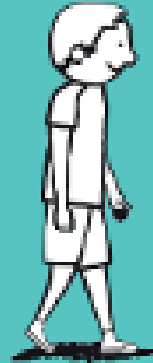# Manchester Inclusion
Strategy Toolkit

GUIDE FOR PARENT AND CARERS

" 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.

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WHAT IS THE INCLUSION STRATEGY?

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

It sets out how we can work to help all of our children and young people to be included in education and aims to prevent exclusions.

It aims to help every child and young person to be known, understood and supported so that they thrive. The current Inclusion Strategy (2022 – 2025) is available here on the One Education Ltd website.

Manchester Inclusion
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WHAT IS THE INCLUSION TOOLKIT?

The Inclusion Toolkit is part of the Inclusion Strategy. It aims to help every school in Manchester to include all children in their everyday practice and reduce exclusions.

The toolkit includes:

- Guiding principles and information about how educational settings can work to support all their students
- Information about specific educational needs, interventions and supporting services

MANCHESTER CITY COUNCIL

Manchester Inclusion Strategy Toolkit

GUIDING PRINCIPLES FOR INCLUSION: WHY IS THIS IMPORTANT?

Manchester is a diverse and growing city. We have lots of children, young people, families and staff who have different experiences. This means that we can learn lots from each other but can make it hard to think about what supports everyone.

Having principles that we all strive to do can be really powerful and help us to find helpful solutions.

WHAT ARE OUR GUIDING PRINCIPLES?

- We put relationships first and believe that good relationships between parents/carers, children and young people and staff help to include all children.

- It is important to be curious and kind to all children and young people.

- Children and young people presenting with additional needs should be regarded as vulnerable not troublesome. The right assessment and support should be provided for them. This will vary from one child to the next).

- It isn't easy finding solutions, so we believe that it is good to work together.

- We believe that exclusion should be the absolute last resort.

Please note: the wording of these principles has been slightly modified from the Inclusion Toolkit School document to reflect parental views during consultation.

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HOW SHOULD THIS LOOK IN YOUR CHILD'S SETTING?

- Staff use routines and structures that help your child to meet high expectations for learning and behavior.

- All staff will have been trained to meet your child's needs.

- Your child is taught by a qualified teacher during their day.

- Staff will work with you, listen to you and your child and include you both in decisions about education.

- Staff will work with you to find strategies to help your child be included

- If exclusion is considered, that everyone is confident that all reasonable options have been tried.

Please note: the wording of these principles has been slightly modified from the Inclusion Toolkit School document to reflect parental views during consultation.

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WHAT ARE UNIVERSAL INCLUSIVE PROVISIONS?

Manchester City Council have highlighted 6 approaches that will help all children to be included in their education setting. The hope is that your child's setting will be focusing on one of these approaches for all children and young people.

These 6 approaches are: 1. Inclusion, diversity and children's rights

2. School belonging   3. Attachment and trauma awareness

4. Nurturing principles   5. Restorative Practices

6. Promoting good mental health

There is a leaflet available that explains more about each of these approaches. These are available on the One Education website.

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WHAT ELSE IS IN THE INCLUSION TOOLKIT?

'Quick Links' contents page

Below are 8 strands or areas of practice. Please click on the title of the chapter you want to read and a hyperlink will take you straight to the page. Overleaf (for ease) is also a list of chapters in alphabetical order, again, hyperlinked.

Inclusive Universal Provision	Evidence based good practice	Problem solving tools for CYP and adults	Neurodiversity	Mental Health	Identity and Inclusion	Family and community factors	Specific areas of need
Inclusion, diversity and children' rights	A graduated response to need	Circle of adults	ASC	Mental Health Overview and Referrals	Adoption and (Placement breakdown)	Domestic abuse	Medical Needs
Belonging	Supporting good transitions	Staff supervision	Autistic Girls (and internalised presentation)	Wellbeing/ SEMH audits & measures	Coming into Care (LAC) and (Placement breakdown)	Adolescent to parent violence (APVA)	Tourette Syndrome
Attachment and trauma aware	Relationship based behaviour policies	Appreciative Inquiry	ADHD	Emotional regulation skills	Race, Ethnicity and Belonging	Parental Substance Misuse	ABI
Nurture	Eliciting Pupil voice	Solution circles	Dyslexia	Anxiety	Culturally and linguistically diverse pupils	Children of parents in prison	Epilepsy
Restorative Practice	Co-production ways of working	Circle of friends	Dyscalculia	Anxiety Based School Avoidance	Unaccompanied asylum-seeking children	Child Sexual Exploitation	Speech and Language Needs
Whole school wellbeing	Reduced timetables	Peer mediation	Developmental Co-ordination Disorder	Low mood/ depression	LGBTQIA+	Child criminal exploitation County Lines	Hearing and visual impairments
Inclusion Audit Tool	Managed moves		Selective Mutism	Non-Suicidal Self-Harm	Bullying and cyberbullying	Impact of poverty	Harmful sexual behaviour
	Exclusions: Best Practice		Sensory processing and regulation	Emotion coaching approaches			Bereavement

SECTION ONE

9

Please click on the relevant section(s)

To help settings to meet your child's needs, there is lots of information and signposting. Here is the list of what is currently included.

To read one of these sections or to learn more about the toolkit, please go to the One Education website.

oneeducation.co.uk/inclusiontoolkit

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WHAT CAN PARENTS/CARERS DO NEXT?

All settings in Manchester have access to the Inclusion Toolkit and have been offered further training and support.

You may wish to speak to a member of staff about how they are using the Inclusion Toolkit to support your child. Questions or activities might include:

- What inclusive practice do they use? What does this look like in your child's setting?
- If your child has an additional need, can you look at the toolkit resources together to identify any further approaches or interventions that might be helpful?
- If you have Team Around the Child (TAC) meetings, can you use the toolkit in these meetings to help identify what is working and what is not working for your child?

We will release a new version of the toolkit each year. We love to receive your feedback and we have provided a survey on the website for you to share your thoughts and ideas.

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OneEducation
Putting children first

MANCHESTER
CITY COUNCIL

✉ : inclusionstrategytoolkit@oneeducation.co.uk

🌐 : oneeducation.co.uk/inclusiontoolkit