

Directorate of Education and Corporate Services

## Inclusion Compendium

### Executive Summary



## **INTRODUCTION**

Education in Caerphilly is based on an inclusive ethos emphasising the right of everyone to be treated fairly, regardless of protected characteristic. This is underpinned by the principles of ensuring that all learners have a sense of belonging and will be supported to participate and achieve to the best of their ability.

The Council recognises that health and wellbeing are essential agents for learning and therefore the focus is on ensuring that this is placed at the centre of developments to support children, families, communities and education providers. Working with our partners in health and social care is essential in order to ensure that there is a collaborative and collegiate approach focusing on breaking down any existing barriers in order to keep the needs of children at the centre of everything that we do.

Organisational and cultural change is supported by high quality leadership and effective management which promotes inclusive policies and practice. A drive to improve outcomes for children and young people provides opportunities and challenges and the Inclusion Compendium demonstrates the Local Authority's approach to these.

## **INCLUSION STRATEGY**

The Inclusion Strategy provides a comprehensive overview of the philosophy, principles and values of the Local Authority as well as definitions of inclusion and wellbeing. The strategy details key elements regarding vulnerable learners, relationships and behaviour, wellbeing and exclusion as well as expectations regarding monitoring and evaluation.

## **WELLBEING AND RELATIONSHIPS**

The role of LA officers is to support those working with children and young people. Therefore, this compendium also includes detailed toolkits identifying the LA offer and offering guidance for developing approaches to wellbeing, behaviour, and exclusions. The guidance documents include examples of training and links to providers to support building capacity in settings.

## **SELF EVALUATION**

Critical to any support for children and young people is understanding what is important to support their development and therefore what works and what doesn't work in existing systems. In order to know whether we are making any difference schools / providers need to evaluate their approach. Therefore, the LA has provided a framework for self-evaluation. This aligns with the Estyn Inspection framework and Inclusion quality mark.

## **EXCLUSIONS**

The LA approach to exclusions focuses on the commitment to work together to promote inclusion and wellbeing and reduce exclusions for all children and young people. The aim is to implement strong inclusive, multi-agency practice working towards a situation where fixed term exclusions are considered in the context of a proactive approach and permanent exclusions are only ever used as the very last resort.

## GOOD PRACTICE AND PUPIL VOICE

The inclusion compendium includes examples of how schools have translated their policies into practice to support children and young people.

A critical element of this compendium is therefore an understanding not just of the need to define an approach but to understand what works for children. The compendium contains examples of the lived experiences of children and what has worked for them

## INFORMATION FOR PARENTS AND CHILDREN

Communication to parents and children so that they understand what to expect is critical. The inclusion compendium includes pupil and parent / carer focused documents which will be made available in schools.

