

# BIRMINGHAM INCLUSION STRATEGY

2023-2028





# CONTENTS

Foreword

Vision statement

Introduction and context

Birmingham infographics

Co-production and engagement

How our inclusion strategy was developed

Key principles

Principles of practice

Contextual factors

5 year action plan development

How will we know we've made a difference

## Appendix:

UNICEF: The UN Convention on the Rights of the Child: definitions

Engagement events, numbers and purpose

Glossary of terms

## FOREWORD

Efforts to promote the inclusion of all our citizens are important to make sure that everyone, including all children, young people, young adults and their families, regardless of their needs, get the opportunity to thrive in Birmingham.

We are committed to ensuring this strategy will make a difference to children, young people, young adults and their families. This will include the development of an Inclusion Charter which will clearly articulate the expectations, roles and responsibilities of all partners to promote inclusion. This requires all of us to work together as one partnership with shared priorities and most crucially with our children, young people, young adults and their families.

We face growing demand and pressures on our services and recognise that we must make sure that we collectively understand the needs of our city, combining resources and sharing data to plan how we meet our children and family's needs most effectively. We want our children and families to have a sense of belonging and be able to connect to trusted support at the right time, right place, including access to universal services, when and where they need it, within their local communities.

By working together, we are confident that we can improve outcomes for young people in our city and make Birmingham a truly inclusive place to grow up and thrive.

This Inclusion Strategy has been informed from the contributions of children, young people, young adults, families and our partners. We are grateful for their time and for their insight, meaning this strategy has been shaped by the lived experience and the knowledge of Birmingham's citizens and practitioners.

- Councillor McCarthy Cabinet member for Children, Young People and Families
- Sue Harrison Director for Children and Families
- Andy Couldrick Chief Executive of Birmingham Children's Trust
- Lisa Stalley-Green Deputy Chief Executive and Chief Nursing Officer
- Sabiha Aziz Chair of Birmingham Parent Carer Forum
- Helen Ellis Director of SEND and Inclusion

## VISION STATEMENT:

**We believe that all children, young people and young adults in Birmingham should thrive.**  
**We will encourage meaningful presence, participation and progress, enabling a sense of belonging and opportunities to fulfil their dreams and aspirations.**

# INTRODUCTION AND CONTEXT

This strategy sets out our shared vision, key principles, principles of practice and contextual factors, to ensure that, as partners, we are working together effectively to identify and meet the needs of Birmingham's children, young people and young adults. The strategy commits the partnership to promoting inclusion and excellent outcomes for children, young people and young adults to achieve their potential, and fulfil their dreams and aspirations.

This will be a 5-year strategy, which has been developed, agreed and signed up to by partners, with the aim to lead to system wide improved inclusion. Our strategy sits firmly within the wider vision of Birmingham's Children and Families Directorate and Birmingham Children's Partnership 'Change for Children and Young People's programme:

## CHILDREN & YOUNG PEOPLE PLAN 2023-2028: CHANGE FOR CHILDREN & YOUNG PEOPLE

AMBITION: Birmingham is a great place for us to grow up... We are THRIVING

### DELIVERED THROUGH OUR OVERARCHING PRINCIPLES:

- Young people are at the heart of everything we do
- We are ambitious for every child & young person
- We are one partnership, with shared priorities

### OUR WAYS OF WORKING:

relationships-based, strengths-based, restorative, trauma-responsive, developmentally aware, and whole system. With integrated outcomes:



Together we are putting Birmingham's children at the heart of everything we do: this means we need to be person and family centred. We want all of Birmingham's children, young people and young adults to be connected, confident, included, safe, healthy, happy and respected. Some will need some extra help to achieve this. We want our young people to have a voice, be heard and be part of decision making in matters affecting them. We want them to be as independent as possible, through opportunities throughout their whole life course, to have a sense of belonging and be able to connect to trusted support at the right time, right place, including access to universal services, when and where they need it.

The Inclusion Strategy links strongly to the wider vision of our Change for Children and Young People Programme 2023-2028 (CYP Plan) and complements other key strategies, including the refreshed Special Educational Needs and Disability SEND Strategy 2023-2028 and Equalities Strategy 2021-2023. We recognised that we needed a separate Inclusion Strategy to support our aims to improve outcomes for those

experiencing inequality and so our strategy has been developed to help us achieve our goals, alongside our other strategy developments.

We wanted to listen to our children, young people and young adults, our families and our partners to understand what inclusion meant to them, the barriers to inclusion and how we can overcome them, so we could create an Inclusion Strategy together. Through the co-production and engagement sessions, key messages, words and phrases were identified as important to include within the Inclusion Strategy. Many of these resonated with the UN Convention on the Rights of the Child, therefore we are using this as the strategy foundation. Birmingham Children's Partnership also intend to commit to UNICEF Child Friendly City <https://childfriendlycities.org/guiding-principles/> with which the Inclusion Strategy will link.

Inclusion is the conscious and deliberate act of embracing diversity. It is the value we place on creating an environment where everyone is welcome and included and therefore feels that

they belong. It is reflected in our desire to enable everyone to thrive and succeed. Inclusion is fundamental to ensure that all children, young people, young adults and their families, regardless of their needs, get the opportunity to the best life chances.

Not only do we have a moral obligation for inclusion, but it is also reflected in our responsibilities under the Equalities Act 2010; and rooted in the values we share across our partners. Partners adhere to the Equality Act 2010 which is a law to protect the rights of individuals and advance equality of opportunity for all.

All services within this strategy will be compliant with current legislation, for example, the Children and Families Act (2014) and SEND Code of Practice (2015) and in line with the Public Sector Equality Duty.



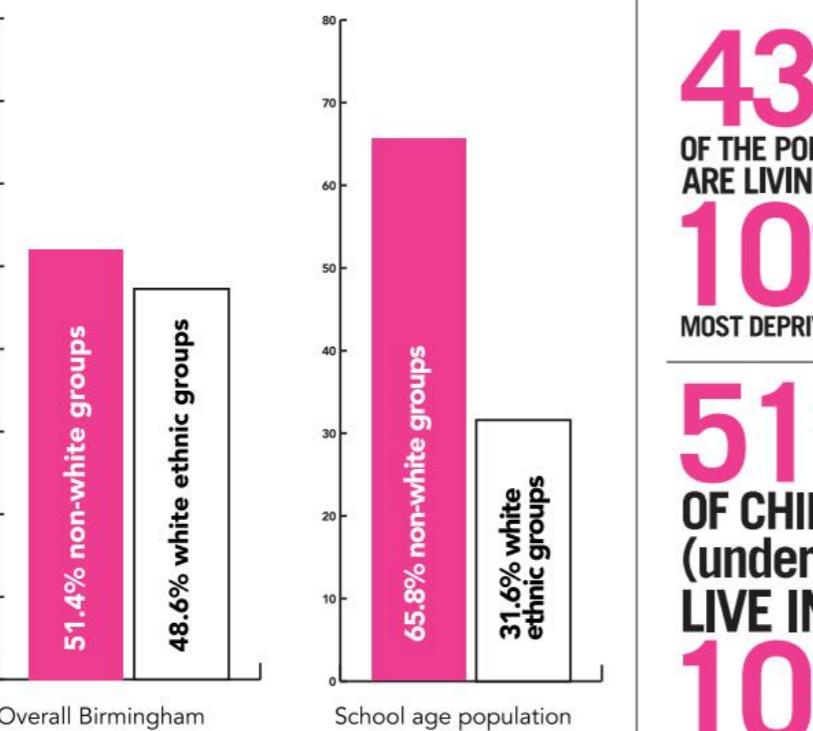
# ABOUT BIRMINGHAM

## BIRMINGHAM



ONE OF THE YOUNGEST CITIES IN THE UK  
**36.6%** AGED UNDER **25**

## ETHNIC DIVERSITY



## FREE SCHOOL MEALS – 2022 - BIRMINGHAM

 **37.3%**  
of pupils eligible for free school meals (England 23.1%)

## POVERTY

**43%** OF THE POPULATION ARE LIVING IN THE **10%** MOST DEPRIVED AREAS

## PERMANENT EXCLUSIONS / SUSPENSIONS (2020/21):

- Higher permanent exclusions than national rate, especially in primary schools
- Higher suspensions than national average in primary schools
- Higher permanent exclusions and suspension rates for pupils from Black, White and Mixed ethnicities
- Higher permanent exclusions for children with EHCP and SEN Support, than national rates

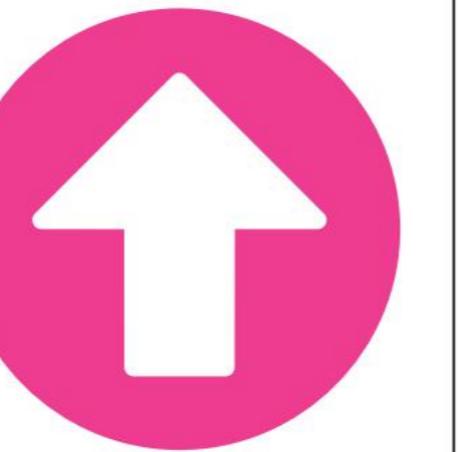
## PROPORTION OF PUPILS WITH EHCP

**3.5%**  
(Jan 2022)  
UP FROM **3.2%** IN 2019



(England average 4% in 2022)

## % OF PERSISTENT ABSENCE (2020/21):



**13.70%**  
IN BIRMINGHAM  
(10.10% in 2019);  
ABOVE ENGLAND RATE  
**2.5%**  
OF YOUNG PEOPLE (December 2022)  
OF **8.80%**  
– below National Average

## NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)



## YOUTH OFFENDING SERVICE DATA:

snapshot at end of Nov 2022  
(328 children and young people):

 **86%** MALE  **14%** FEMALE

**67%** BLACK, ASIAN OR MIXED HERITAGE

**55%** EHCP OR LEARNING DIFFICULTY

 **67%**  
EMOTIONAL WELLBEING OR MENTAL HEALTH CONCERN

# CO-PRODUCTION AND ENGAGEMENT

The SEND Local Area Partnership (Birmingham ICS (NHS), Birmingham Children's Trust and the Birmingham Children's Partnership, alongside the Parent Carer Forum and RISE Youth Forum) undertook the "Working Together Well" project to better involve children, young people and their families from the beginning in making improvements, in particular to SEND services in Birmingham. However, comments and feedback gained also contribute to the inclusion agenda.

Working with families and young people and the Local Area SEND Partnership, we have co-drafted and signed a Co-Production Framework and Charter. The key thinking was "nothing about us without us", that listening to and involving people using services is key to improving them, involving children, young people and their families in service improvements from beginning to end, and ensuring their voices can be heard and equally influential, these are key elements for inclusion. Co-production and engagement are detailed at: [Co-production & Engagement | Local Offer Birmingham](#)

We embraced this approach in the development of our Inclusion Strategy. Co-production and engagement have been at the heart of our strategy development, to ensure that we reflect what was important to our families, children and young people, young adults and partners; utilising existing engagement and co-production results and developing new co-production and engagement opportunities.



# HOW OUR INCLUSION STRATEGY WAS DEVELOPED:

## Engagement events and surveys

Events have taken place across Birmingham, to ensure the voices and opinions of children, young people, families, carers and partners/practitioners are listened to and captured as a means to inform and develop the Inclusion Strategy. This has involved a number of methods from mini-inclusion conferences, face to face events/workshops, virtual meetings held in the evenings, surveys, young people engagement events (see table in appendix):

- **Parent / carer feedback:** a number of workshops and a parent/carer survey have provided a rich understanding of what is important when accessing services and what are the issues arising.
- **Head teacher conferences:** four mini-inclusion conferences were held with Head Teachers (accompanied by SENCOs) to understand what inclusion means to schools, what are the barriers and how can we overcome them.

**Working Group:** a working group consisting of key partners was established from the outset to develop, test and trial key concepts of inclusion. Information gained through the engagement events and surveys has been developed through this group into a vision, key principles and principles of practice. Contextual factors have also been identified in the priority vulnerable cohorts

- **Parent and partner/practitioner engagement events:** face to face and virtual meetings took place, inviting parents and practitioners to meet to engage on what inclusion means to them from their perspective (e.g. parent or as a practitioner); these were purposely multi-agency events to enable wide and mixed discussion. Combined events with SEND Strategy development.
- **YP engagement events** have taken place as face-to-face engagements, virtual events and focus groups within primary and secondary schools to build on survey results.
- **Surveys** have taken place with parents/carers, partners and children and young people to capture views where they cannot attend face to face.

and where often combined with other presenting issues, result in increased vulnerability and reduced opportunities for children, young people and young adults.

### Action Plan: partner engagement

Partner engagement has been instrumental in identifying priority vulnerable groups that would benefit from a multi-agency response, and an action plan is being developed across partners to accompany the Inclusion Strategy. The development approach taken for the strategy has resonated strongly with partners. As a result, they are engaging in highly reflective work about how to work together to promote inclusion. The action plan will detail the multi-agency coordinated response to tackling inequalities, progress/impact will be monitored and evaluated and will aim to evolve accordingly to take into account changes in cohorts, which may be as a result of existing or emerging societal changes, e.g. longer term impact of covid, impact of cost of living crisis.



# KEY PRINCIPLES:

- We recognise the UN Convention on the rights of the child; through key issues raised during engagement events and through analysis of local need, we have identified a number of articles that are central to this **Inclusion Strategy**. These articles include (Articles: 2, 3, 5, 6, 7, 12, 23, 24, 28, 29, 40); those indicated with a \* represent child friendly cities initiative which builds on 4 key articles of the convention (see appendix for fuller description):
  - Article 2 (Non-discrimination) \*
  - Article 3 (Best interests of the child)\*
  - Article 5 (Parental guidance and a child's evolving capacities)
  - Article 6 (Life, survival and development) \*
  - Article 7 (Birth registration, name, nationality, care)
  - Article 12 (Respect for views of the child) \*
  - Article 23 (Children with a disability)
  - Article 24 (Health and health services)
  - Article 28 (Right to education)
  - Article 29 (Goals of education)
  - Article 40 (Juvenile justice)

- **Enabling children, young people and young adults to thrive is everyone's responsibility and success is dependent on strong and effective partnership working.** Reducing inequality and improving outcomes for children, young people and young adults cannot be done in isolation and requires a partnership approach, working together as one, with shared priorities, putting children and families at the heart of everything we do. This requires collaborative working, sharing of data and intelligence to inform practice, to target our resources more effectively and learn together how we can best support families within their local communities.

- **Some children, young people and young adults currently need support in order to thrive and achieve as well as their peers. Supporting / developing a coordinated partnership approach over the next 5 years providing the right support at the right time to identified priority cohorts of children, young people and young adults.** In order to do this, as a partnership we have developed an action plan, with partners identifying vulnerable cohorts of children, young people and young adults that would benefit from a multi-agency response over the next 5 years. The partnership aims to improve the situation for these groups, increase opportunities and reduce inequality. See table below in the strategy for the cohorts determined for the action plan.

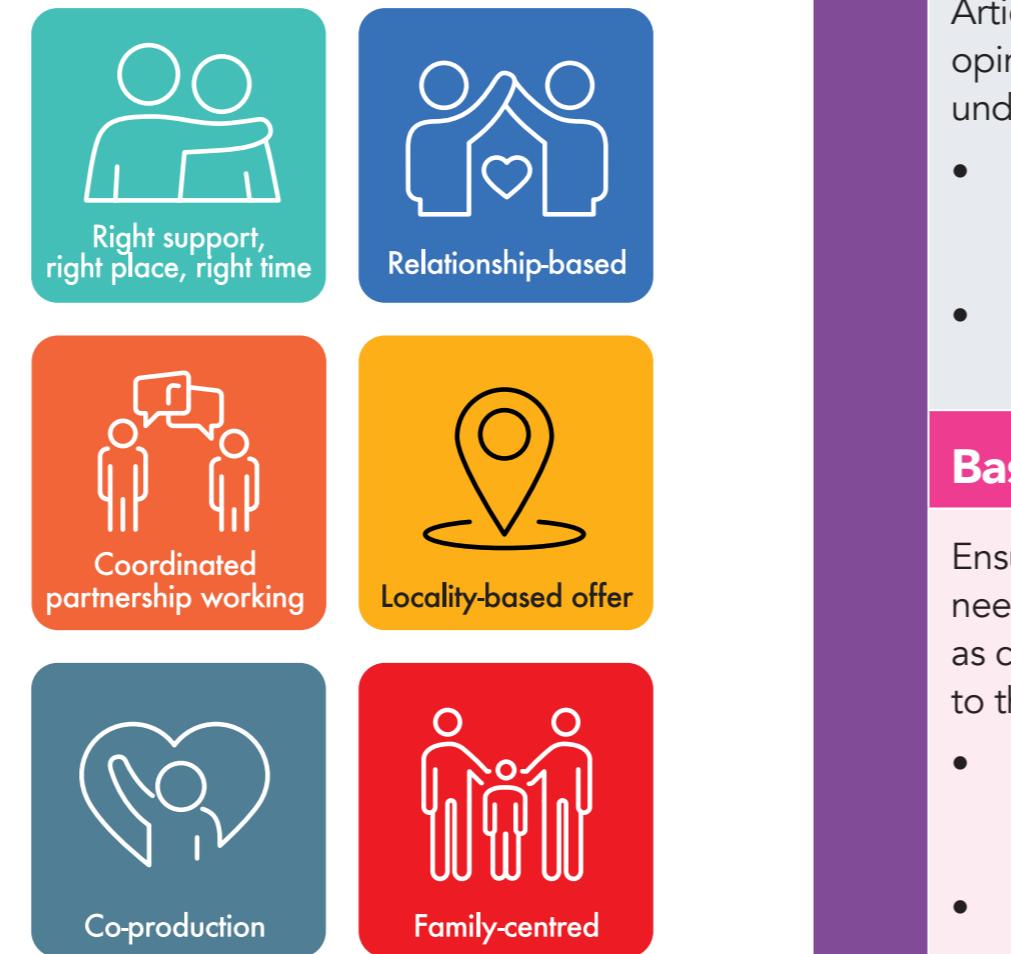


# PRINCIPLES OF PRACTICE:

These have been captured through practitioner engagement events and through people in Birmingham expressing what is important to them. Many of the principles of practice identified are individually supported through a range of different strategies, where a wider system of work supports these changes.

These principles of practice are being brought together, built upon and promoted through the Inclusion Strategy and agreed and signed up to by partners.

## Practice that matters to our people & our workforce in Birmingham:



### Co-production and voice:

We all need to actively listen to the voices of lived experience. Children, young people and young adults have a voice that should be heard and they should be partners in decision-making. We need to actively engage children, young people and young adults in matters that affect them, 'nothing about us without us'.

Article 12 in the UNICEF Convention on the Rights of the Child states: Children have the right to voice their opinions and have these be taken into account in decisions that affect them. As examples, other strategies that are underpinned by this principle include

- The Equalities Strategy 'Everyone's Battle, Everyone's Responsibility' holds five Equality Objectives, this includes: 'Involve and enable our diverse communities to play an active role in civic society and put the citizens' voice at the heart of decision-making'.
- Co-Production Framework and Charter and [Co-production & Engagement | Local Offer Birmingham](#).

### Based on right support, right place, right time, including access to universal services:

Ensuring that children and young people receive the appropriate provision and appropriate support according to need. This also means accessing provision, support and opportunities where appropriate within their local community, as collaborative service provision across required partners. Families need to feel confident and comfortable to connect to the services they need. This principle is also reflected in

- The Early Help Strategy, offering 'Right Help, Right Time evaluates the needs of children, young people and families in Birmingham, ensuring that our resources are targeted where they are most needed and will have the most impact by working within our layers of need'
- The SEND Strategy (priority 2) : 'Collaborative, graduated approach delivered consistently across the city, ensuring the right support and provision are in place as soon as possible'.

## **Coordinated partnership working:**

Ensuring collaboration across partners for the best outcomes for children, young people and young adults, so families only have to tell their stories the minimal number of times possible. Earlier collaboration at key transition points to support children, young people and young adults at important times in their lives. Wrap around support determined by need. This is supported by the SEND Strategy where training will aim to improve knowledge of local systems and develop skills to fulfil professional roles, ensuring families receive high quality service delivery. Training will include topics on inclusion and SEND, developing what is already in place.

## **Locality based offer:**

Working towards more localised support, in line with the SEND Strategy, with children's services, health service delivery and our voluntary and community sector, where support is closer to the children, young people, young adults and their families and where partners can liaise more effectively. Professionals knowing where and who to go to when multi-agency support is required for families; collectively supporting families. Offering inclusive support within the community to our families; building resilience amongst our children, young people and young adults. This approach is also referenced in the SEND Strategy which aims to enhance the existing district models of working in Birmingham across BCT and NHS, with strategic decision making regarding where resources need to be deployed. The SEND Strategy states, 'We will cultivate multi-professional teams within a district model. Each team will share resources, knowledge and communicate more effectively so that they can engage with families needing support as quickly as possible. We will also support and empower local decision-making so that the teams within the district(s) can use resources wisely so they are able to meet needs as quickly as possible'.



## **Family centred:**

Ensuring we consider and support the holistic needs of the family through a partnership approach. A family centred approach puts emphasis on strengths, and development of a collaborative relationship between parents and professionals, where families connect to trusted support within an inclusive local community.

## **Across whole life course:**

It is important to look across the whole life course for children, young people and young adults, providing the solid foundations for them to move through education into participation, employment and training opportunities, to enable them to play an active role in their community, and promoting achievable independence for all our young people and young adults. Children, young people and young adults have a right to 'belonging' to their school, their college, their place of employment, their community. Vulnerability can develop at any time, so whatever adversity children, young people and young adults face, they need to know they are supported and belong as part of our community. We need to prepare for key transition points earlier to ensure a smooth and informed process. This needs to be at each transition point across a child's journey from childhood into adulthood and beyond to provide enrichment of opportunity and prevent risk to developing vulnerabilities and issues later in life.

## **Relationship based practice:**

Our way of working is based on relational practice, which includes: a strengths-based approach, trauma informed/ responsive; restorative practice, developmentally aware, all of which are person and family centred, which are included as fundamental in the Children and Young People's Plan. As a partnership, and across our organisations, we need to consider together how we can support and challenge ourselves and change, to ensure we work as a whole system to these standards and practices.

## **Person centred:**

Putting the child, young person and young adult at the heart of everything we do. A person-centred approach means we involve young people and families in making decisions about the type and form of services that are for them. We recognise that the only way we can design and deliver effective support for young people is by working with them as equal partners. We must listen to young people directly to ensure that services respond to the varied interests, needs, strengths and vulnerabilities of our children, young people and young adults. We also need to ensure a commitment to an empathetic approach to all children, young people and young adults. Ensuring we listen and understand their needs and circumstances to support them effectively, especially under difficult circumstances, to ensure they remain engaged and included.

# CONTEXTUAL FACTORS:

A number of contextual factors have been identified below. These factors commonly feature amongst our children and young people/adults and where combined with each other and other prevailing issues, this can result in an increased risk of vulnerability. For example, 'Everyone's Battle, Everyone's Business' highlighted that whilst inequalities e.g. due to race, social class, gender, or disability, were already present, Covid-19 has exacerbated these. Combined with the current economic and cost-of-living crisis (from 2022), this can lead to increased vulnerability. Where children and young people are not present and participating in school / training / employment and suspended / excluded, this can also lead to heightened vulnerability and increased risk:

- **Attendance, suspensions and exclusions:**

Poor attendance and engagement within educational settings, means there is a lack of meaningful presence and participation. This includes permanent exclusions, suspensions and partial attendance or part time timetables. Reduced attendance/engagement can also limit access to many universal services that are typically accessed via schools. Therefore, non-attendance (exclusion) or partial attendance within educational settings, within training and employment opportunities etc. reduces opportunities.

For example:

- o to check and ensure developmental milestones are met
- o to engage with other services (e.g. health)
- o to build relationships within their community with friends / trusted adults
- o to engage in opportunities and enable progress.

Non-attendance can limit access to some basic fundamentals, for example, access to a hot meal at school and somewhere warm to be, when financial pressures make this difficult within their homes, particularly pertinent during the cost-of-living crisis.

Extensive research shows that exclusion can be a symptom, and a cause, of vulnerability and

illustrates the factors associated with vulnerability. This has been evidenced extensively through research, including studies commissioned by the Department for Education (DfE).

Low or non-attendance and ultimately exclusions can therefore lead to increased risk of vulnerability and with partial attendance impacting on attainment and in turn reduced attainment / opportunities. We need to ask ourselves what message do school exclusion, suspensions and limited timetables send to our children and young people. We need to promote INclusion, children and young people need to be INcluded to open up opportunities and provide a sense of belonging, thereby preventing or reducing exposure to vulnerability and risk.



# 5 YEAR ACTION PLAN TO ADDRESS INEQUALITIES

- **Poverty and disadvantage:** Clearly, poverty and disadvantage can result in reduced opportunities for these children and young people. In the economic situation during winter 2022 in Britain, with the cost-of-living crisis, difficult situations are likely to be exacerbated with increased financial stress within households, which can impact on mental and physical well-being, and could continue into the following years. Combined with other contextual factors again this can heighten vulnerability. This is a factor that needs to be carefully monitored and considered when working with our most vulnerable cohorts.
- **Gender and Identity:** Gender, sexual orientation, gender reassignment and trans identities (LGBT+) can often be limiting factors in opportunities. Through understanding our vulnerable cohorts, it has been highlighted that we need to be aware of gender biases within communities, which may discriminate against girls and LGBT+ youth, especially for some in specific ethnic communities. We need to ensure that we understand the inequalities affecting these groups, and regardless of gender or sexual orientation, enable access to participation and opportunities.
- **Adverse childhood experiences:** Where children and young people have been known to social care services or involved in the care system, they have experienced one or more adverse childhood experiences. There is strong research that these childhood experiences increase the risk of vulnerability and potential risk of exclusion. Any young person with care experience or open to a child protection or in need plan need to be provided with the same opportunities as other children and young people, to belong, flourish and thrive in their communities.
- **SEND:** SEND is a common theme that runs through these, where barriers result in inequalities and reduced opportunities for children and young people. In line with the refreshed SEND Strategy 2023-2028 (see section 2 of the SEND Strategy), support will be delivered via a Graduated Approach and can be given without the need for a diagnosis or an EHCP. Need can often be met locally with reasonable adjustments within our settings and within our communities to enable our children, young people and young adults with SEND to fully participate and engage, in order to fulfil their aspirations.
- **Ethnicity and Race:** This has been identified as a limiting factor amongst some groups. Through understanding our vulnerable cohorts, it has been highlighted that services may not be accessible for some ethnic minority groups, through language or cultural issues. There may be increased risk for some groups to criminal behaviour or exploitation, as a result of lack of presence / participation within school / college etc. We need to ensure that presence, participation and a sense of belonging is engendered within our educational settings and community.

Cohorts of children, young people and young adults have been identified across the partnership as particularly vulnerable to experiencing issues and challenges in relation to participation, presence, progress and achieving independence.

These cohorts were identified through individual, group and partnership wide discussions with partners, asking them to highlight the vulnerable groups they work with and have concerns about; and where these cohorts would benefit from a better developed multi-agency response. A significant number of cohorts of children were identified and these were refined further to avoid duplication.

Where there is an existing service, strategy or project around a cohort, this group was not included in the inclusion strategy. We aimed to identify those cohorts where there may be gaps in services or there is not a particular focus.

#### **Development of Action Plan as a Multi-Agency Response to Support Vulnerable Cohorts, to include:**

- Development of an inclusion Charter that clearly articulates the expectations, roles and responsibilities of all partners to promote inclusion
- Development of Inclusive Pathways, that ensure the children, young people and adults remain Included. For example, a pathway to avoid permanent exclusion from school
- Targeting support at all points of transition, ensuring transition planning at an earlier stage:
  - From home into early years
  - Early years – primary
  - Primary – secondary
  - Secondary – post 16
  - From 18 into adult services
  - Ensuring needs of young people and young adults aged 18+ who don't reach a threshold for intervention for any one service, but who have multiple low-level needs in a range of areas to prevent needs escalating and becoming entrenched
- Primary aged children at risk of, or already, permanently excluded, especially young children in Early Years and Key Stage 1
- Developing better partnership responses to girls with autistic spectrum conditions
- Improving partnership response to children who have experienced exposure to violence in the home or the community
- Improving partnership universal services and early intervention for children, young people and young adults with Mental Health difficulties to prevent the number of children going into specialised treatment.
- Partnership approaches across the life course to address the fact that people with learning difficulties die younger from preventable diseases



# OUTCOMES: HOW WILL WE KNOW WE'VE MADE A DIFFERENCE

## **In line with the SEND Strategy, we will know we are making a difference when:**

- Improved feedback from families
- Improved progress and achievement for children and young people
- Improved sustained destinations in adulthood
- Shorter waiting times to receive support
- More children and young people are supported locally and where they want to be educated
- A robust and clear graduated approach with more professionals comfortable with how they support children and young people with additional needs
- Provision will be easier to access with capacity deployed to early intervention and support
- Clearer understanding for all stakeholders regarding the graduated approach, improved communication and preparation for adulthood
- The post-16 destinations
- Appropriate increases of focused support at key transition points
- Provide better environments with the right support at the right time for all children and young people with additional needs

- Meet needs as they are presented and by drawing in the right support from across the partnership in the right place and at the right time
- Families do not have to travel out of their local area to receive support
- Families tell us they are receiving support from teams that share knowledge and work together to deliver support
- Professionals tell us they are working more effectively together
- Professionals proactively share information, resources and support with families and children and young people so that they know where to find help quickly and easily
- It will be easier for families and children and young people to access the information and understand what help is available.
- Increased confidence of professionals in supporting in the right place at the right time
- Feedback we receive from professionals and service users
- All partners can report performance data showing progress and sustained improvements in service delivery.

## **In line with the action plan, we will be reviewing relevant indicators including:**

- The Local Offer website has a strong and appropriate data section providing transparent and accurate performance data.
- Take up of 2 Year Old Offer and 3/4 year old offer
- Attainment and Progress data
- Attendance data
- Persistent absence data
- Permanent exclusions and fixed term exclusions / suspension data (primary and secondary)
- NEET data (Not in education, employment or training)
- Young people with LD in paid employment or / internships & apprenticeships
- Mental health data – tier 3 & 4
- Young people / adults with learning difficulties – death from preventable illness/diseases



# APPENDICES:

UNICEF: The UN Convention on the Rights of the Child

(\* Child friendly cities initiative builds on 4 key articles of the convention) [https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)

- **Article 2 (Non-discrimination)** \* The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3 (Best interests of the child)**\* The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 5 (parental guidance and a child's evolving capacities)** Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices
- **Article 6 (life, survival and development)** \* Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
- **Article 7 (birth registration, name, nationality, care)** Every child has the right to be registered at birth, to have a name and
- nationality, and, as far as possible, to know and be cared for by their parents
- **Article 12 (Respect for views of the child)**\* Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **Article 23 (children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- **Article 24 (health and health services)** Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.
- **Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 40 (juvenile justice)** A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

# APPENDICES:

Table below detailing events, attendance numbers and purpose of the events:

Events	How Many Attended	Purpose
<b>Partner engagement events</b>	75	Face to face and virtual meetings took place, inviting parents and partners/practitioners to meet to engage on the inclusion agenda and what is important from their perspective. A survey was also distributed across partners to capture views of those who could not attend the events.
	27	
<b>Head Teacher Mini Inclusion Conference</b>	100+	Four mini-inclusion conferences were held with Head Teachers (some accompanied by SENCOs) to understand what inclusion means to schools, what are the barriers and how can we overcome them. 158 signed up, however, unfortunately some had to drop out of the sessions or send apologies due to staffing shortages and COVID impact.
<b>Parent / carer engagement events</b>	93	A number of workshops and a parent/carer survey have provided a rich understanding of issues and what is important to parents/carers when accessing services/IAG/Local Offer.
	788	
<b>YP Engagement events</b>	45	RISE forum engagement and YP events (virtual and in person).
	119	Survey with yp to understand and capture their views. This included: CYP experiences with having additional needs, including Special Educational Needs and Disability (SEND) in Birmingham. In Birmingham young people prefer to use the term 'additional needs' following their #Additionalnotspecial campaign in 2021. What makes them feel included at school then through their transition to and wider adult society in Birmingham, alongside barriers to experiencing this. How we can improve the services they may receive.
	78	Face to face events across primary/secondary schools with children and yps to develop a further understanding building on survey results.

# GLOSSARY OF TERMS:

- **SEND:** Special Educational Needs and Disability
- **Family:** incorporates parents/ carers and anyone seen as 'family members' who directly support and care for children, young people and young adults.
- **Trauma informed practice:** a model that is grounded in and directed by a complete understanding of how trauma exposure affects service users' neurological, biological, psychological and social development. To ensure that services are structured, organised and delivered in ways that promote safety, trust and aim to prevent re-traumatisation.
- **Strengths based approach:** a method of identifying a person's strengths, resourcefulness and resilience, particularly in adverse conditions, rather than negative characteristics.
- **Restorative practice:** a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.
- **Whole life course:** covering across child's journey into young adulthood, taking into account key transition periods
- **Graduated approach:** we have referenced the SEND Code of Practice (page 100) and mean different levels of support in place to meet an individual's need at the right time for them.
- **Transition:** every stage, a young person moves from home into their first early years setting, from early years setting into school, from primary to secondary school and into post-16 education and adult life. This includes transitions to adult Health and Social Care services.
- **Vulnerability:** There is no standard definition of vulnerability in childhood and adolescence, and we believe that every child and young person is vulnerable to harm. A child may be more vulnerable to harm and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.

- **Children and Families act 2014:** A legislation that brought together a number of changes to services for vulnerable children and young people and families. The changes cover the family justice system, virtual schools for looked after children, adoption, childcare, shared parental leave and flexible working, and services for children and young people with Special Educational Needs and/or Disabilities (SEND). The provisions in the Act which relate to SEND came into force in September 2014.

- **Send code of practice:** A guide to schools and local education authorities about the help given to children with special educational needs. Schools and local authorities must regard the Code when working with a child with Special Educational Needs and Disabilities.





BIRMINGHAM  
CHILDREN'S TRUST



BIRMINGHAM  
PARENT CARER FORUM



Birmingham  
City Council