

Inclusion Strategy

Children and Young People's Services

April 2006



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Wigan and Young People's Services

Inclusion Strategy April 2006

Introduction

Wigan Local Authority's vision for increasing educational and social inclusion for all children and young people living within the Borough was developed during Autumn 2004 in response to the Children Bill 2003, "Removing Barriers to Achievement" 2004 and to support outcomes outlined in "Every Child Matters". It encompassed a vision for continuing change and development from January 2005 – December 2006.

The advent of Children and Young People's Services in April 2006 has provided greater capacity across a range of services and partners to contribute to the Inclusion agenda. The Inclusion Strategy will be developed and expanded to reflect these new opportunities from September 2006.

Aim: The aim of Wigan's Inclusion Strategy is to promote inclusion for all children and young people in the Borough through maximising their presence, participation and achievement.

Inclusion Statement

Inclusion is a process. It is a long-term strategic aspiration that needs to engage all of those involved in the education of children and young people, including children and young people themselves. It is concerned with the identification and removal of barriers to the presence, participation and achievement of **all** learners. An emphasis needs to be placed on vulnerable groups who may be at risk of underachievement, marginalisation or exclusion.

Presence is concerned with where children and young people are educated and whether they attend regularly and arrive punctually. In line with government policy, we believe that learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not practicable, they should receive their education as close to their home as possible.

Participation is concerned with the quality of learners' educational experiences and the extent to which they are accepted and feel that they belong. We believe that all learners have a right to express their views about educational matters that affect them. We have a responsibility to listen to, and learn from, those views.

Achievement is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom. Achievement, therefore, includes academic attainment, but it is a much broader concept that cannot be measured by tests alone.

Our Goals

In the context of Children and Young People's Services and in order to promote the presence, participation and achievement of all Wigan children and young people, we intend to:

1. Develop a network of specialist provision, which comprises special schools and resourced mainstream schools, in each of the three areas of the Borough.
2. Provide support for learners in schools, comprising Local Authority services and special outreach services, which are managed and co-ordinated on an area basis.
3. Promote collaboration between all schools in each area by maximising the delegation of human and financial resources from the Local Authority to the area level.
4. Develop transparent mechanisms for agreeing priorities and deploying resources in each area that engage mainstream headteachers centrally in the decision-making and management process.
5. Promote and contribute to inclusion-related professional development and training that will develop the capacity of all schools, settings and services to meet the needs of all learners.
6. Ensure that available resources are used flexibly and creatively, promoting early identification, intervention and prevention, leading to a reduction in the use of statutory assessment.
7. Work with partner agencies towards the establishment of multi-agency, multi-professional support, co-ordinated and managed on an area basis.
8. Develop Borough-wide provision for children and young people with "low incidence", "high need" SEN.
9. Develop procedures for evaluating the effectiveness of provision against the outcomes specified within "Every Child Matters".

Expected Outcomes

Through its commitment to increasing the presence, participation and achievement of all learners, the following targets have been identified and will be met through actions described in the Children and Young People's Plan.

- Early identification of special educational needs and timely deployment of resources to meet need
- Evidence of good educational progress and outcomes for all pupils in vulnerable groups
- Increased rates of attendance of pupils in all sectors
- Decreasing rates of exclusion, both fixed term and permanent in all sectors
- A reduction in the percentage of pupils with a Statement of Special Educational Needs
- An increase in the percentages of pupils with Statements of Special Educational Needs attending mainstream settings
- An increase in resources delegated to schools for pupils identified under SIS (Schools' Identification System)
- Provision which gives good value for money for the Borough

Monitoring and Evaluation

The mechanism for reporting on this strategy will be through quarterly reports to the senior management team of CYPS.

1. Develop a network of specialist provision, comprising special and resourced mainstream schools in each of the three areas of the Borough			
Activities	Success Measures	Lead	Timescales
Open 3 new area special schools for pupils with complex learning needs	Area schools open on 1 st September 2006 fully staffed and resourced, with clear admissions criteria	L Hulme	April 2006 - September 2006
Establish and develop the role of resourced primary provision in each inclusion area: <ul style="list-style-type: none"> • Westfeld (West) • Platt Bridge (Central) 	Clear admissions criteria, protocols for dual roll placement and exit criteria agreed between local authority, Governing Bodies and heads	L Hulme E Baulcombe	April 2006 - September 2006
Complete review of Meadowbank (East)	Site of resourced mainstream provision in the East of the Borough identified	L Hulme	September 2006 - December 2006
Complete the review of special provision for pupils with communication difficulties at Hindley J & I school	Provision for pupils with communication difficulties	L Hulme	September 2006 - December 2006
Link development of special and resourced provision the Borough's strategy for 14-19 education	Sufficient and appropriate provision is developed for vulnerable pupils post 16	S Jenner E Baulcombe J Docherty	From June 2006
Implement the proposed review of provision for pupils with emotional, behavioural and social difficulties	Resources used effectively to meet identified needs of pupils with EBSD. Local authority accesses DfES capital bid	D Brownlee	January 2006 - September 2008
Audit needs of secondary aged pupils with Aspergers' Syndrome / moderate ASD and review current provision	Decisions about future use of resources based on clear evidence	L Hulme E Baulcombe	September 2006 - April 2007
Develop cross departmental monitoring and evaluation of special / resourced places. Termly meetings	Resources used efficiently across branches. Gaps in provision identified quickly	L Hulme E Baulcombe	From July 2006

2. Provide support for learners in schools from local authority services and special school outreach services which are managed and co-ordinated on an area basis			
Activities	Success Measures	Lead	Timescales
Draw up and implement protocol and procedures for outreach support for pupils with complex learning needs from area special schools and Hope school, based on evaluation recommendations	Clear protocols; procedures in place; all partners involved in evaluation; pupils shown to make progress; mainstream staff report increasing confidence	L Hulme E Baulcombe	Ongoing from June 2006
Draw up and implement protocol and procedures for outreach support for pupils with Autistic Spectrum Disorders from ASD special school	Pupils with ASD in mainstream settings receive sufficient support and challenge to make good progress	E Baulcombe L Hulme	Ongoing from September 2007

3. Promote collaboration between all schools and settings in each area by maximising the delegation of human and financial resources from the local authority to the local level			
Activities	Success Measures	Lead	Timescales
Identify clear targets for Access Strategy 2006 - 2009, increasing equity of accessible provision across the three inclusion areas.	Increasing number of schools become accessible. All schools have access plans (2006 - 2009) in place.	L Hulme	April 2006 - March 2009
Develop models of financial and resourced support to encourage inclusion for pupils with the most complex needs	Pupils with the most complex needs make good progress in mainstream settings	L Hulme	September 2007 - September 2008
Develop and implement pathways and information exchange to support transition into and out of Early Education (Nursery and Reception) provision	Children and their families receive good support for transition. Schools and settings feel increasingly confident about meeting the needs of children with special and additional needs.	S Payne	April 2006 - March 2008

4. Develop transparent mechanisms for agreeing priorities and deploying resources in each area the engages headteachers in the decision-making and management process			
Activities	Success Measures	Lead	Timescales
Develop clear monitoring and evaluation arrangements for the use of SIS funding, including feedback for individual schools to support their self evaluation processes	All schools identify areas for developments leading to improvements in pupil progress	S Walker	September 2006 - August 2007
Continue to develop the supported transfer protocol in primary and secondary schools, ensuring all stakeholders are fully informed of the strategy	Exclusions continue to reduce	P Samson	July 2006 - March 2007
Evaluate and further develop identification and tracking of vulnerable groups in pre-school and Early Years	Smooth transition to Key Stage 1 for all vulnerable pupils	S Payne	July 2006 - July 2007

5. Promote and contribute to professional development and training that will develop the capacity of all schools and services to increase the presence, participation and achievement of vulnerable pupils and young people			
Activities	Success Measures	Lead	Timescales
Promote the National Specialist Leaders in Behaviour and Attendance strand through liaison and co-ordination with CPD Co-ordinator and KS3 Behaviour Strategy Consultant. Host launch of programme for mainstream/special schools	Increased confidence, knowledge and understanding amongst staff about strategies to increase inclusion for pupils with EBSD, leading to increased participation for disaffected youngsters	P Samson, N Fazakerley	From May 2006
Promote good inclusive practice through the annual inclusion conference	Areas for development identified through local monitoring and national evaluation	S Walker	Ongoing
Provide accredited training in SpLD in partnership with local HE provider	Increasing numbers of schools achieving Dyslexia friendly accreditation. Pupils needs identified earlier with less reliance on Statements	E Pugh	June 2006 - August 2007
Continue to provide accredited training for SENCOs in partnership with local HE provider	Increasing number of SENCOs receive accreditation	S Walker	September 2006 - March 2007
Introduce training in restorative justice throughout pupil referral service	All staff able to support restorative justice model in all settings	P Samson	September 2006
Use National Strategy programmes to support pupils most at risk of failing	Effective use of strategy training and intervention programmes to meet the needs of vulnerable pupils	L Hulme S Gornall	From June 2000
Develop, deliver and evaluate a programme of training and support to enable Early Years and Childcare settings to implement the SEN C of P and the statutory assessment processes with reference to local criteria	Parents and carers of young children are well informed and involved in the processes leading to Statutory Assessment. Settings meet children's needs in a timely way.	S Payne	April 2006 - March 2007
Develop and implement the ICAN strategy and Action Plan in partnership with EPS and SALT	Early Years' practitioners meet the needs of children with speech / language difficulties within local settings.	S Payne	April 2006 - March 2007

6. Ensure that available resources are used flexibly and creatively promoting early identification, intervention of special and additional needs, leading to a reduction in the use of statutory assessment			
Activities	Success Measures	Lead	Timescales
Continue to develop joint working between Early Years Quality and Inclusion team, Access and Inclusion team, Educational Psychologists, Behaviour Support team and WESS: through <ul style="list-style-type: none"> • joint strategic planning and operational mtgs • reviewing role / function of Early Years' panel • reviewing effectiveness of new statutory criteria for early years 	Early intervention strategies in place across all settings Transition for vulnerable children supported by expertise and resources	E Baulcombe S Jenner S Payne	April 2006 - March 2007
Increase support for early intervention by: <ul style="list-style-type: none"> • increasing number of pupils supported appropriately through SIS • re-cycling more SEN money into SIS • review support for pupils with SpLD • introducing support mechanism for pupils with specific maths difficulties 	Increased number of pupils with SEN make good progress against targets set	L Hulme	April 2006 - March 2007
Revise process for support of disaffected pupils where mainstream provision is no longer appropriate	Pupils access good mainstream provision Capacity of mainstream provision enhanced	P Samson	April 2006 - March 2007
Use consultative early intervention work to reduce number of requests for statutory assessment	Increased capacity in mainstream schools and settings for SEN	S Jenner	April 2006 - March 2007

7. Work with partner agencies towards the establishment of multi-agency, multi-professional support for young people and their families, co-ordinated and managed on an area basis			
Activities	Success Measures	Lead	Timescales
Develop multi-agency response to support young people and their families in the Gateways Refugee Programme	Refugee children and young people transfer to local mainstream schools within two terms of arrival.	L Hulme	April 2006 - March 2007
Continue to contribute to the CAMHS/PCMHT strategy to develop a proactive mental health service for children and young people	Children and young people have clear access to the services they need.	S Jenner	April 2006 - March 2007
In liaison with health colleagues, develop a strategy for the identification pathways to provision for pupils with Autistic Spectrum Disorders, using multi-agency, multi-professional expertise	Children, young people and their families are well informed about provision and support and have access to early identification of needs.	S Jenner	April 2006 - March 2007
Implement the ESRC project on interagency working	Evidence based research used to inform future development of inter-agency working across CYPS.	S Jenner	April 2006 - March 2007
Develop a multi-agency definition of disability leading to eligibility criteria for services and joint commissioning.	Value for money in spend.	M Banham	April 2006 - March 2007
Support the development of area based learning communities, linked to the integration of services	Resources and expertise more closely aligned to identified need.	R Powell	April 2006 - March 2007
Ensure all young people with learning difficulties access their entitlement to education 14 - 19	All pupils have access to services and resources that meet their needs.	S Jenner D Brownlee	April 2006 - June 2007
Improve the provision of and access to education/ training/employment opportunities pre and post 16 for young people with LDD.	All young people participate post 16.	K Nelson	April 2006 - March 2008

8. Develop Borough-wide provision for children and young people with 'low incidence – high need' special needs			
Activities	Success Measures	Lead	Timescales
Audit needs of pupils with Aspergers' Syndrome / moderate Autistic Spectrum Disorder	Clear identification of need across the Borough to inform future planning.	E Baulcombe	April 2006 - March 2007

9. Develop procedures for evaluating the effectiveness of provision against the outcomes specified within 'Every Child Matters'			
Activities	Success Measures	Lead	Timescales
Ensure that the Participation Strategy for Children and Young People includes specialist / focused work with the most vulnerable groups of children and young people.	The views and aspirations of vulnerable children and young people informs future planning and service delivery.	D Brownlee	April 2006 - March 2007
Develop innovative approaches to involving children and young people with learning difficulties / disabilities in decisions about their well-being and share associated learning.	The views of previous children and young people with LDD are used to help plan provision and services.	M Banham	January 2006 - March 2007
Develop a systematic monitoring and evaluation system to track presence, participation and achievement of vulnerable children and young people.	Clear evidence is gathered about the success of the use of resources and of specific interventions to inform future planning.	L Hulme	April 2006 - March 2009
Managed moves and supported transfers in mainstream schools.		P Samson	April 2006 - April 2007

Policies and Protocols

Title	Date	Lead Officer	Review Date
Inclusion Statement	April 06	L Hulme	Oct 06
Inclusion Statement / Executive Summary	March 05	L Hulme	Oct 06
SEN Policy	July 04	L Hulme	Oct 06
SpLD (Dyslexia) Policy	July 04	L Tuersley	July 06
Dyspraxia Protocol	Feb 04	S Walker	Feb 06
Transport Policy	July 05	M Inman	July 07
Access Policy / Strategy	April 06	L Hulme	April 06
Children and Young People with Medical Needs (Medical Needs Procedure)	April 05	N Manning	Oct 07
Children and Young People with Medical Needs (Responsibilities for Schools)	April 05	N Manning	Oct 07
SureStart Inclusion Team Protocols for Nursery Schools and Schools with Nursery Classes	Nov 04	S Payne	Nov 06
Educational Psychology Service Protocols for Nursery Schools and Schools with Nursery Classes	Jan 05	S Payne	Jan 07
Asperger's Syndrome Protocol	Feb 04	S Jenner	Feb 06
ASD Protocol		S Jenner	Oct 05
Children in Public Care Protocol		C Pealing	
Pupils Educated out of Borough Protocol		E Baulcombe	
Inclusion Support Protocol (Outreach)		L Hulme	
Education of Travellers' Children Policy		R Foster	
SIS Guidelines / Procedures	Feb 05	S Walker	Feb 06
Pupils Placed Out of Year Guidelines	June 04		June 06
Ethnic Minority Achievement Strategy Plan	April 04	R Foster	April 06

Title	Date	Lead Officer	Review Date
Asylum Seekers' Protocol		R Foster	
Parent Partnership Service (Operational Policy)		S Robinson	
Sensory Support Team		N Boys	
Learning Support Team		E Pugh	