



CABINET - 21ST JULY 2021

SUBJECT: INCLUSION COMPENDIUM

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND
CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To seek endorsement from Cabinet for the new Inclusion Compendium, that is the strategy for inclusion and the associated documentation and guidance.

2. SUMMARY

- 2.1 This report introduces the new Inclusion Compendium and Strategy which is attached at Appendix 1. The Inclusion Compendium has been developed in consultation with Local Authority (LA) staff, schools, parents, carers and children, Governors and partners from Health and Social Care.
- 2.2 The Inclusion Strategy defines the LA's approach to wellbeing and relationships and emphasises the importance of wellbeing at every level of a system around children, building a sense of belonging, safety and agency.
- 2.3 The Inclusion Strategy explores the roles and responsibilities of schools, and the key partnerships with the Education Achievement Service (EAS), local and regional services, schools, child care settings and other educational settings, emphasising the importance of working together to understand and support the needs of all children and the commitment to those who are most vulnerable. It also outlines a clear approach to monitoring and evaluation.
- 2.4 The Inclusion Strategy aligns with the national and local developments, and the EAS Business Plan, and is informed by Estyn (reviews and inspection reports) and Welsh Government statistical releases (Appendix 2).
- 2.5 The Inclusion Strategy is the foundation of is a suite of documents (attached in Appendices 3 – 9) which can be viewed as stand-alone documents or as part of the compendium as a whole. These include an executive summary for Members and Governors, guidance for schools / education providers to support the ongoing developing of appropriate graduated systems and interventions related to wellbeing and behaviour, exclusions guidance, policy and practice guidance, pupil voice, information for parents and children and a self- evaluation tool.

3. RECOMMENDATIONS

3.1 That Cabinet endorse the Inclusion Compendium.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To support developments embedding the approach across schools.

5. THE REPORT

5.1 The new Inclusion compendium is a suit of documents underpinned by the Inclusion Strategy. This explains the LA approach to developing wellbeing, relationships and support for inclusive opportunities for all learners.

5.2 The LA has a high level of ambition in regard to keeping learners at the heart of approaches to improving wellbeing and learning opportunities, and reducing the level of exclusion from schools and educational provisions. The Inclusion Strategy sets out in more detail plans to support schools to further develop and inclusive ethos with a whole school / LA approach to wellbeing at its centre.

5.3 The Inclusion Strategy also outlines how we will know if we are making a difference to children, through a range of evaluation both at school and LA level.

5.4 The approach fits coherently with the LA responsibilities linked to the Additional Learning Needs (ALN) and Tribunal Act (2018) and the Social Services and Wellbeing Act as well as the Child and Adolescent Mental Health (CAMHS) transformation agenda.

5.5 The compendium comprises:

- The Inclusion Strategy
- Executive summary
- Information leaflets for parents and children
- Self-evaluation framework
- Wellbeing and relationships toolkit
- Exclusions guidance
- Examples of policy and practice and children's voice

5.6 Toolkits provide detailed guidance to support schools in implementing and managing approaches that will support learners to remain within mainstream school wherever possible and aligns with the expectations of the ALN Act that schools / providers must develop appropriate provision to meet the needs of all learners.

5.7 Separate guidance linked to exclusions supports a robust approach to reducing exclusions over time as a result of implementing more rigorous systems and processes, developing the roles and responsibilities of services, developing coherent practices across schools, and implementing good practice. The Lead for Inclusion and ALN will chair a termly steering group with schools to review and revise processes and evaluate practice.

- 5.8 In order to embed this way of working LA officers will work with schools in cluster groups to identify their needs and support them to ensure that their focus links to relationships and wellbeing as a whole school approach.
- 5.9 Schools and providers will be supported to evaluate their approach and the impact on children using a range of qualitative and quantitative information.
- 5.10 The compendium documents will be added to and amended over time to reflect new information and additional examples of good practice.
- 5.11 Reports regarding the impact of this approach will be provided to Scrutiny annually.
- 5.12 **Conclusion**
- 5.13 The LA is committed and ambitious in its approach to supporting children. This new Inclusion compendium brings together the principles and values underpinning this ambition and keeps the child firmly at the centre. The approach reinforces the need for partnership working and a proactive approach to supporting all children, ensuring they are included and can achieve. The compendium provides information for children, parents and carers and a range of advice and guidance for schools.
- 5.14 This inclusive approach will continue to develop the excellent working relationships between the LA and schools and support the focus on continuing to improve attendance and reduce exclusions.

6. ASSUMPTIONS

- 6.1 No assumptions have been felt to be necessary in this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 The approach being developed keeps children at the centre, promotes equality of opportunity, and reinforces the importance of partnership working between all those who support children.
- 7.2 The information gathered and reviewed as part of the Integrated Impact Assessment and through the consultation process supports the benefits of developing the approach to supporting children in this way.
- 7.3 Therefore, Members are asked to consider this Integrated Impact Assessment (Appendix 10) alongside this Scrutiny Report in support of progressing to implementation from the Autumn Term 2021.

8. FINANCIAL IMPLICATIONS

- 8.1 The purpose of this report is to consider the new approach to Inclusion and wellbeing. There is no suggestion that additional resources will be required to support the implementation of the Inclusion Compendium. Schools, provisions and the LA will need to work together to ensure the most effective use of school resources, additional support and where necessary align with Education Other than at School (EOTAS) capabilities to support all pupils.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no specific staffing implications linked to this approach.

10. CONSULTATIONS

- 10.1 The report reflects the views of the consultees based on consultations undertaken to date.
- 10.2 At Education Scrutiny Committee one Member welcomed the strategy but outlined her ongoing concerns about children with challenging behaviour. The Member felt that their challenges can have a disruptive impact on other children who are learning in the same environment. The Member stressed the importance of having adequate financial support for schools in order to implement the Inclusion Strategy. The Lead for Inclusion and ALN advised that there was no quick solution. Members heard how a cultural change was necessary and how an emphasis was placed on early engagement and engagement with partners.
- 10.3 Members were advised that the acronym “VI” in the report stood for Visually Impaired.
- 10.4 One Member highlighted the good work being done at Ysgol Gyfun Cwm Rhymni in the area of inclusion. The Member is a school governor.
- 10.5 One Member commented that this is a good document but it is very important to ensure that we monitor the impact of the strategy.

11. STATUTORY POWER

- 11.1 Education Act 1996
Equality Act 2010
United Nations Convention on The Rights Of The Child
Inclusion and Pupil Support Guidance Welsh Government 2016
Additional Learning Needs and Tribunal Act (2018)
Framework on embedding a whole school approach to emotional and mental wellbeing (2021)

Author: Sarah Ellis Lead for Inclusion and ALN (elliss@caerphilly.gov.uk)

Consultees: Christina Harray, Chief Executive
Richard Edmunds, Corporate Director, Education and Corporate Services
Dave Street, Corporate Director Social Services
Keri Cole, Chief Education Officer
Rob Tranter, Head of Legal Services
Steve Harris, Head of Corporate Finance
Lynne Donovan, Head of People Services
Lisa Downey, HR Service Manager
Sue Richards, Head of Education Planning & Strategy
Sarah Mutch, Early Years Manager

Jane Southcombe, Finance Manager
Paul Warren, Lead for School Improvement
Councillor Teresa Parry, Chair Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Councillor Ross Whiting, Cabinet Member for Learning and Leisure
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
Ros Roberts, Performance Management
Kath Beaven – Lead for Wellbeing and Equity (EAS)
Debbie Harteveld – Managing Director (EAS)
Education Scrutiny Committee

Inclusion compendium Consultees:

Rebecca Collins – Head Teacher St Cenydd Comprehensive
Lee Jarvis – Head Teacher St Martins Comprehensive
Stephen Diehl – Head Teacher Bedwas Comprehensive
Helen Harding – Acting Head Teacher Lewis Girls
Jason Hicks – Head Teacher Islwyn High School
Chris Parry – Head Teacher Lewis School Pengam
Jane Wilkie – Head Teacher Blackwood Comprehensive
Nerys Davies – Heolddu Comprehensive
Richard Owen – Idris Davies School
Andrew Thompson – Head Teacher Newbridge Comprehensive
John Kendall – Head Teacher Risca Comprehensive
Matthew Webb – Head Teacher Ysgol Gyfyn Cwm Rhymney
Ian Elliott – Head Teacher Trinity Fields School and Resource Centre
Chris Aplin – Teacher in charge (The Leaning Centre)
Mark Jones – Head Teacher Plasyfelin Primary
Craig George – Head Teacher Rhiw Sir Dafydd Primary
Kath Matthews – Head Teacher Ysgol Gynradd Gymraeg Cwm Derwen
Lisa Greenhalgh – Head Teacher Llancaeath Primary
Lisa Jones – Head Teacher Greenhill Primary
Ceri Evans – Senior Management Team representative Idris Davies School
Victoria Jenkins-Delf – Head Teacher Bedwas Infant School
Sophie Goodliffe – Head Teacher Tynywern Primary
Susan Martin – Head Teacher Deri Primary
Lindsey Pritchard – Head Teacher Markham Primary
Karen Davies – Head Teacher Blackwood Primary
Sarah-Jane Waters – Head Teacher Tynewydd Primary
Gareth Rees – Head Teacher Cwm Ifor Primary
Kate Bennett – Head Teacher Panside Primary
Sarah Edmunds – Head Teacher Ysgol Ifor Bach
Sample of primary and secondary pupils from EOTAS provisions
Parent Network
Governor Network
Liz Gregory – Clinical Lead - Psychology ABUHB
Gemma Burns – CAMHS lead for Whole School Approach to mental health
ABUHB
Kolade Gamel - Assistant General Manager (interim) Families and Therapies
Division.
Tracey Pead – Regional ALN Transformation Lead
Unions

Appendices

Appendix 1: Inclusion Strategy

Appendix 2 Welsh Government Statistical Releases

Appendix 3: Executive Summary

Appendix 4: Parent leaflet and easy read guide

Appendix 5: Child leaflet and easy read guide

Appendix 6: Toolkit

Appendix 7: Exclusions guidance and flow charts

Appendix 8: Self evaluation

Appendix 9: Policy into practice

Appendix 10: Integrated Impact Assessment