

Inclusion: Improving inclusive practice will support more children and young people to achieve high quality outcomes in Mainstream Settings, having a cascade effect on placements within our MSS & INMSS settings



Activity	Description	Impact
Inclusion Service	<p>A team of specialist practitioners, linked to / managed by existing Special Schools and Resource Provisions, who will offer expertise and support to early years providers, schools (primary & secondary mainstream) and other professionals to promote inclusion, raise aspirations and improve outcomes for children. Focussing on early identification and intervention, they will have a key role in determining the appropriate level of provision and support including monitoring the use of top up funding. The Inclusion Service will focus on ASD & SEMH support in the primary/secondary settings, alongside an Early Years specialist.</p>	<p>The introduction of an Inclusion Service will reduce pressures on existing teams, cascade good practice, support and challenge the use of a graduated response and provide capacity to implement the Workforce Training Programme. This team will provide support and challenge to settings where inclusive practice can be improved. This dedicated team will provide oversight and accountability of use Top Up Funding to deliver better outcomes for children, therefore decreasing the number of EHCP's and specialist placements needed.</p>
Joint Workforce Training Programme	<p>Purchasing of license agreements and train the trainer costs to create a robust training programme to upskill practitioners across the Borough to increase and widen their knowledge and confidence in meeting the needs of children and young people within their setting. The programme will develop over time, but initial focus will be on ASD and SEMH. Opportunities will be taken to include parents and carers in elements of the workforce development programme. A common framework and language will be defined tied to the THRIVE MPTN approach to ensure consistent application of graduated response.</p>	<p>Settings told us that they have difficulties with recruiting specialist staff, this programme will enable staff already within the organisation to become specialists. Settings will be better equipped to meet the needs of more complex children and young people in their setting. Reducing escalation to MSS/INMSS. Relationships across SEND professionals and parents and carers will grow as they develop together, hearing the same messages will also improve parental confidence. Everyone uses a common language, based on THRIVE, to ensure a true graduated response and to minimise dis and mis information.</p>
THRIVE resource development	<p>Tameside and Salford have developed their THRIVE Matching provision to need toolkit. However feedback from SENCO's and other professionals varies substantially in terms of awareness and confidence to use. We will develop a suite of training materials and resources that break it down into bite size chunks and utilize the Inclusion team practitioners to signpost and train SENCO's School staff and TA's to improve adoption and use as part of a graduated response.</p>	<p>Settings will be able to access support for their children and Young People via a hot line to the Inclusion service who will act as Broker to match make them to the right resources, and expertise within our MSS and the inclusion team. Everyone including parents will use a common language, based on THRIVE, to ensure a true graduated response to minimise dis and misinformation .</p>
Inclusion Quality Partnership Mark	<p>Schools engaged in the Inclusion service and WFD will benefit from rapid access to inclusion support and cultural development training to help embed inclusive practice in schools. Linking expertise from our Inclusion teams, with the formation of working clusters between MSS and MS schools with Resource Provisions, we can create a long term inclusion training programme for schools along side support that enables them to qualify for the IQP Mark</p>	<p>Inclusive practice will lead to better outcomes for CYP. Reduced exclusions and placement break down. Improved relational inclusive practice and support for CYP and staff lead by Inclusion service. MSS expertise will be available to MS schools through cluster networks and annual programme of training and workshops to share best practice, interventions and approaches to improve inclusive practice.</p>



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Early Years Transition assessment centre	<p>Analysis identifies a significant number of new EHCP starts in MSS at ages 4 and 5 which puts pressure on MSS capacity and ultimately a potential flow to INMSS. The results from the impact of SENIF funding indicate that children are able to access MS after short intensive work and without the need for an EHCP but a good SEN Support Plan. The assessment center pilot in one locality will test the assessment center pathway with a view that assessment centers will be set up for each locality. The Early Years Assessment Centre will benefit from the wrap around of health services / EP support co-located at the Assessment Centre and will outreach to mainstream schools and PVI settings in the locality. The Assessment Centre will improve the effectiveness and confidence of schools and parents surrounding transition from Nursery to Reception.</p>	<p>Children will benefit from intensive support whilst retaining the opportunity to move back into mainstream schools once the intervention at the assessment center is complete. Thereby ensuring our youngest children receive the best start and most ideal outcome in terms of setting</p>
Clearing back-log of Annual Reviews	<p>Commission additional capacity to clear the back log of annual reviews in order that a focus on a multi-disciplinary team approach to annual reviews at Yr5 to Yr6 and Yr6 to Year 7. This will ensure clarity of any additional support required to maintain a mainstream setting and a one page plan that is signed off by MDT / Parents and carers to provide confidence in transition.</p>	<p>Greater parental and mainstream confidence in transitions. Improved multi-agency working to improve the support and confidence at key transition points</p>
6 into 7 transition support (a)	<p>Building on the 6into7 tool and timely Annual reviews, we will look to provide a proactive temporary bespoke transition funding offer in the first two terms of Yr7 for children most in need of additional support in their move to mainstream secondary school.</p>	<p>Greater parental and mainstream confidence in transitions. Mainstreams benefit from support funding to ensure positive and inclusive transitions. On hand support from Inclusion team to facilitate training of staff and support CYP 6 into 7 transition cohort. Better utilization of MSS and development of expertise in RP's to support transition.</p>
6 into 7 transition support (b)	<p>Building on the 6into7 tool and timely Annual reviews, we will enhance the information sharing between SENCOs of our Yr5 and Yr6 SEN Support cohort through 6into7 and "speed dating" in the Spring term of each academic year. Finally the consistent offer of an Inclusion Summer School Camp based at each secondary schools will be supported which will improve confidence of pupils, parents and schools of transition to mainstream and establish / transfer best practice across our Secondary schools.</p>	<p>Primary and Secondary Schools will be better informed / equipped to support an effective transition to mainstream and the content of a child's one page plan will be improved and agreed ahead of transition. Inclusion Summer schools will smooth transition pathways for children and young people through experiencing the secondary school environment.</p>
Parental confidence in transitions	<p>Linked to the workforce development programme and 6 into 7 transition support, there will be a Programme aligned to the relational Inclusion Programme over 3 terms that helps parents help children prepare for their transition from year 6 to year 7.</p>	<p>Parents have more confidence on the overall pathways of support that are available to ensure positive transition to secondary school.</p>