

Inclusion – Exclusion: Improving The Balance

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Aims

“they are all our children”

- We want to promote inclusion positively alongside our other equal opportunities work to protect and champion our vulnerable children
- Collaborative approach and shared responsibility. We want to develop the strategic partnership and leadership across the system.
- We want to develop shared understanding of the complex factors impacting on this

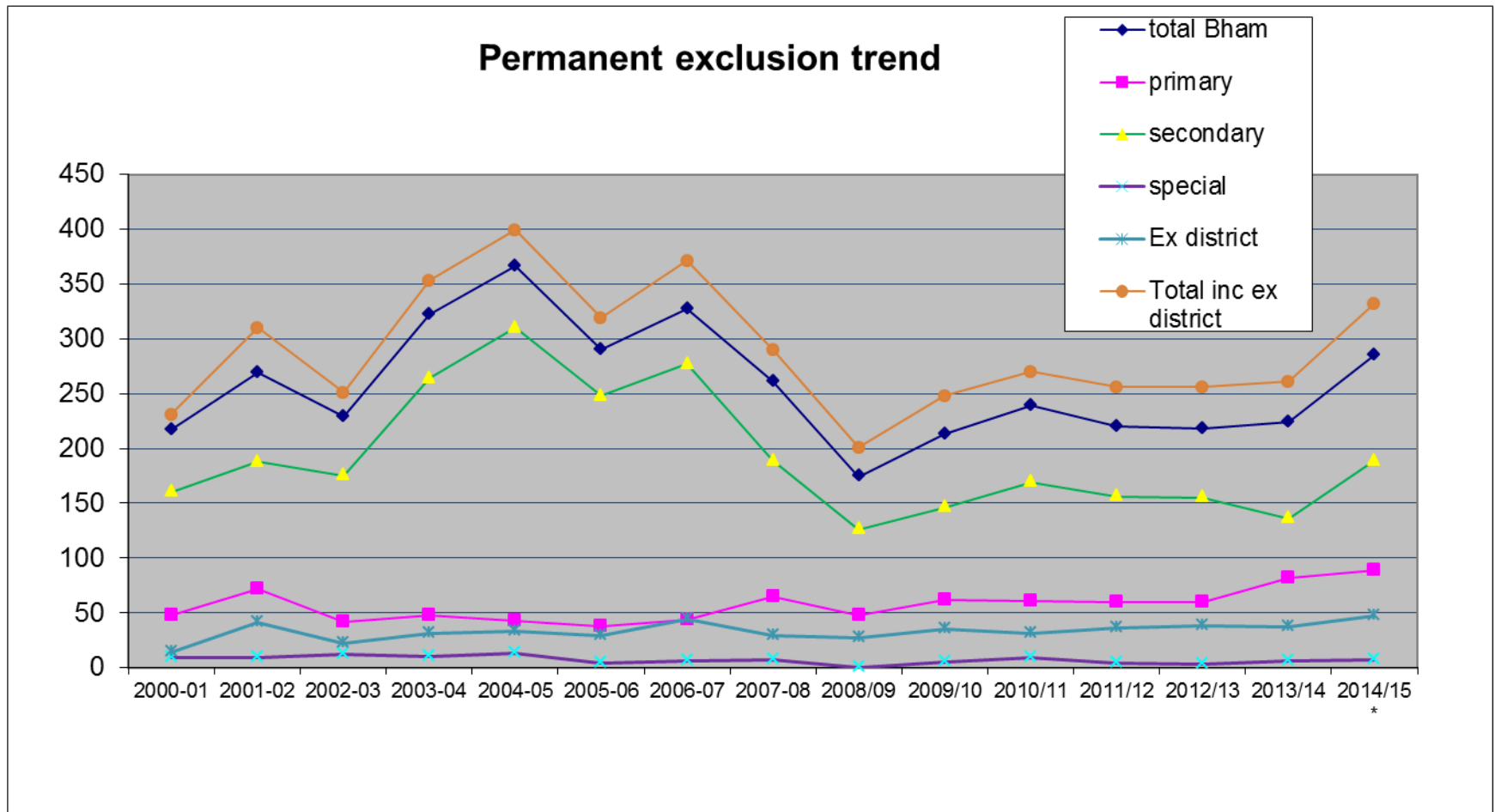
Context

- Increase in exclusions and children out of school alongside a large and growing demand for special school and alternative provision
 - Schools/ Heads/ Governors under pressure
 - Ofsted
 - limited options for mainstream schools
- Values and ethos
 - fair shares, parents feedback, regulations in academies
- High Needs Funding model not sustainable
 - costs for special schools, resource bases, top up in mainstream, alternative provision including Free Schools, 16+

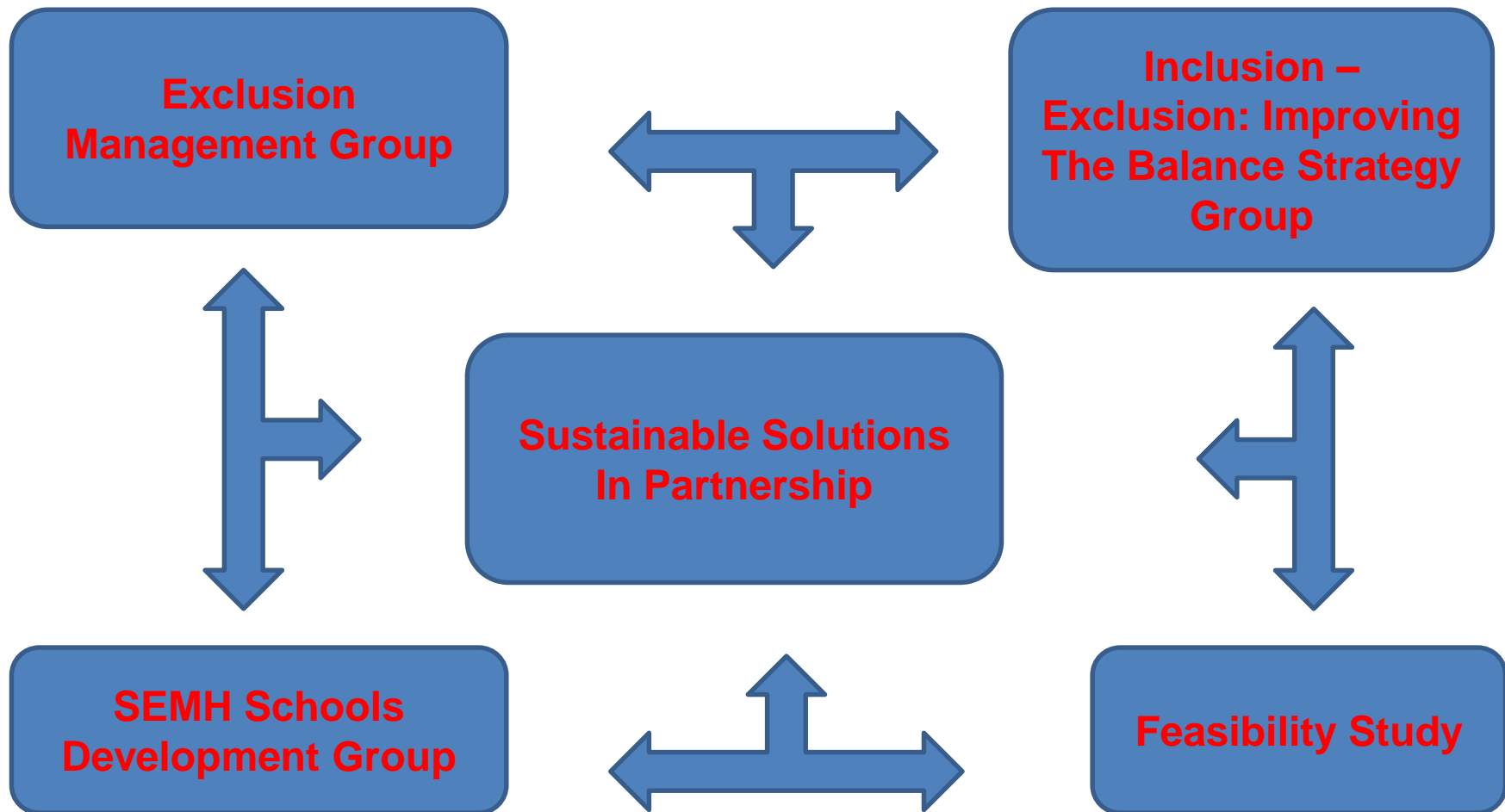
The Changing Landscape

- Schools – Ofsted, networks, leadership.
- Schools, Academies, Free Schools, MAT's and Networks
- Birmingham Local Authority
- Birmingham Education Partnership
- NHS – CCG's

The Changing Picture

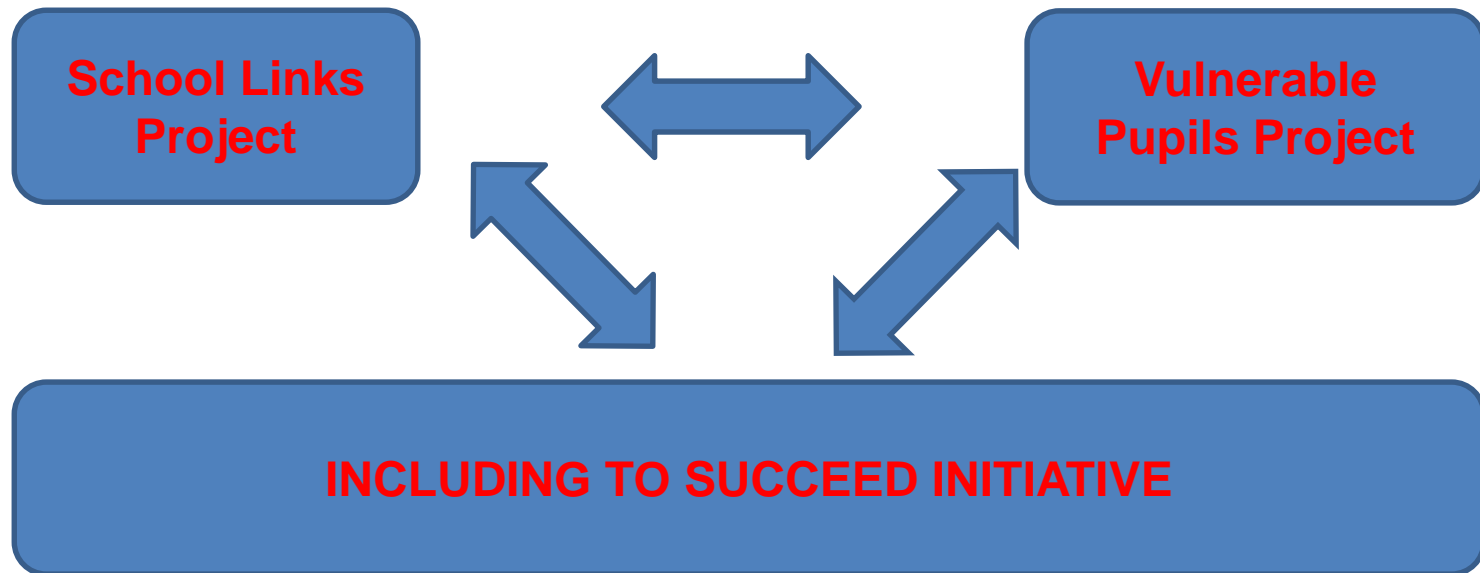


Developing The Dialogue

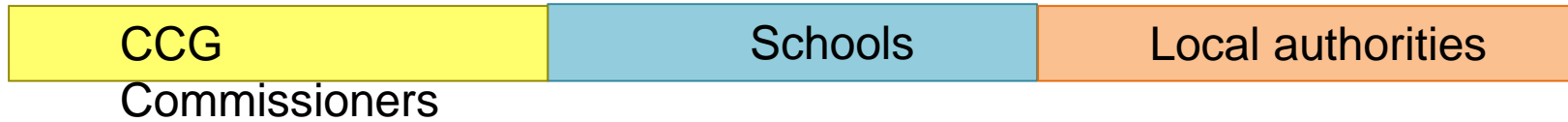


The Framework Of Projects

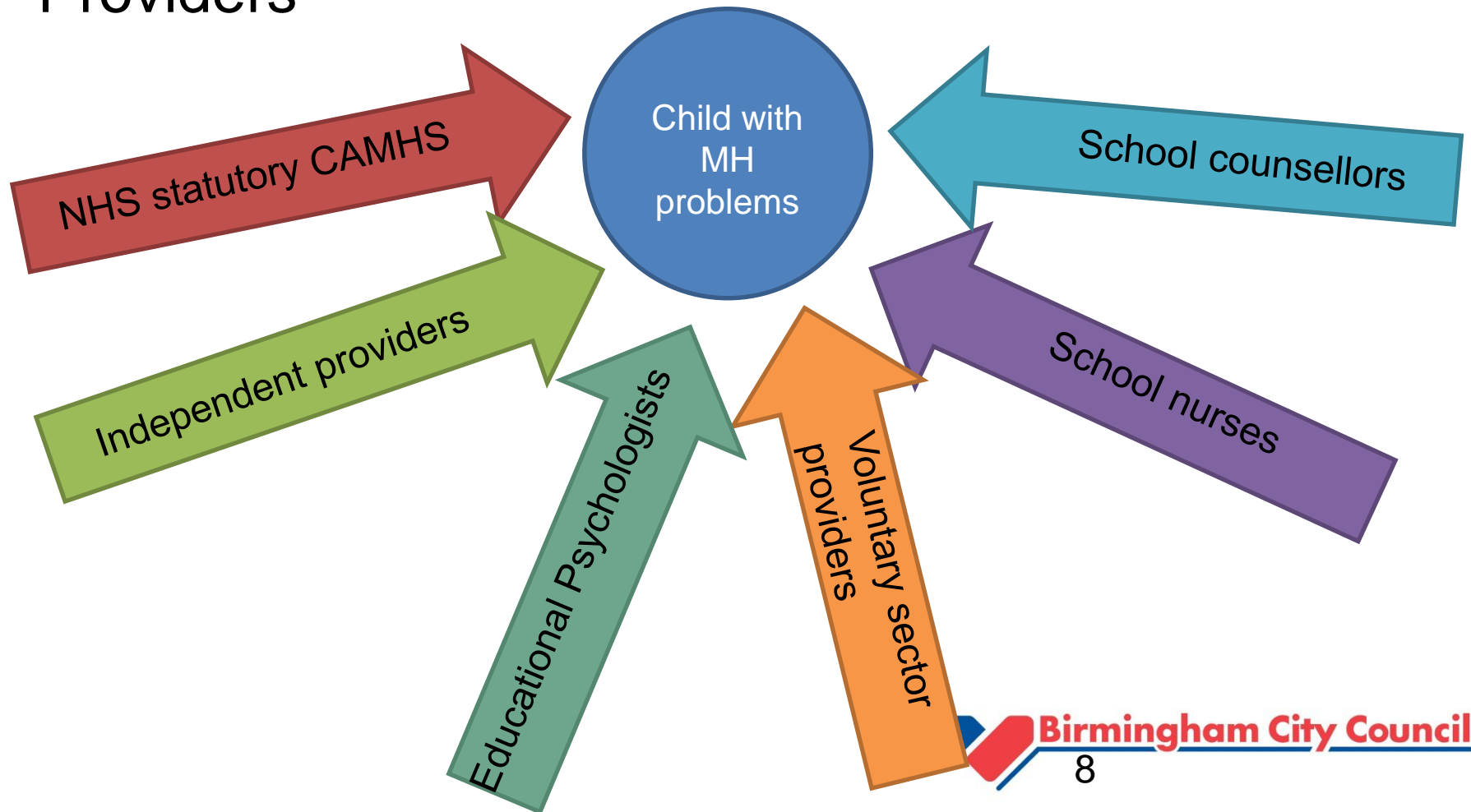
An integration of focus projects to support children's inclusion in education



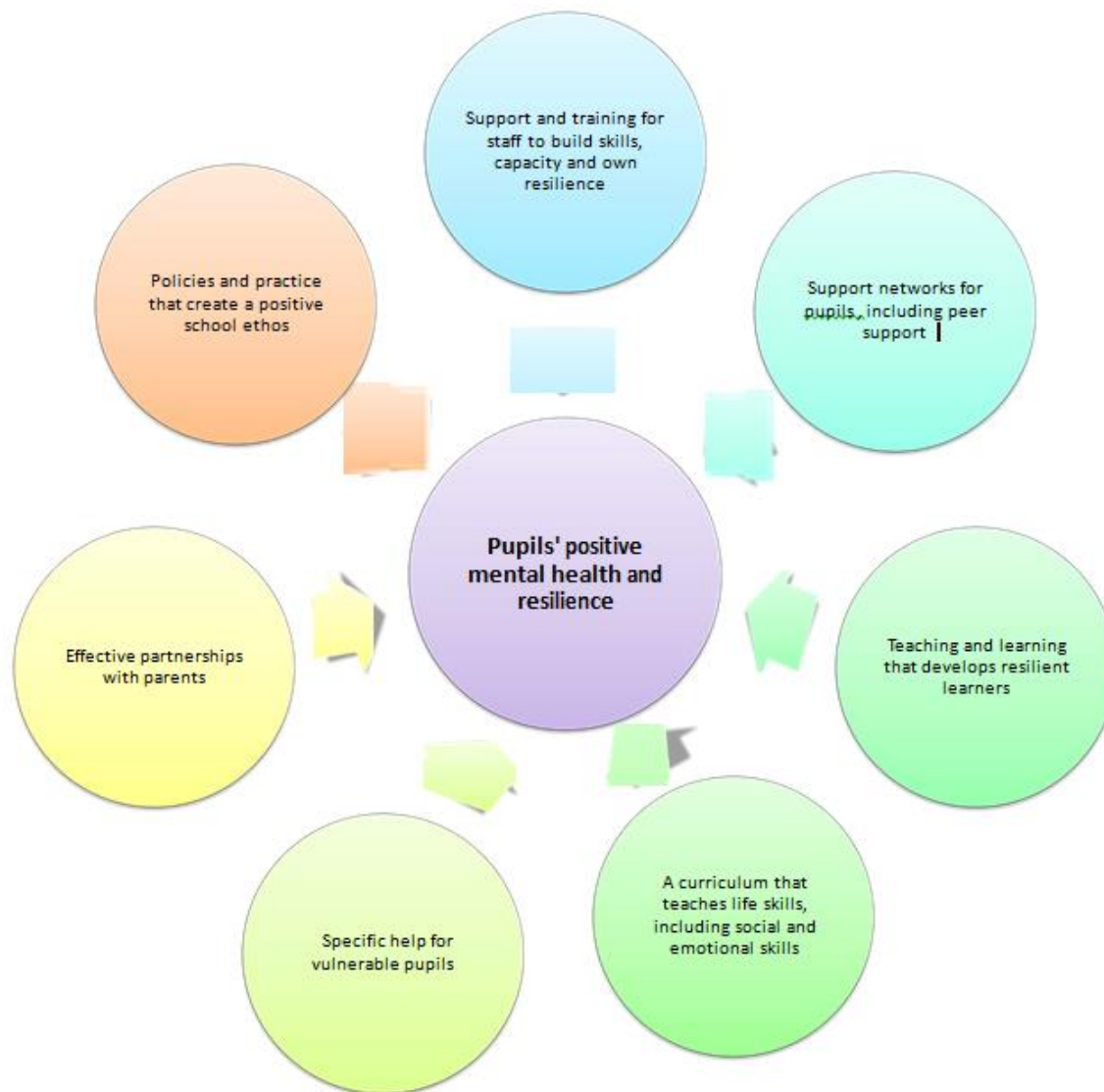
Funders



Providers



MHARS Framework



Schools Link Project

- **Sunderland**
- **Sheffield**
- **East Riding of Yorkshire**
- **Wigan**
- **Salford**
- **Halton**
- **Tameside & Glossop**
- **Cheshire**
- **Walsall**
- **Birmingham**
- **Bedfordshire**
- **Chiltern/Aylesbury Vale**
- **Hertfordshire**
- **Gloucestershire**
- **Somerset**
- **Hampshire**
- **Brighton & Hove**

Including To Succeed

Initiative Aims

- a) develop a shared vision for schools
- b) minimise issues contributing to an increase in permanent exclusions
- c) develop sustainable expertise for supporting learners with mental health issues through a high quality training programme
- d) meet the needs of the staff within and across the schools to support inclusive learning and teaching.
- e) meet the needs of the parents/carers to support children's inclusion in education
- f) develop and embed. sustainable systems and processes to support inclusive learning and teaching.
- g) develop and embed collaborative partnerships across learning communities which integrates inclusive approaches to education, health and well-being.
- h) raise awareness of mental health issues across learning communities
- i) provide professional support systems to support young people with mental health issues

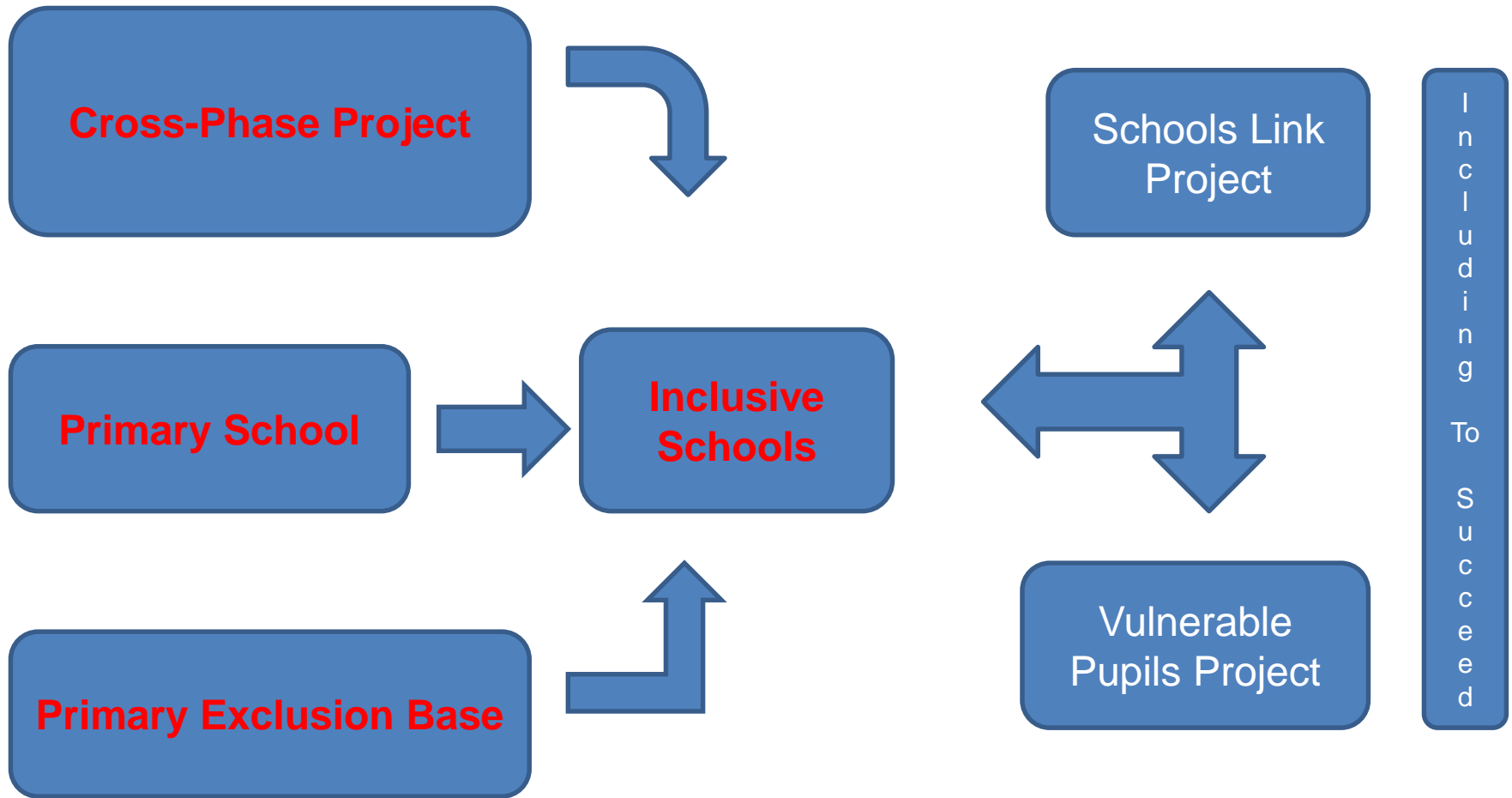
Developing And Embedding Partnerships

- a) **Primary Schools**
- b) **Secondary Schools**
- c) **Special Schools**
- d) **Birmingham Education Partnership**
- e) **Birmingham Virtual School for Looked After Children**
- f) **Educational Psychology Service**
- g) **TESS**
- h) **CAT**
- i) **SENAR**
- j) **City Of Birmingham School**
- k) **Birmingham South Central CCG**
- l) **CAMHS/ Forward Thinking**
- m) **West Midlands Police**
- n) **YOS**

Including To Succeed Initiative Training

- **Strategic Lead**
- **Lead instructor/Champion**
- **Dfe/NHS**
- **Pivotal training**
- **Attachment Aware Schools**
- **CAT – Autism**
- **Emotional First Aid**
- **Nurturing Environments**
- **Gang Culture**

Developing Good Practise



Next Steps

- **Advance the dialogue across school leadership**
- **Continue to develop the range of models**
- **Continue to develop the staff training programme**
- **Embed the partnerships**
- **Evaluate the models**
- **Showcase lessons learnt**
- **Secure sustainable, localised inclusive solutions**