

Manchester Inclusion Strategy Toolkit

OVERVIEW

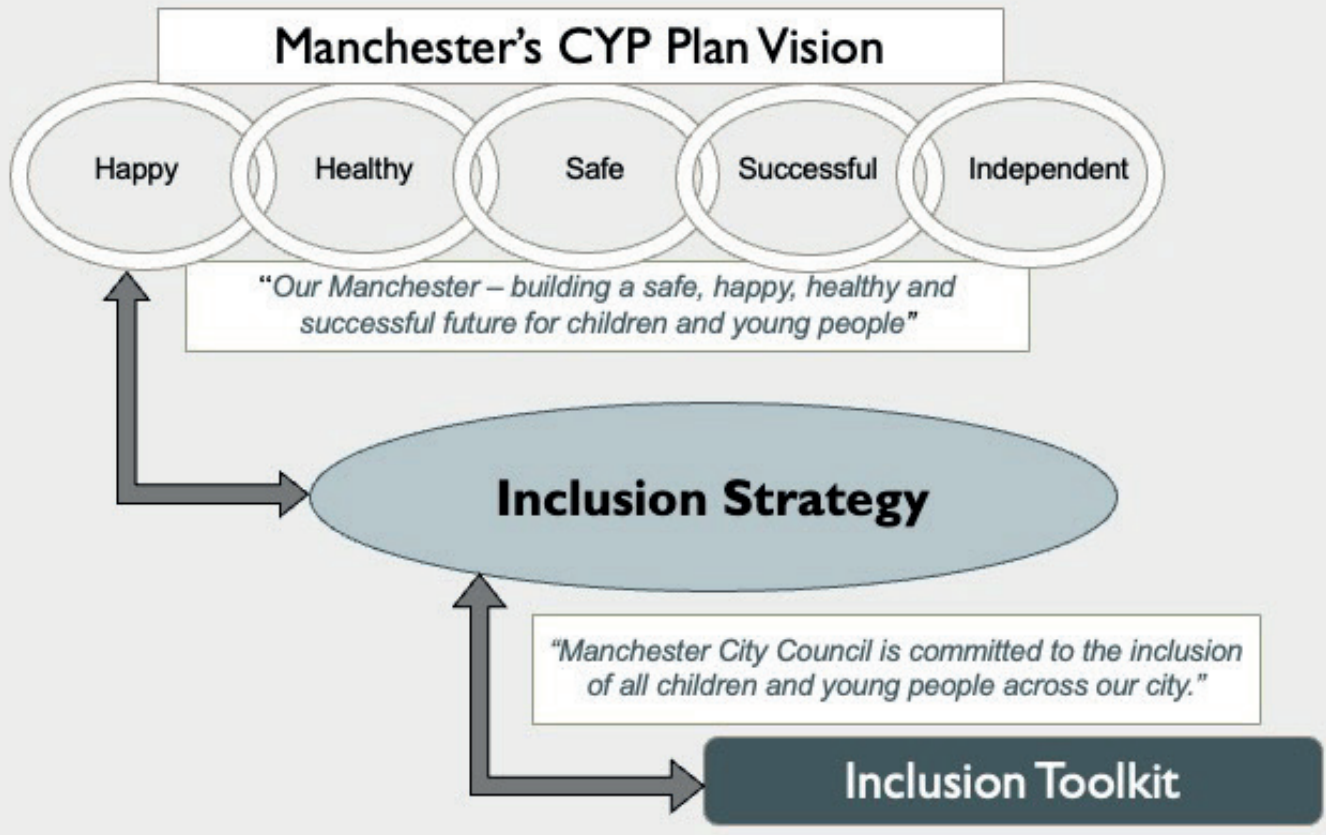


We believe it is important that every child and young person in our early years' settings, schools and post 16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.



Manchester Inclusion
Strategy Toolkit

**THE CONTEXT:
MANCHESTER CITY COUNCIL**



CONTEXT - WHY WAS THE TOOLKIT PRODUCED?

The Inclusion strategy was informed by a consultation process. As part of this process a number of “we will” commitments were made.

The toolkit was written to address two key ‘we will’ statements;

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

Manchester’s definition of Inclusion:

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



AIMS OF THE TOOLKIT

Toolkit is a unifying document that describes how Manchester schools can apply inclusion strategy key principles in their everyday practice.

It aims to...

- Set out the **'Guiding Principles'** which we believe should inform educational systems, policies, and practices across Manchester.
- Describe the key qualities we believe are indicative of high quality inclusive universal education provision.



AIMS OF THE TOOLKIT

It aims to...

- Encourage a **whole-school** planned approach to support inclusion which is evident across all aspects of school life.
- Create a '**quick links**' information to find information about specific educational needs, evidence-based approaches/interventions and links to useful resources and supporting agencies/services.



GUIDING PRINCIPLES FOR INCLUSION

Manchester is a diverse and growing city where frequently schools creatively provide place-based responses to challenges which are tailored to the communities they serve. However, as a city, it is also important to have some shared core values which underpin and guide the way we work. **We believe shared values are powerful motivators to find collective solutions.**



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/suspension should be the absolute last resort.



We will strive to:

- Maintain high 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 that takes account of additional needs
- 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 adapt the curriculum appropriately to meet the needs of children and young people.
- Ensure we are reflective and responsive. For example, if suspensions are becoming frequent we will reflect if this approach is effective for this particular CYP 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.



Universal Provision

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



Inclusion, diversity and children's rights

Fostering a sense of belonging

Attachment and trauma aware

Nurturing principles

Restorative practice

Whole school mental health and wellbeing



HOW TO THE 5 UNIVERSAL PROVISIONS FIT TOGETHER IN YOUR SCHOOL?

Good practitioners understand that how they are, is as important as what they know, say or do. Relationships are central to practice in schools.



OTHER USEFUL INFORMATION

The information in the toolkit seeks to complement rather than replace the detailed documentation, policy and advice already provided by the Local Authority. So links to other websites are given as often as possible.

Manchester Safeguarding Partnership

Manchester Schoolshub

It complements quality first teaching

It can inform 'assess, plan, do, review (APDR) cycles as part of the SEN Code of Practice

It is a useful place to start when concerns arise about a CYP

It is not exhaustible – there are gaps. Things will need to be added

It is a resource for everyone in school – not just SENCOs, DSLs or pastoral leads.

It will have a mechanism for people to alert us to out of date hyperlinks etc.



NEXT STEPS

Download the document here:

oneeducation.co.uk/inclusionstrategy

Next steps ...who in school needs to know about this document? How can it be shared with staff?

Want to have your say about what training would be helpful – let us know here:

surveymonkey.co.uk/r/InclusionStrategy_training





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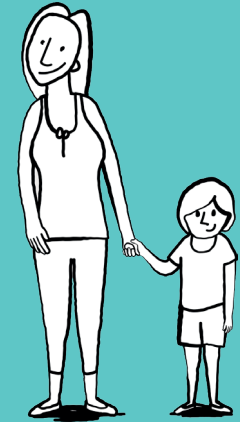


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OneEducation MANCHESTER
Putting children first CITY COUNCIL



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