



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 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.

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.

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 PRU 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.

