1. Inclusive Universal Provision

We will:

- Improve approaches to listening and responding to children and young people.
- Deliver 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.
- Implement virtual school duties for the education of children and young people with a social worker.
- Relaunch our approach to school attendance.
- Further promote good-quality assessment and planning for children with disabilities and physical and mental health needs.
- Continue to expand our SEND community offer.
- Clarify the ordinarily available provision in school for children with additional needs.
- Develop a co-ordinated response and support for refugee children.
- Further promote approaches to address poverty and health inequalities.
- Implement statutory changes to elective home education.
- Consolidate the multi-agency THRIVE Framework to promote emotional health and mental wellbeing.
- Develop a head teacher wellbeing offer with the Manchester Schools Alliance.
- Further reduce the number of young people not in education, employment, or training.
- Ensure high-quality careers education, information, advice and guidance.
- Embed citywide approaches to support transitions at every stage.
- Relaunch Skills for Life.
- Become a UNICEF Child-Friendly City and promote schools and settings becoming Rights Respecting Schools.
- Enhance good-practice guidance for the use of the internet and social media.

Our Manchester Behaviours

in everything we do we'll make sure that...

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

Our Priorities

- Work in partnership in strength-based ways to support inclusive practice
- Listen and respond to children, young people and their families
- Promote equality and diversity with a particular focus on race, LGBTQ+ and disability (SEND)
- Reduce health inequalities
- Develop the aspirations and skills of children and young people
- Improve social, emotional and mental health and wellbeing
- Positive transitions between settings, schools and post-16 provisions
- Identify needs early and protect vulnerable children and young people
- Maintain 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.

Guiding Principles for Inclusion. We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first, working with an ethos across all education settings that promotes strong relationships with all parties.
- It is important to take a non-judgemental, curious and empathetic attitude towards behaviour and learning, regarding children and young people presenting with additional needs as vulnerable and not troublesome.
- We all have a duty to explore children and young people's needs and provide appropriate support.
- Finding solutions is often a complex process. It is important we are open to learning 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.

2. Early Intervention – identify needs and protect vulnerable children and young people

We will:

- Promote timely conversations and effective partnerships with parents and carers.
- Embed the All About Me conversation to ensure children, young people and families only tell their story once.
- Promote and monitor the new Alternative Provision Framework.
- Commission and implement the SAFE Taskforce interventions.
- Develop good practice guidance and quality assurance for on-site alternative provision and inclusion spaces.
- Review practice guidance on the use of managed moves.
- Monitor use of reduced timetables and share good practice.
- Promote multi-agency approaches 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, employment and training of young people supported by the Youth Justice Service.
- Embed Mental Health in School Support Teams model and promote the M-Thrive approach.
- Embed the Team Around the School approach.
- Monitor Section 19 medical offer and pilot other approaches.
- Continue supervision for Designated Safeguarding Leads.
- Review specialist outreach offer, targeting where it is most needed, eg. at transition points.

3. High-quality continuum of provision and specialist support

We will:

- Implement the PSU restructure, repurposing and accommodation plan.
- Implement Phase 2 of special school places expansion.
- Define continuum of provision for children and young people with social, emotional and mental health needs.
- Improve commissioning of provision for children and young people with a high level of need.
- Implement with social care a specialist locality offer for children with SEND.
- Review and commission our specialist short breaks offer.
- Deliver a citywide positive behaviour support approach.
- Commission and grow the post-16 and post-19 specialist offer.

4. Exclusion as a last resort

We will:

- Share school exclusion data and monitor use of suspension and exclusion.
- Monitor the number of children returning to school from Pupil Referral Units following exclusion.
- Utilise the learning from the AP Taskforce.
- Review the use of Inclusion Panels.
- Review exclusion training for governors.
- Work with parent/carer champions to develop an exclusions advocacy offer for other parents/carers.
- Develop best practice in the prevention of post-16 exclusion and withdrawal.

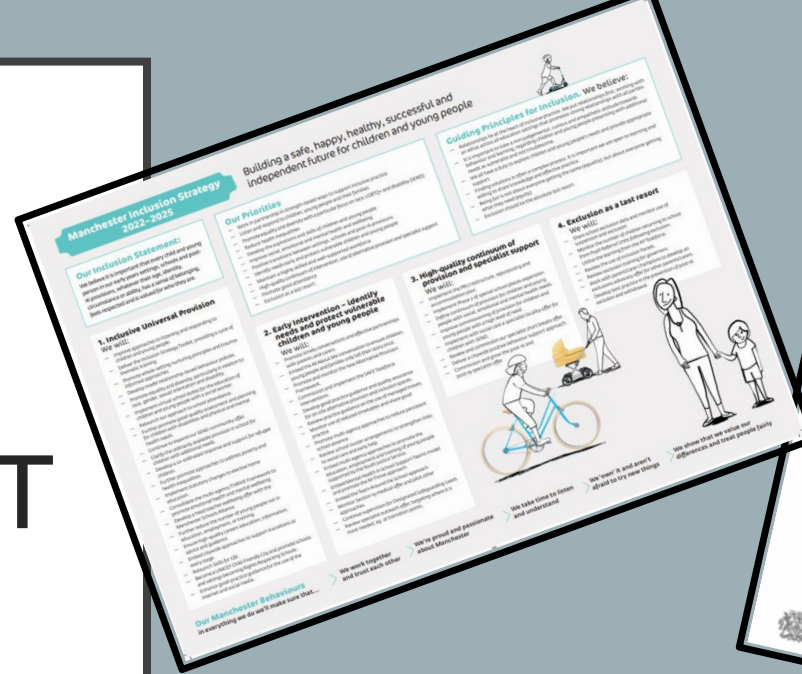


Manchester's Inclusion Statement

“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.”

https://www.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy

MANCHESTER'S INCLUSION STRATEGY TOOLKIT



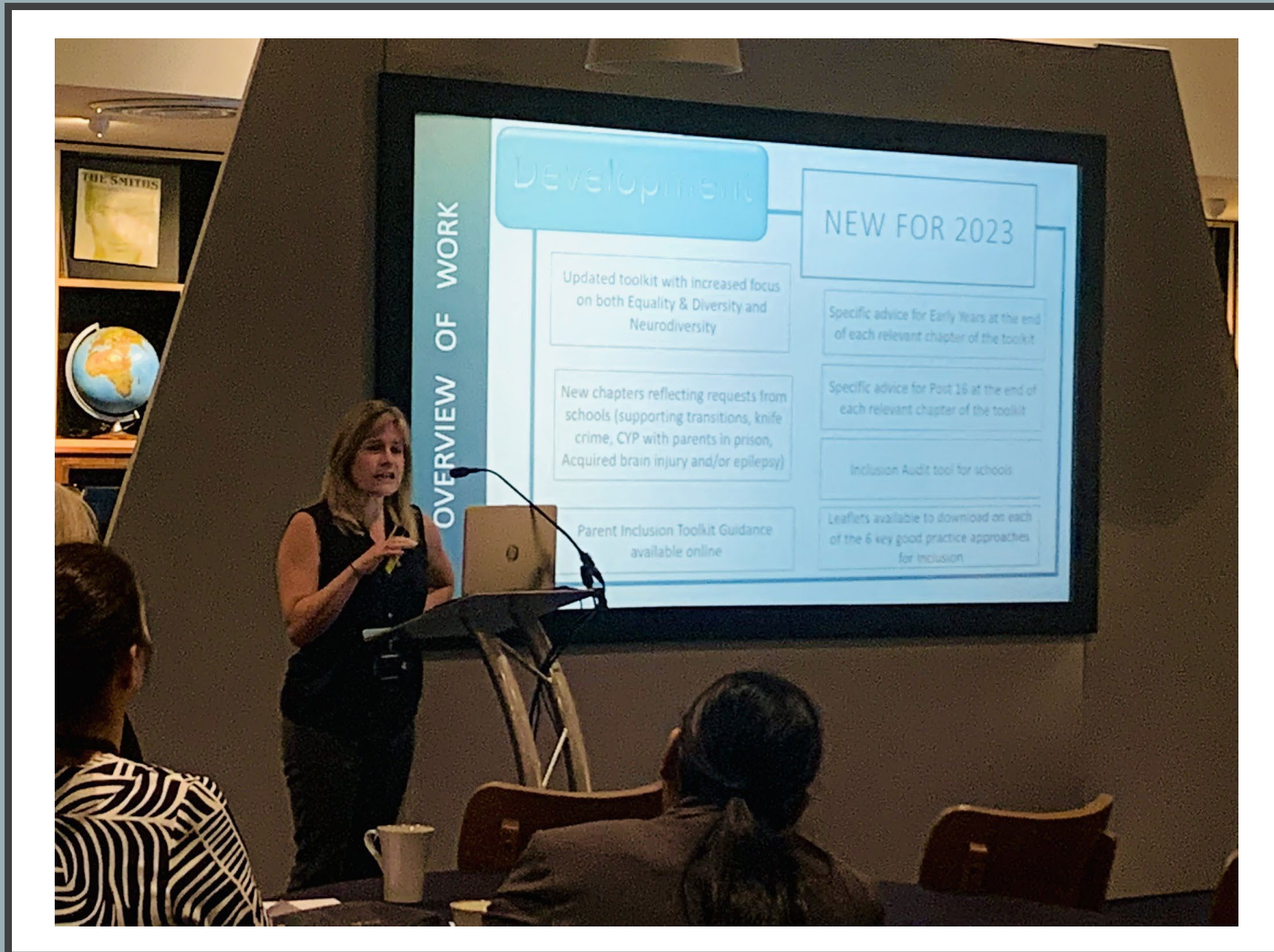
“We believe it is important that every child and young person in our early years’ settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.”

<https://www.oneeducation.co.uk/inclusion toolkit>

Manchester’s definition of Inclusion:

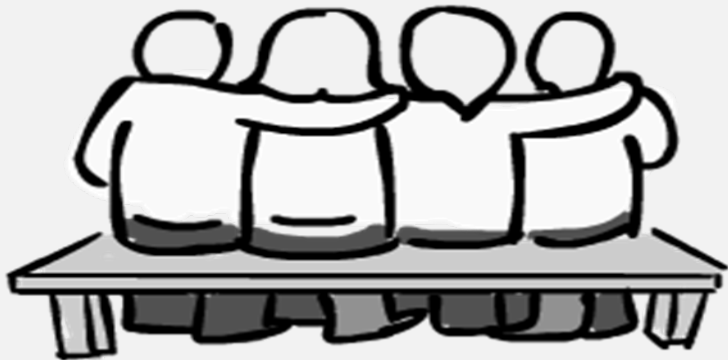
“a process that helps overcome barriers limiting the presence, participation and achievement of learners.” (UNESCO, 2017, p13)

CREDIT & THANKS TO CARRIE BRAY, SENIOR EDUCATIONAL PSYCHOLOGIST AT ONE EDUCATION LTD



Universal Provision

Manchester City Council have highlighted 5 approaches as examples of good inclusive practice for schools and education settings.



Fostering a sense of belonging

Attachment and trauma aware

Nurturing principles

Restorative practice

Whole school mental health and wellbeing



GUIDING PRINCIPLES FOR INCLUSION

We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first. This requires an ethos across all our education settings that promotes strong relationships between staff, children/young people, their parents/carers, other education settings and partner agencies.
- It is important to take a non-judgmental, curious and empathetic attitude towards behaviour and learning. Children and young people presenting with additional needs should be regarded as vulnerable 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 best 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.

We will strive to:

- Maintain clear boundaries and expectations around behaviour. Children and young people need predictable routines, expectations and responses in education settings but with sufficient flexibility to allow an empathetic and personalised approach.
- Ensure parent and children/young people's opinions and wishes are sought and listened to. It is important children, young people and their parents participate in decisions taken about them.
- Ensure all teaching and non-teaching staff are equipped with the skills needed to differentiate the curriculum appropriately to meet the needs of children and young people.
- Ensure we are reflective and responsive. For example, if fixed term exclusions are becoming frequent we will reflect if this approach is effective for this particular Child or Young Person and whether a different response might provide a more effective response.
- Ensure all children and young people have daily access to qualified, curriculum-linked teachers.
- Ensure we are confident that, before a decision to exclude permanently is made, all reasonable options have been exhausted and that this action will lead to reflection and improved practice in the future.

THE STRUCTURE OF THE CURRENT TOOLKIT

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THE STRUCTURE OF THE CURRENT TOOLKIT

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					Coming into Care (LAC) and (Placement breakdown)	Selective Mutism	Relationship based behaviour policies
School belonging	Staff supervision	Culturally and linguistically diverse pupils	Wellbeing/ SEMH audits & measures	Emotional regulation skills	Domestic violence	Dyscalculia	Eliciting Pupil voice
Attachment and trauma aware	Appreciative Inquiry	Impact of poverty	Anxiety	Harmful sexual behaviour	Child Sexual Exploitation	Developmental Co-ordination Disorder	Co-production ways of working
Nurture	Solution circles	LGBT	Anxiety Based School Avoidance	Adolescent to parent violence (APVA)	Child Criminal Exploitation/ County lines	Dyslexia	Reduced timetables
Restorative Practice	Circle of friends	Unaccompanied Asylum seekers	Low mood/ depression	Speech and Language Needs	Parental Substance Misuse	ADHD	Managed moves
Whole school wellbeing	Peer mediation	Bullying and cyberbullying	Non-Suicidal Self-Harm	Sensory needs	Bereavement	ASD	Exclusions: Best Practice
Inclusive Universal Provision	Problem solving tools for CYP and adults	Diversity and Inclusion	Mental Health	Specific area of need/ Skills	Life events	Diagnosed conditions	Evidence based good practice – school policies/ procedures

Please click on the relevant section(s)

MANCHESTER'S INCLUSION STRATEGY TOOLKIT



Manchester Inclusion
Strategy Toolkit

WHERE ARE WE NOW



Article 29: Every child has the right to an education that develops your personality, talents and ability to the full

Dissemination

Headlines

Education settings:

- Toolkit published and available for download direct from website. To date 472 downloads
- Introductory workshops for education settings and one specifically for all Post 16 settings across Greater Mch.
- Presentations at Heads/SENCO networks and DSL events

Wider partners:

- Youth Justice
- Mthrive
- Children's Social Work Teams
- Virtual School and Adoption Counts
- Speech and Language Therapy
- CAMHs

Parents:

- Parent Carer forum
- Parent Support Services network meeting

Toolkit is an amazing resource that will help us so much on many different levels. Thank you!

The toolkit is so helpful and practical. From a place of scepticism I was entirely won over!

Really informative, inspiring and validating!

Delivery

Headlines

Training Offer – MCC Priority Areas

- Covid Legacy – Supporting CYP with ASC (*direct and as webinar*)
- Emotional Regulation – universal and targeted support (*direct and as webinar for access on demand*)
- School belonging
- ACES and the toolkit
- Working together on the strategic implementation of inclusion in school. (*Leadership conference*)
- Anxiety Based School Avoidance (*for SW and Early Help*)

Systems Level Offer

- SEMH Group consultations available for all schools to support inclusion
- Contribution to Ordinarily Available Provision guidance for schools
- Alternative Provision Specialist Taskforce and SAFE taskforce involvement.
 - Delivery of training for Mentors
 - Research - qualitative data analysis of mentor feedback to inform practice
- Whole school strategic support work with schools - PATHs
- Leaflet produced for each of the 6 key Inclusive Good practice approaches

Really enjoyed the session, really informative with lots of take away ideas to support in the classroom

Clear, insightful and thought-provoking session

More of these sessions please!

Extremely informative with lots of clear steps on how to support children and staff

Development

NEW FOR SEPT 2023

Updated toolkit with increased focus on both Equality & Diversity and Neurodiversity

New chapters reflecting requests from schools (supporting transitions, knife crime, CYP with parents in prison, Acquired brain injury and/or epilepsy)

Parent Inclusion Toolkit Guidance available online

Specific advice for Early Years at the end of each relevant chapter of the toolkit

Specific advice for Post 16 at the end of each relevant chapter of the toolkit

Inclusion Audit tool for schools

Leaflets available to download on each of the 6 key good practice approaches for Inclusion

WORK FOR 2023-24

Offer for Parents

- Survey for parents/carers to listen to perceived needs
- Develop and deliver training to parents/carers on priority areas to support the inclusion of their CYP (direct and on demand webinars)

E.g.;

- *Understanding the teenage brain*
- *Working collaboratively with your Child or Young Person's school*
- *Sleep*

Pupil Voice

- Pupil voice tools and training for schools on how to gather student views

Offer for Schools

Training: E.g.; Anxiety Based School Avoidance (ABSA):

- updating the guidance (including creating a 'First Steps' webinar for schools to access when concerns first arise)
- training for schools, attendance team and other relevant services (direct and on demand webinar)
- training for parents (direct and on demand webinar)
- development of ABSA practical tools for schools.

Whole School: Force Field Analysis and PATHs planning tools

MCC Strategic Offer

- Supporting updates of MCC policies to ensure they reflect the inclusive good practice guiding principles in the toolkit.
- Revisiting Good Practice Quality First Teaching, Ordinarily Available Provision and Assess Do Plan Review guidance for schools to ensure a graduated response.
- SAFE – Ongoing research/evaluation of mentor programme
- SEMH outreach offer



Where to find the toolkit!



MANCHESTER
CITY COUNCIL

Manchester Inclusion Strategy Toolkit:

<https://www.oneeducation.co.uk/inclusiontoolkit>

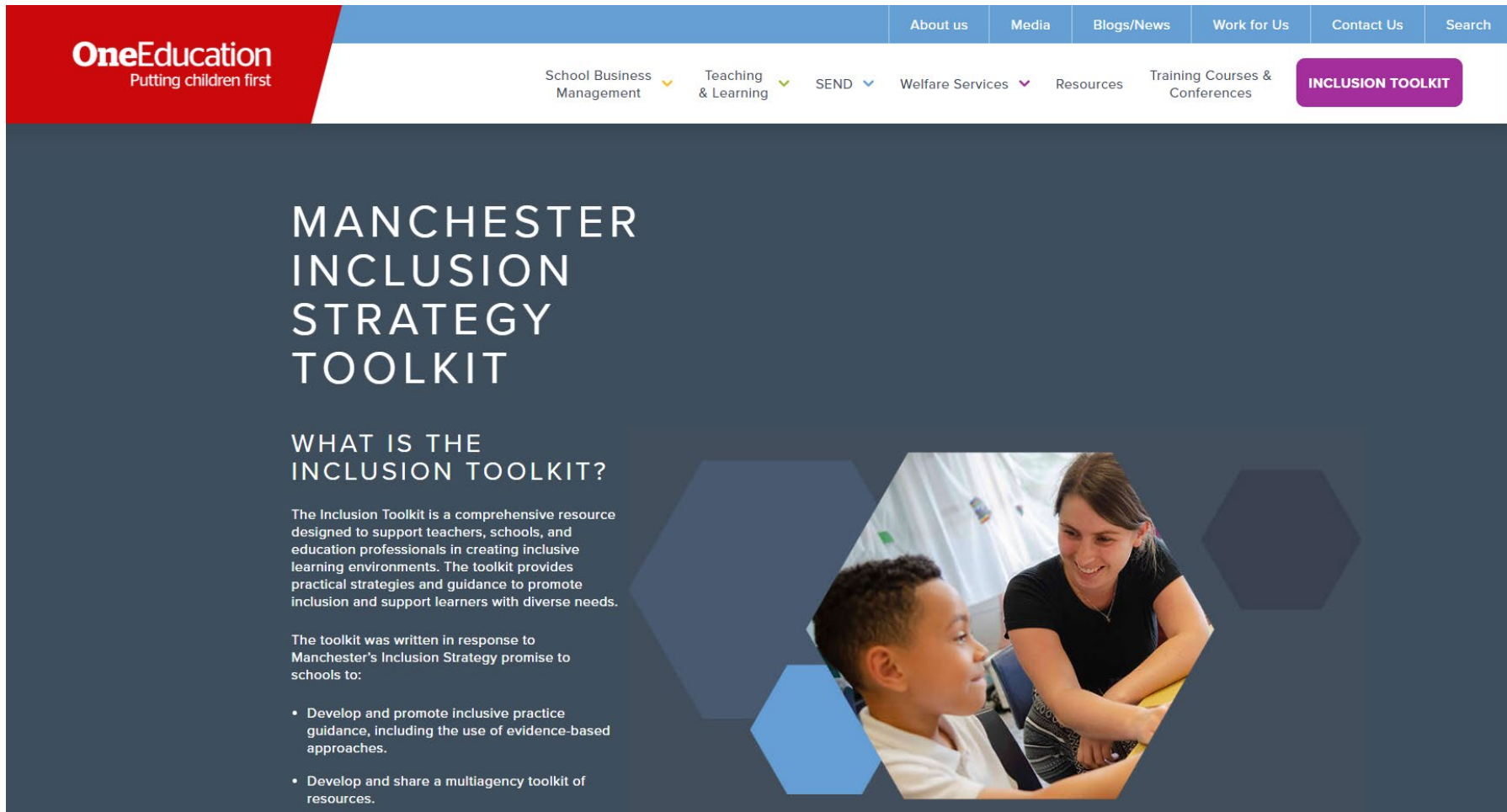
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School Business Management | Teaching & Learning | SEND | Welfare Services | Resources | Training Courses & Conferences | **INCLUSION TOOLKIT**


MANCHESTER INCLUSION STRATEGY TOOLKIT

WHAT IS THE INCLUSION TOOLKIT?

The Inclusion Toolkit is a comprehensive resource designed to support teachers, schools, and education professionals in creating inclusive learning environments. The toolkit provides practical strategies and guidance to promote inclusion and support learners with diverse needs.

The toolkit was written in response to Manchester's Inclusion Strategy promise to schools to:

- Develop and promote inclusive practice guidance, including the use of evidence-based approaches.
- Develop and share a multiagency toolkit of resources.



**Keep
scrolling
down!!!**

You're nearly there!



MANCHESTER
CITY COUNCIL



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Organisation

SUBMIT AND DOWNLOAD

Complete these details and submit then you can download, use and share the toolkit at no cost. Download the updated version in September 2023. **Please acknowledge the toolkit was developed by Manchester.** Thank you



OneEducation
Putting children first

MANCHESTER'S EXPECTATIONS OF PROVIDERS

- To listen and understand our children and young people and their parents/carers, learn from their experiences and work in co production with them
- To embrace our vision and priorities for inclusion and fairness and equity as set out in our Inclusion Strategy to ensure every child has a sense of belonging, feels respected and is valued for who they are
- Be ambitious for our children and ensure that all children and young people have access to high quality learning and have the opportunity to develop skills, knowledge, confidence, resilience and the social capital to support their success.
- It is our ambition that all settings/schools in Manchester are rated good or outstanding by Ofsted and take determined action to reduce disadvantage and achieve outcomes in line with national
- To celebrate the diversity and talent of Manchester's children and young people. We value the range of backgrounds, heritage, and experiences of our children and young people and will strive to ensure that this is recognised and that they are supported to achieve their aspirations.

MANCHESTER'S EXPECTATIONS OF PROVIDERS

- To ensure that all children and young people are prepared for life as active citizens and employment.
- To take collective ownership for ensuring that all settings/schools in the City are excellent, all our children and young people achieve and local issues are tackled in collaboration
- To work collaboratively across all phases of education to support successful and seamless transition of our children and young people through education and into employment
- To develop trusting and supportive partnerships with the local authority, local services and all schools and settings in the City so that together we can make the best use of our combined resources and expertise to effectively support our children and young people
- To be proud and passionate about Manchester, be an active partner in the City and local community and commit to informing and implementing our priorities and to working together to develop solutions to our challenges.

MANCHESTER'S EXPECTATIONS OF MATS & PROVIDERS

- Commit to work with Manchester City Council and partners to deliver the City's ambitions and priorities for children and young people
- Support our priorities for inclusive education by:
 - Recognising all types of achievement
 - Promoting equality and diversity
 - Welcoming children from a diverse range of backgrounds, SEND and abilities and engaging with local admissions arrangements and IYFAP
 - Promoting good attendance
 - Identifying needs early and responding to support and protect vulnerable children and young people
 - Providing a graduated response to need, working in partnership with local services and engaging with our agreed processes to support vulnerable children
 - using exclusion as a last resort

MANCHESTER'S EXPECTATIONS OF MATS & PROVIDERS

- Membership of Manchester Schools' Alliance and participate in local forums and other networks
- Share data with local authority and other schools/settings where appropriate and required
- Participate in our local quality assurance arrangements and campaigns such as Read Manchester and work to become a Child Friendly City
- Share expertise and learning with other schools/settings
- Work with the local authority to ensure we have the right number of places in the right areas of the City
- Commit to high standards of environmental sustainability and promote active travel
- Be a good employer for all staff by ensuring they access career pathways and development, are well supported, paid the living wage and by funding TU facility time
- Commit to community engagement and enabling the community to use your buildings and facilities where possible
- Commit to local governance or committee arrangements which include parents/carers and local community

Thank you for listening.

Jane Johnson
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