

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	17 November 2021
Title of Report:	Inclusion Strategy Board
Lead Member:	Councillor David Downie (Cabinet Member for Education, Skills, Children and Young People)
Lead Strategic Director:	Alison Botham (Director for Childrens Services)
Author:	Ming Zhang
Contact Email:	Ming.zhang@plymouth.gov.uk
Your Reference:	AB/MZ.20211117.2
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

The Education and Social Care Overview and Scrutiny Committee have requested information regarding the work of the Inclusion Strategy Board.

Recommendations and Reasons

The Committee is asked to note the report.

Alternative options considered and rejected

None this is a report only

Relevance to the Corporate Plan and/or the Plymouth Plan

The Plymouth Plan to improve the lives of children and young people:

The Board strive to ensure that all schools, academies, colleges and early years and childcare settings in Plymouth are able to provide high quality education, and to follow and commit to both the spirit and the letter of the law with inclusive values. A strong partnership working between education leaders and Plymouth City Council is pivotal to developing a city-wide approach to inclusive education, which encompasses the City-wide commitment to the trauma informed approach and framework.

Implications for the Medium Term Financial Plan and Resource Implications:

None this is a report only.

Financial Risks:

None this is a report only.

Carbon Footprint (Environmental) Implications:

None this is a report only.

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

Appendices

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7

Background papers:

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	djn.21.2 2.149	Leg	LS/37 597/A C/5/1 1/21	Mon Off		HR		Assets		Strat Proc	
Originating Senior Leadership Team member: Ming Zhang											
Please confirm the Strategic Director(s) has agreed the report? Yes											
Date agreed: 29/10/2021											
Cabinet Member approval: Councillor David Downie approved by email.											
Date approved: 05/11/2021											

Introducing Inclusion Strategy Board

Background

The Inclusion Strategy Board was established in February 2021 to provide a strategic forum to join up the city's education inclusion work in order to achieve better outcomes for all children. The Board work to:

1. Ensure that every child and young person including vulnerable and disadvantaged learners in Plymouth has an equal chance in accessing a good or outstanding school.
2. Ensure a strong and productive partnership between schools, local authority and other partners.
3. Promote and share the good practice of inclusive education among schools.
4. Develop the leadership role of successful inclusive schools with proven good capacity to expand system leadership across the City through sharing good practice and promoting school improvement partnership working.
5. Identify and collectively respond to inclusion priorities and opportunities across all schools in the City.
6. Secure a consistent approach to monitoring and evaluating the impact of all partners' inclusion work, including the commissioned inclusion projects.
7. Develop, apply and review a robust management information system which will be an enabler of evidence-based scrutiny and evaluation of the impacts and effectiveness of all inclusion initiatives and projects.
8. Monitor and review the implementation of SEND strategy, In Year Fair Access Protocol, Exclusion Reduction, Looked-after Children's education and Alternative Provision.
9. Where necessary, recommend the changes to the City's inclusion approaches, provision model, based on the evidence of their impacts and effectiveness.

This Board is accountable to Plymouth Education Board for a strong and positive partnership working in relation to the education outcomes of children and young people in the City.

Vision

The Board strive to ensure that all schools, academies, colleges and early years and childcare settings in Plymouth are able to provide high quality education, and to follow and commit to both the spirit and the letter of the law with inclusive values. A strong partnership working between education leaders and Plymouth City Council is pivotal to developing a city-wide approach to inclusive education, which encompasses the City-wide commitment to the trauma informed approach and framework.

Current Focus

Since its establishment in February 2021, the Inclusion Strategy Board acts as a partnership scrutiny and consultative body to enable schools, Local Authority, Regional School Commissioner (RSC), other partners and commissioned services to work together on strategic education inclusion priorities in Plymouth.

In the past 6 months, the Inclusion Board has worked to secure a consistent approach to monitoring and evaluating the impact of all LA and partners' inclusion work, including the commissioned inclusion projects. These co-ordinated interventions and actions include:

1. As a result, an Inclusion Scorecard has been developed to better understand the trend of inclusion in education provisions. This high level Inclusion indicators will also be used by the DfE

for the place-based programme and the city council to inform the elected members. The indicators of the score card include:

- Exclusion
 - Persistent Absence
 - Children Missing Education (CME)
 - Elective Home Education (EHE)
2. Guided by the Board, another strand of inclusion dataset with a wider range of school level inclusion data are being developed to inform schools' peer to peer challenge and support. Apart from the above-mentioned high level KPIs, the school level data will also include the data of pupil movement, the use of reduced time-table, admission of hard to place pupils and the use of alternative provision.
3. Currently, there are two key strands of inclusion work that are steered and monitored by the Board:

Secondary Inclusion Project

As part of the Plymouth Commission Secondary Strategy to reduce pupil mobility across the city the board are looking to appoint to the following roles:

- Inclusion Support Centres Coordinator (1 post)
- Inclusion Support Centre Teachers (3 posts)
- Inclusion Support Centre Teaching Assistants (3 posts)

These exciting opportunities are initially available from 1 September 2021 until 31 August 2022. Secondment opportunities are available and applications are encouraged from staff already working in this field within their current setting. These posts will be funded by Dedicated Schools Grant (DSG) agreed to by the Schools Forum.

Working closely with the Inclusion Support Centre Coordinator and Educational Psychologist, the teacher and teaching assistant will establish and evaluate the needs of pupils and ensure support programmes are in place, adapted and delivered to achieve the ultimate goal of successful reintegration within their home school. The teacher will be responsible for the day-to-day delivery of curriculum and specialised education within their Inclusion Cluster, supported by a teaching assistant. Pupils will also be supported by a dedicated keyworker from their home school with whom they will have regular contact. The Inclusion Support Centre Coordinator and Educational Psychologist will liaise with the staff in the centres and senior colleagues from the home school to ensure that each pupil receives a high-quality bespoke provision that supports a successful reintegration.

The pupils accessing the Inclusion Support Centres will be determined by the Cluster Inclusion Panels in liaison with the Educational Psychologist and Inclusion Support Centre Coordinator. They will be:

- in either Year 7 or 8 and;
- have exhibited challenging behaviour beyond that which can be easily accommodated at the home school, but;
- still considered as being able to be successful long-term in their home-school given a period of time in the Inclusion Support Centre

The current composition of the Plymouth Secondary Inclusion Clusters is as follows:

Cluster	Schools	Cluster Lead	Inclusion Support Centre Likely to be located at
A	DHSB, Notre Dame Plympton Academy, St Boniface's SDCC, Scott Medical and Torbridge High	Anita Frier (Principal, SDCC)	ASAP
B	ASAP, DHSG, Lipson, MAP and Sir John Hunt	Lee Sargeant (Headteacher, ASAP)	ASAP
C	Coombe Dean, Eggbuckland, Hele's, Millbay, Plymstock, PHSG and UTC	Richard Woodland (Director of Inclusion, WeST)	Eggbuckland

Primary Nature Group Inclusion Project

Currently Discovery MAT and Plymouth CAST MAT are leading the two of three Nurture Provisions, which opened in September 2021 while a third one is being established and is expected to open in January 2022.

Each of the Nurture Provisions is to follow the successful model of The Edison Centre, based at Beechwood Primary Academy.

Referrals - Referral Process has been agreed and Leads of each unit will meet fortnightly to review referrals and agree placements. Referrals will not be made to an individual unit. Pupils will be placed based on need, geography, expertise and make up of cohorts.

Quality Assurance – Currently there is a set of KPIs to be agreed and used by the Inclusion Board for accountability. Regular monitoring by senior leaders in each of the Trusts and reporting to Trust Board. Local Authority Officers to monitor provision to provide support and challenge.

Next Steps for the Inclusion Board - Agree reporting cycle with Inclusion Board and review expressions of interest and agree to the third provision.

4. In the meantime, the Inclusion Strategy Board promotes the partnership approach in
 - Whole School SEND
 - Proposed Review of Alternative Provision