



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

STOCKPORT CHILDREN &
YOUNG PEOPLE'S DIRECTORATE

**POLICY
FRAMEWORK
FOR THE
INCLUSION OF
PUPILS WITH
SPECIAL
EDUCATIONAL
NEEDS**

2006/09

Children & Young People's Directorate
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Change For Children

The five outcomes from Every Child Matters have been adapted to reflect aspiration in Stockport. These are known as:

THE STOCKPORT SIX

We will ensure that Children and Young People:

- Are well cared for, healthy and able to make healthy choices
- Feel safe and secure
- Enjoy learning and reach their full potential
- Make a positive contribution and feel valued
- Take an active part in, and gain from Stockport's economic success

Through:

- Services that are well planned and organised around the needs of children, and make the best use of available resources.

Policy Framework for the Inclusion of Pupils with SEN/ 2006/09:

- 1) Executive Summary
- 2) Vision and Guiding Principles
- 3) Including Pupils with SEN
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- 5) Strategic Priorities and Plan
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POLICY FRAMEWORK FOR THE INCLUSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS 2006/09

STOCKPORT CHILDREN & YOUNG PEOPLE'S DIRECTORATE

1. INTRODUCTION/SUMMARY

- 1.1 The policy framework builds upon excellent existing inclusive practice in Stockport and sets the context for further developments over the next four years.
- 1.2 We can be proud of the progress made towards inclusive practice in schools and other settings in recent years and look forward to the next stage of development.
- 1.3 The policy framework brings together the key components of legislation and guidance which provide the context for local development. It builds upon the 'Stockport SEN Strategic Development Plan' 2003, the 'Good Practice Guidance' 2004 and 'Achievement for All' 2005.
- 1.4 The policy for 2006/09 has been formulated at a time of unprecedented opportunity for vulnerable or marginalised learners, including those with SEN. The Children Act of 2004 and the local translation of the 'Every Child Matters' Outcomes framework into the 'Stockport Six' provides the foundation for improved responses to meeting the needs of Children and Young People and their families.
- 1.5 Central to this improvement is the further removal of barriers to the presence, participation and achievement of all learners, evidenced by an appreciation and celebration of a set of outcomes that are broader than attainment alone. Therefore, as well as academic achievements, the focus will be upon interpersonal relationships, self-esteem, the ability to communicate effectively and, ultimately, the ability to contribute to society and be independent within it.
- 1.6 The centrality of our schools within the emerging Community Clusters and the greater coherence of multi-agency working and a wide range of stakeholder involvement will enable measurable progress in all of these key areas.

2. VISION AND GUIDING PRINCIPLES

- 2.1 Stockport's vision is predicated on the commitment summarised as 'Achievement for All'. Such an overarching vision for all children and young people is particularly important for those with SEN or those with personalised needs.
- 2.2 These needs require the removal of barriers to learning, not the removal of the child or young person. This concept helps to shape a positive view for all children and to reinforce the simple message that they are, first and foremost, just children. It is important to recognise that those with SEN are vulnerable to exclusion from school and other services and that this may continue as they seek access to further study or work.

- 2.3 The Stockport vision recognises and celebrates achievement in the broadest sense, beyond the more narrow traditional construct of attainment which has tended to underpin the 'league table' definition of pupil and school success. A focus upon progress and personalised needs (which SEN processes have emphasised through the system of Individual Education Plans, target setting and progress monitoring) assists this broader recognition.
- 2.4 The success of the Policy Framework for the inclusion of pupils with SEN and Inclusion will, therefore, be measured by a broad set of outcomes for the individual learner. As well as academic achievements; interpersonal relationships, self-esteem, the ability to communicate effectively with a wide range of people and, ultimately, the ability to contribute to society will provide the key success criteria.
- 2.5 Stockport is well placed to provide a cohesive framework to promote the meaningful contribution of young people to society through the work of the corporate umbrella of the Children & Young People's Directorate. Central to this work is the future enabling of all children and young people to: 'Take an active part in and gain from Stockport's economic success...through...services that are well planned and organised around the needs of children, and make the best use of available resources' (Stockport Six-Corporate Plan 2005).
- 2.6 The vision recognises that inclusion is a process and not a fixed state and that it is important to reflect upon progress made in Stockport in recent years and to be aware of the need to identify and remove continuing barriers to inclusion. These barriers may include attitudes, stereotyping, fear, ignorance, physical constraints, lack of training, restricted curriculum and narrow definition of success. The vision for 2006/09 seeks further removal of these barriers.
- 2.7 This activity will be strengthened through the broader development work to promote the inclusive Children & Young People's Service. This brings together all key stakeholders to promote a shared understanding of inclusion which requires the identification and removal of the barriers to the presence, participation and achievement of all children and young people. This approach prioritises resource allocation to those who may be at risk of underachievement, marginalisation or exclusion.

3. INCLUDING PUPILS WITH SEN

- 3.1 In Stockport, most pupils with SEN have their needs met within the setting of a mainstream school with access to the graduated response described in the SEN Code of Practice (DfES2001). The approach will be enhanced from April 2006 through a revised/updated scheme of delegation to mainstream schools which will:
- Reduce the bureaucracy associated with reliance upon Statements of SEN,
 - Clearly identify resources available to meet SEN within the delegated budget and
 - Create greater flexibility in early intervention.
- 3.2 In conjunction with the increased capacity and confidence building in a mainstream schools, there is an ongoing central role for Stockport's specialised schools and services to supplement and enhance mainstream provision and ensure the availability

of a genuine continuum capable of matching the most complex needs to appropriate provision.

3.3 In Stockport the emphasis is upon viewing SEN in the context of a social model of need. This approach focuses on the removal of barriers to participation in the mainstream society, with the requirement that institutions and individuals change attitudes and provision to enable equitable and productive participation by children and young people with SEN.

3.4 There are many mainstream schools locally that have strong inclusive practices. Local and National research suggests that such schools are characterised by four key features:

Structures and policies that promote inclusion by:

- Making all parents and carers feel their children will be welcomed and supported at school;
- Welcoming and doing their best to meet the needs of all children and young people attending the school whatever SEN they have;
- Governors and staff being trained in disability and diversity awareness;
- Ensuring the recruitment and training of staff who will support and are committed to inclusion;
- Making inclusion an integral part of the school improvement plan;
- Rigorously implementing and reviewing SEN policies and practices.

Focus on high levels of achievement by:

- Training staff to equip them to teach all children and young people.
- Offering a wide range of learning and teaching experiences;
- Developing and implementing personalised learning pathways for children and young people with SEN;
- Valuing the contribution of all children and young people;
- Having high expectations of all children and young people;

Include all pupils in all the activities of the school by:

- Fostering supportive friendships among children and young people;
- Having clear codes of behaviour that take account of the particular difficulties that certain children face;
- Working to enable children and young people to become more independent;
- Finding ways to overcome any difficulties caused by the physical environment, school rules or routines;
- Promoting diversity, understanding difficulties, recognising and respecting individual differences;
- Taking positive steps to prevent exclusions, especially of children and young people with SEN.

Work in partnership with parents, carers and other professionals by:

- Welcoming parents and carers into the school;
- Making written and spoken language accessible;
- Dealing with parents and carers with honesty, trust and discretion;
- Taking time, sharing information, listening and valuing contributions in meetings.

3.5 The Stockport Policy for Inclusion also recognises the essential role of the Children & Young People's Directorate and of specialised schools and services in extending and supporting these four key features. In contrast to plans elsewhere, Stockport places specialised schools and services at the heart of the inclusive education policy, encouraging and resourcing them to take the lead in developing local partnerships with mainstream schools and in creating opportunities for their pupils to be educated in mainstream school and college settings.

3.6 Opportunities will be sought to enable specialised schools and services to be central to the emerging Community Cluster model of service delivery and, where appropriate, to co-locate on mainstream sites to enable specialised staff to work with mainstream staff in implementing inclusive arrangements. Such developments will enable specialised services to offer:

- Advice and support on policy, organisation and practices;
- Advice and consultancy aimed at supporting individuals or small groups of pupils.
- Professional development opportunities for the whole range of school staff;
- High-quality shared learning experiences for pupils including those on a joint placement between specialised and mainstream schools;
- Joint curriculum developments, involving staff partnerships and covering a wide continuum of need and ability;
- Mutual developments of, and the use of, schemes of work for individuals or groups of pupils;
- Formal and regular opportunities for two-way exchanges of staff between schools (such as secondments and job swapping); and
- Opportunities for pupils from mainstream schools to benefit the resources, expertise and facilities of the specialised school.

3.7 Specialised Services will play a key role in evolving attitudes and ethos, and in developing more inclusive curriculum practices that celebrate diversity and engage all learners. This role is described in Stockport's 'Achievement for All. The Role of Specialised Schools and Services' (2005), which sets out six key principles.

- To provide high quality education and care for pupils, to have high expectations and to raise levels of attainment and achievement. Specialised schools and services will be an integral part of the broad continuum of provision and make excellent provision for pupils registered at the school or with the service.
- To respond to the challenge of meeting the needs of an increasingly complex cohort of pupils by extending professional expertise and supporting all settings and services to manage those needs. To meet an extended range of complex needs within the community of Stockport.
- To serve the community by developing their role as 'extended' or 'full service' providers. To innovate in curricular development to provide new ways of engaging and educating pupils who are vulnerable or marginalised.
- To ensure effective partnership working with mainstream schools, the wider community and health and social care agencies; to meet the needs of children and young people and their families in an holistic and flexible way. To share skills, knowledge, understanding, resources and ideas to promote inclusion.

- To provide increasingly flexible opportunities for children and young people on the roll of mainstream schools, so that they can benefit from part-time or fixed term placement for a period of planned intervention in the specialised setting.
- To be central to the reconfiguration of services related to the Change for Children agenda and the associated development of an integrated Children's Service in Stockport. Specialised school and services should work towards co-locating with other service providers as part of this development.

4. POLICY FRAMEWORK

- 4.1 The 'Policy Framework plan for Special Education Needs and Inclusion' in Stockport builds upon the 'Good Practice guidance for Including children with SEN' produced in 2004, and 'Achievement for All. A Position Statement on the Roles of Specialised Schools and Services' produced in 2005. The guidance and the position statement assert the right of all pupils with SEN to be equally valued and to have the opportunity to reach their full potential through access to a broad, balanced, relevant and differentiated curriculum. The plan also updates the Stockport SEN Strategic Development Plan 2003.
- 4.2 The policy for 2006/09 has been formulated at a time of unprecedented opportunity for the improvement of Stockport Services for vulnerable or marginalised learners, including those with SEN. The Children Act of 2004 and the local translation of the 'Every Child Matters' Outcomes Framework into the formulation of the 'Stockport Six' provides a coherent framework for improved responses to the needs of children and young people and their families. At the heart of this improvement agenda are the key components of partnership and services characterised as community based within a fluid and dynamic continuum.
- 4.3 The partnership component recognises the advantages of service reconfiguration into the Stockport Children & Young People's Directorate bringing together the local education and children's social services, some children's health services and a range of other statutory services.
- 4.4 The Stockport Children & Young People's Disability Partnership (CYDISP) (operational from September 2006) brings together all the services for children with disability in order to integrate commissioning, planning and delivery more effectively around the needs of the child and the family. This will include the development of multidisciplinary, interagency teams under a single line management structure that has direct accountability to the Stockport Children & Young People's Directorate. The integrated structure will focus upon age spectrum themes to ensure smooth transition between services at key age phases. The development of the Disability Partnership represents a key new dimension to future further reconfiguration of services in Stockport to ensure more cohesive delivery to children and their families. It reflects the strong influence of the active engagement of parents and service users throughout the developmental stage. The CYDISP will aim for effective communication, organisational and management styles with review systems that are open and receptive to positive critique and potential change. It provides a model for the engagement of parents, children and young people in the planning of services. This model will evolve further in the 2006-2009 phase in a broader service planning context, as well as in the management of provision.

- 4.5 This configuration provides a more cohesive single interface for parents and carers and the opportunity to implement evolving procedures related to the Common Assessment framework and Children in Need procedures. The partnership also recognises the ongoing central role for voluntary and independent sector providers who contribute a significant part of the continuum of provision for children and young people in Stockport.
- 4.6 With the key development of the concept of Community Clusters in Stockport there is a range of new opportunities to engage partners from all sectors and to ensure strategic leadership through the Children & Young People's Directorate. These opportunities include the roll out of the Children's Centre Programme, the Extended Schools network and the promotion of holistic children's services, better coordinated through the use of the Common Assessment Framework and the Lead Practitioner programme.
- 4.7 Great progress has been made in inclusive practice in Stockport in recent years. The Change for Children agenda, with its focus upon marginalisation, vulnerability and more explicit relationship with deprivation and inequity of opportunity provides a new impetus for further progress. Schools will continue to be central to the development of inclusive services as they further progress collaborative networks.
- 4.8 This agenda is consistent with the vision set out in the Government's five year strategy for SEN 'Removing Barriers to Achievement' (DfES 2004), which emphasises four key areas: early intervention, removing barriers to learning, raising expectations and achievement and delivering improvements in partnership. The policy framework acknowledges the extent of the next phase of development in the face of emerging challenges. These include: a growth in the extent and complexity of behavioural issues of young people both in and out of school, growing awareness of the mental health needs of young people and the necessity of the promotion of emotional literacy and well-being.

5. STRATEGIC PRIORITIES AND PLAN

- 5.1 In order to move from rhetoric to reality there are a number of strategic priorities which will be addressed in Stockport between 2006-09. These are drawn partly from the local priorities emerging through review and reconfiguration of services and from the regional work of the North West Regional SEN Partnership (NWRSENP).
- 5.2 The NWRSENP Inclusion Project identifies twelve factors which potentially facilitate or inhibit progress towards more inclusive policies and practices. These factors provide a complementary framework for supporting the development of the service in Stockport and are set out in Appendix 1. The emerging strategic priorities and associated actions for 2006-09 are addressed through guiding principles and summarised below:
- To ensure that SEN is not seen as a separate concept to routine practice in schools.
 - The profile of SEN provision through statements of SEN shows that, between 2000 and 2005, Stockport has seen the growth of a higher proportion of pupils with Statements than any of its comparative Local Authorities and that this trend continues. (Appendix 2).
 - The 2006-09 plan will address this issue because it represents a disproportionate

bureaucracy in relation to comparable areas elsewhere and because it perpetuates the view that meeting SEN effectively requires recourse to solutions and provision(s) outside of the skills and experience of characteristic mainstream school provision.

- 5.3 A revised funding formula for SEN and Inclusion will be implemented from April 2006 which will be used to promote and develop further the confidence and capacity of mainstream schools to meet SEN effectively, without recourse to additional funding through a statement of SEN. This will aid the further development of a flexible and creative framework of intervention, support and monitoring that maximises responsiveness and effectiveness within a finite resource. Enhanced delegation will enable existing resources to increasingly support early identification and intervention to reduce and eventually remove the incentive to seek statutory assessment or Statement of SEN.

Such resources will be allocated to schools through the use of Proxy Indicators, including indices of multiple deprivation which increasingly enable the targeting of resources to schools with the greatest number of pupils with SEN reducing recourse to lobby or funding through bureaucratic and time consuming systems.

- 5.4 The revised scheme of delegation in Stockport for April 2006 and beyond is being developed against a backcloth of seminal government change proposals with reference to the reconfiguration of children's services and to the imperatives of inclusion, early intervention and community based provision. Integral to these proposals is a clear expectation that the vast majority of pupils with SEN will have effective provision made for them within a mainstream setting, without recourse to additional 'one-off', 'top-up' or unanticipated mid year funding allocations.

Such a system will enable schools to more effectively plan budget allocations for staff salaries or the 'buy back' of external services and to plan a systematic programme of continuous Professional Development for teaching and classroom support staff.

- 5.5 The revised 'Code of practice' on the Identification and Assessment of Pupils with Special Educational Needs' (DFEE 2001) emphasises the importance of having a system that has been developed according to the principle of a 'graduated response'. In such a system most pupils make progress within an inclusive and differentiated mainstream curriculum.

The wide range of strategies that skilled teachers possess is usually appropriate to meet the diverse learning needs that pupils may display, even when those needs are persistent or complex. The more flexible and responsive the strategies are, the more likely it is that such difficulties will not hinder progress. In circumstances where additional or different strategies are required in order for a pupil to make progress, such strategies are expected to come from within the resources and expertise already within the mainstream school setting. These strategies are described as 'School Action' in the Code of Practice. In a relatively small number of cases it will be necessary to call on external services through 'School Action Plus'.

The revised scheme of delegation in Stockport will make more explicit the proportion of a school's budget and other resources which should be provided appropriately for pupils at School Action Plus, and the proportion of the budget that will be expected as part of the provision of pupils with most complex needs who are in receipt of a Statement of SEN.

5.6 The revised scheme from April 2006 will enable schools in Stockport to meet SEN effectively within delegated and predictable budgets except for a very small percentage of pupils with complex, long term needs. In areas where funding has been significantly delegated, headteachers, governors and Special Educational Needs Coordinators (SENCOs) are able to make decisions about curriculum and support arrangements to both individuals and groups of pupils who experience barriers to their learning. They are best placed to ensure that resources are used early and proactively to address learning needs as they arise.

Delegation has tended to reduce demand for statements and research undertaken by the DfES 'Reducing Reliance on Statements' (2004) has confirmed the benefits of this approach.

5.7 The strategy will promote the idea that children and young people with SEN are primarily members of a school community and in this are no different from any other pupil. Integral to this approach is the de-pathologising and de-labelling of children. Labelling is frequently linked to thresholds or 'trigger' mechanisms for external resource allocation. The focus must move towards the consequence of any assessed needs in terms of curricular access and learning outcomes, rather than a wider analysis whereby the identification of needs or the diagnoses of a syndrome equals a fixed resource 'tariff'.

5.8 To assist schools in meeting the full range of community needs, Stockport will retain centrally a range of specialist services which are principally supportive of the school, its staff and systems, rather than primarily providing direct support to individual children through Statements of SEN.

These specialist services will promote the key elements of an appreciation of diversity which include:

- Provision of training, advice, consultancy and networking opportunities so that every member of a schools staff will be helped to be alert and responsive to the needs of all pupils and the diversity of need with their community.
- Supporting schools in the development of their inclusive practice, so that pupils representing a wider range of needs and cultural experiences are participating fully in school life.
- Awareness raising about the benefits of celebrating and drawing upon the experiences of a diverse population.

5.9 The policy framework for inclusion of pupils with SEN will be delivered through the Strategic Plan for Inclusion of pupils with SEN in Stockport. This plan will be based upon a range of key activities summarised at Appendix 3, each of which will have a consultation phase to ensure that developments are 'owned' and supported locally. The plan will establish a new basis upon which to evaluate inclusive practice and will be a central part of the emerging strategy for Community Clusters and for the planning of services that are organised around the needs of children and which make best value of available resources.

6. Improving Outcomes

6.1 The policy framework will be audited against a range of indicators and reported through local Performance Management Systems, Annual Performance Assessment and through Joint Area Review. The key indicators will evolve in response to emerging patterns of need and will include:

6.2 Outcome 1 The Achievement of Pupils with SEN

Evaluations will be undertaken on the effectiveness of Stockport Schools in encouraging a consistently high level of achievement across all pupils with SEN. Judgements are made within the S10 school inspection framework and are judged as Excellent/Very Good, Good, Satisfactory or Unsatisfactory/Poor.

For Stockport schools inspected between September 2004 and February 2005, no schools were in the last judgement category and Special Schools were judged to be in the good or Excellent/Very Good Category. The summary profile is:

Children with learning difficulties and/or disabilities data S10 school inspection judgement 3F: Achievement of pupils with SEN (%)

Categories	Excellent	Good	Satisfactory	Unsatisfactory/Poor
Stockport (23 Primary)	32	55	14	0
SN (177 Primary)	16	67	16	0
Stockport (22 Primary)	16	63	18	2
Stockport (5 Secondary)	20	40	40	0
SN (46 Secondary)	30	41	22	4
NAT (996 Secondary)	18	57	21	5
Stockport (3 Special)	33	67	0	0
SN (13 Special)	8	85	8	0
NAT (282 Special)	22	51	22	0

(SN = Statistical Neighbours, NAT = National)

6.3 Bench marked upon this profile the Stockport school outcomes improved targets are:

Categories	Excellent	Good	Satisfactory	Unsatisfactory/Poor
Primary 2007	32	57	9	0
Primary 2008	36	56	8	0
Primary 2009	40	58	2	0
Secondary 2007	22	44	0	0
Secondary 2008	24	46	30	0
Secondary 2009	30	48	22	0
Special 2007	35	65	0	0
Special 2008	37	63	0	0
Special 2009	40	60	0	0

(SN = Statistical Neighbours, NAT = National)

6.4 Outcome 2 Provision for Pupils with SEN

The effectiveness of Stockport Schools in providing an appropriate curriculum and ingiving sufficient attention to pupils with SEN

S10 school inspection judgement 5.1: Provision for pupils with SEN. June 2005 % Profile

RAI, Ofsted	Excellent/Very Good	Good	Satisfactory	Unsatisfactory/Poor
Stockport (23 Primary)	35	61	4	0
SN (176 Primary)	29	57	14	0
NAT (4596 Primary)	29	54	15	2
Stockport (5 Secondary)	20	60	20	0
SN (46 Secondary)	24	41	20	4
NAT (993 Secondary)	23	50	22	5
Stockport (3 Special)	33	67	0	0
SN (13 Special)	8	62	31	0
NAT (282 Special)	27	43	23	0

Bench marked upon this profile the Stockport school outcomes improvement targets are:

	Excellent	Good	Satisfactory	Unsatisfactory/Poor
Primary 2007	37	60		3 0
Primary 2008	39	59		2 0
Primary 2009	42	48		2 0
Secondary 2007	22	59	19	0
Secondary 2008	24	58	18	0
Secondary 2009	27	57	16	0
Special 2007	39	65		0 0
Special 2008	41	63		0 0
Special 2009	44	56		0 0

6.5 Outcome 3(i) 3(ii) and 3(iii) Pupils with Statements

Outcome 3(i)

Percentage of Pupils with a Statement of SEN

As indicated in Section 3.4 Stockport has seen a higher proportion growth in Statements than any of its comparative neighbours. (Appendix 2).

The revised scheme of delegation and broader measures of capacity building in mainstream schools aim to reverse this trend between 2006 and 2009. The target is to come into the average percentile range for the whole comparative neighbour group.

Benchmarked against the profile at Appendix 3 the improvement targets are:

Year	Pupils with Statements of SEN(%)
2005	3.3%
2007	3.1%
2008	2.9%
2009	2.7%

Outcome 3(ii)

Percentage of Statements Discontinued

At June 2005 the Stockport profile showed a lower proportion of discontinued Statements (30th Percentile Band) than Statistical Neighbours and the National Average (50th Percentile Band). The strategic plan aims to reduce this difference through targeted statutory annual reviews which will more clearly focus upon pupil performance set against the objectives set in Individual Education Plans. The target is to have a higher number of discontinued statements than newly issued statements in order to help address the previous target and to be within the 50th percentile band by 2009.

Outcome 3(iii)

Percentage of Pupils with Statements of SEN placed in Independent and Non-Maintained Special Schools.

The profile at January 2005 shows that Stockport placed 8.8% of pupils with Statements in Independent and Non-Maintained schools, compared with a Statistical Neighbour profile of 6.8% and a National average of 3.9%. While it is recognised that such provision will remain an important part of the continuum of services for Stockport children and young people, the aim is to come more in line with statistical neighbours. This will be achieved through capacity building in the maintained specialised sector and through early assessment and intervention led within the Inclusive and Supportive Communities Structure. The target is to be at least comparable with the statistical neighbour average profile by 2009.

6.6 Other progress indicators will be developed through the roll out of the Strategic Plan (Appendix 3) and through key elements of the Corporate Self Assessment Programme 'Cleaner, Greener, Safer, Stronger' with particular reference 'Inclusion, Diversity and Social Cohesion'.

6.7 Particular attention will also be given to changing patterns and trends in the incidence of certain categories of SEN, particularly Autistic Spectrum Disorder and Social, Emotional Behaviour Difficulties. Trend data drawing upon the application of the common Assessment Framework (CAF) and the identification of SEN through the configuration of the CYPDISP will inform future provision requirements.

Regular audits of pre-school and Key Stage 1 profile of needs will inform service developments. An annual forecast of need will provide a coherent overview of service requirements and will utilise the Information Sharing Index (IS Index), link with the CAF and potentially feed into the Integrated Children's System following confirmation of national roll out beyond the 2005 trailblazer authorities.

Appendix 1

The factors to Promote Strategic Development in Stockport. (Framework from North West SEN Regional Partnership, Commissioned through the University of Manchester).

Definition

In a Children's Service which is performing well, there is a short and clear definition of 'inclusion'. It is understood and supported across all services and units within the organisation, and by headteachers and others who work in schools. Other key stakeholders outside the LA, understand and support the policy aspirations in terms of promoting inclusive education.

Leadership

In a Children's Service which is performing well, senior managers provide clear leadership on inclusion issues. They articulate consistent policy aspirations for the development of inclusive practice. They acknowledge and celebrate inclusive practice, and they challenge unacceptable practice.

Attitudes

A Children's Service which is performing well, is a positive, 'can-do' organisation. Equity and social justice are two key values. There is a commitment to identifying and removing barriers to the promotion of inclusion, and the provision of high quality services for 'at risk' groups of learners is a high priority.

Policies, Planning and Processes

In a Children's Service which is performing well, the promotion of inclusive education is strongly featured in important policy documents.

The authorities' definition of, and commitment to, 'inclusion' permeates planning processes and is reflected in the Corporate planning process.

Structures, Roles and Responsibilities

A Children's Service which is performing well has services and providers with a clear role in terms of promoting inclusive policies and practices. They work effectively together, providing a coherent and coordinated service to schools and parent/carers. The management structure of the LA facilitates co-ordination on inclusion issues.

Resourcing

In a Children's Service which is performing well, the level of resources available to support inclusion are comparable to other similar LAs. The mechanisms used to distribute available resources, both human and financial, are designed to support inclusion and effectively target groups of learners that are at risk. Funding mechanisms are designed to empower individual schools, and groups of schools, to work flexibly and creatively in order to identify and overcome barriers to inclusion.

Support and Challenge to Schools

In a Children's Service which is performing well, schools receive consistent and effective support and challenge on inclusion issues. Headteachers understand the criteria that are

used to judge how inclusive schools are. Inclusive practice is recognised and celebrated, and 'counter-inclusive' practice is challenged. The LA facilitates arrangements that enable schools to provide support and challenge to each other on inclusion issues.

Responding to Diversity

A Children's Service which is performing well facilitates the development of additional programmes and curriculum initiatives in schools that are designed to improve the presence, participation and achievement of all pupils. The LA encourages schools to place a particular emphasis on meeting the needs of those learners most at risk of marginalisation, underachievement and exclusion.

Specialist Provision

In a Children's Service which is performing well, there is a clear strategy for reducing the number of children and young people being educated outside mainstream settings. There is a clear role for specialised provision, including special schools, for promoting inclusive education and building capacity in mainstream schools. Special schools ensure that their pupils have access to appropriate mainstream experiences.

Partnerships

In a Children's Service which is performing well there is a strong partnership with schools that is characterised by a shared commitment to policy aspirations on inclusion. There is effective cooperation between the LA, Health and other partners on inclusion. There is an effective partnership between the LA and the voluntary and independent sectors on inclusion.

Use of Evidence

In a Children's Service which is performing well there are clear success criteria that are linked to a definition of inclusion. Individual schools and the LA collect evidence systematically that is linked to this definition.

This evidence is both quantitative and qualitative, and incorporates the views and opinions of learners and their parent/carers.

Staff Development and Training

In a Children's Service which is performing well has a properly funded staff development strategy that recognises the importance of continuing professional development. The LA ensures that all members of staff are provided with appropriate awareness-raising and role-specific training opportunities on inclusion issues.

The twelve factors underpin three key areas for development through the strategic plan which are necessary to fulfil the vision described earlier:

- To develop a shared understanding and pursuit of inclusion across all stakeholders.
- To promote an appreciation of diversity.
- To ensure that SEN is not seen as a separate concept to routine practice in schools.

Appendix 2

SEN COMPARATIVE DATA - PUPILS WITH STATEMENTS OF SEN (2001 data not available)																		
Local Education Authority	2000			2002			2003			2004			2005			OVERALL		
	Total Pupils	Pupils with State-ments	%	Total Pupils	Pupils with State-ments	%	Total Pupils	Pupils with State-ments	%	Total Pupils	Pupils with State-ments	%	Total Pupils	Pupils with State-ments	%			
Stockport	49,460	1,250	2.5	48,760	1,350	2.8	48,310	1,380	2.9	47,690	1,500	3.1	46,770	1,560	3.3			+0.8
Bury	32,300	920	2.8	31,920	970	3.0	31,780	990	3.1	31,450	960	3.0	30,890	910	3.0			+0.2
Sefton	51,800	1,650	3.2	50,970	1,390	2.7	50,650	1,280	2.5	49,780	1,180	2.4	48,640	1,070	2.2			-1.0
Trafford	39,030	850	2.2	38,650	870	2.2	38,680	860	2.2	38,650	930	2.4	38,200	930	2.4			+0.2
Solihull	41,130	750	1.8	41,140	800	1.9	40,880	860	2.1	40,480	910	2.2	39,970	920	2.3			+0.5
Southend-on-Sea	27,550	680	2.5	28,420	770	2.7	28,720	820	2.9	28,590	840	2.9	28,700	830	2.9			+0.4
Bexley	40,890	1,070	2.6	41,130	1,130	2.7	41,330	1,230	3.0	41,560	1,300	3.1	41,690	1,330	3.2			+0.6
Bromley	51,220	1,646	3.2	52,230	1,680	3.2	52,200	1,720	3.3	52,270	1,690	3.2	51,820	1,600	3.1			-0.1
Croydon	58,510	1,170	2.0	58,900	1,150	2.0	59,860	1,190	2.0	59,820	1,320	2.2	59,280	1,350	2.3			+0.3
Enfield	49,290	1,200	2.4	50,840	1,270	2.5	50,480	1,280	2.5	50,730	1,280	2.5	51,290	1,340	2.6			+0.2
Sutton	30,960	970	3.1	31,760	960	3.0	33,020	980	3.0	33,030	1,020	3.1	33,160	1,060	3.2			+0.1

Appendix 3

Key Components of the Strategic Plan for Inclusion

C&YP STRATEGIC PLAN REFERENCE:	ACTIVITY	BY WHEN	PARTNERS	EVIDENCE	RESOURCES
3.7	Revision to the scheme for formula funding to mainstream schools to support inclusion	April 2006	Children's Service Authority/Schools Lead: AD Special Projects	Scheme fully implemented by March 2009. Greater flexibility in school based decision making. Reduction in bureaucracy. Enhanced certainty in funding to schools for SEN.	Delegated finance from existing budget.
6.1	Promoting the Inclusive Children's Service Authority through a self-review rating scale. (Consultancy through NWRSENP and the University of Manchester)	July 2006	All key stakeholders: Schools, Support Agencies and Services, Parents/ Carers, Young People Lead: Implementation Team	Attendance at stakeholders event. Implementation of rating scale. Removal of barriers to learning for marginalised and vulnerable learners.	Four initial stakeholder meetings. Roll out cost neutral.
3.4	Establish a 'virtual' inter-agency team to provide a flexible range of responses and support to mainstream schools, to provide training to staff and build capacity.	September 2006	Learning Support Service, School Improvement Service, Educational Psychology Service Lead: School Improvement Service.	Inter-agency team established. Training portfolio available to schools. Improved pupil learning outcomes.	From School Improvement Development Programme
6.2	Establish a Provider Forum to assist in outcomes driven commissioning.	July 2006	Independent Education and Social Care providers, Children and Young Peoples Directorate Lead: Policy Unit	Provider Forum established to meet biannually and enhance forward planning of services based upon needs audit. Good practice exchanged. 'Return to Stockport Community' strategy promoted by all providers.	Cost neutral
3.3	To establish a remodelled Early-Years Partnership to focus up on Early intervention and to lead the implementation of the Common Assessment Process and Children in Need Procedures.	September 2006	To be modelled on Sure Start partnership principles Lead: Education Officer, Early Years	CAF fully implemented. Early intervention strategies promoting community inclusion. Reduction in Statements of SEN.	N/A

3.6	To build capacity and develop a menu of appropriate curricular opportunities within the 14-19 Strategy for vulnerable and marginalised learners.	April 2006	14-19 Strategy Group Lead: Vulnerable/ Marginalised Learners Steering Group	Delivery of Strategy with focus upon reduction in the number of young people not entering education or training (NEET). Enhanced access for Students with learning Difficulties and Disabilities (LDD) to Further Education Settings.	Post 16 resources from Learning and Skills Council
3.6	Improve consistency of decision making and quality outcome monitoring of external/independent placements.	On-going	Children & Young People's Directorate AGMA and Partners commissioning Unit, Independent/Non maintained Providers. Lead: AD- Commissioning/ Capacity Building	Achievement to be raised for this cohort of young people. Return to Stockport Community strategy in place.	AGMA Cost £30k. per annum.
3.2	To progress the continuum of provision for secondary age pupils with SEBD.	September 2006	SBSS, Pendlebury Unit, Windlehurst School, SIS, EPS, CAMHS, EST Lead: AD Learning and Achievement	Existence of Options Brokerage curriculum delivery base linking related elements of provision.	Re-allocation of current resource. Use out of authority budget.
3.7	Implement Outcomes of the MLD Review.	On-going	See MLD report for partners to promote key activities	Range of indicators relating to each key activity	Various-See MLD Report
3.2	Establish the Children & Young People's Disability Partnership to promote interagency collaboration and lead practitioner principles.	September 2006	C&YP Disability Partnership Project Team. (Service staff members and Steering Group, including parents and carers from April 2006). Lead: C&YP Disability Partnership Manager	Partnership established and fully operational from April 2006. System in place to monitor achievement of key objectives.	Reconfiguration of service within existing cost centres.
3.4	Establish an Inclusion forum to ensure strategic delivery, capacity building and further reviews and action planning.	June 2006	Schools, EY Settings, SIS, EPS, Inclusion Service Heads, C&YP Disability Partnership: Lead: Ed. Officer. SEN /Inclusion	Inclusion forum established and overseeing Action Plan through three review meetings annually.	Cost neutral
3.4	To establish a fully integrated pupil outcomes monitoring system (adequate progress framework)	Dec 2009	Inclusion outreach Service Heads Need: AD Learning and Achievement	Annual report system to evidence 'making a difference' and value added elements from contributory services.	Cost neutral



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