

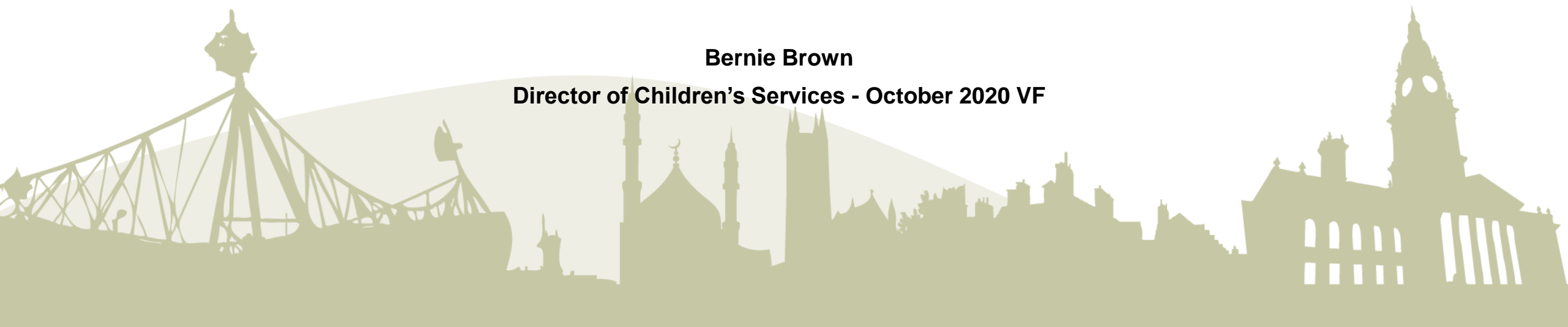
Belonging in Bolton

A system response to Inclusion and Equity across Learning, Early Help,
School Improvement and SEND

“If you don’t belong in school where do you belong?”

Bernie Brown

Director of Children’s Services - October 2020 VF



Policy Context

- 2020 poor life chances – ADCS A Country that works for all children
- ADCS 2018 A Vision for an Inclusive and High Performing Education system
- Disadvantaged pupils 18.1 months behind their peers when they finish their GCSEs
- Children from households in the bottom fifth of income distribution are over four times more likely to experience severe mental health problems than those in the highest fifth
- Children in the most deprived 10% of small neighbourhoods in the UK are over 10 times more likely to be in foster or residential care or on CP plans than those in the least deprived 10% (Bywater et al 2020)

ADCS Policy Context

- “Local Authorities have a legal responsibility to champion the needs of the most vulnerable children and young people to promote educational excellence and ensure fair access to school places for all learners.”
- ..”too many learners are not having access to the quality of education to which they are entitled .Pressures of greater competition and diversity in admissions as well as high stakes inspection regime further increases the risk of some vulnerable children and young people being squeezed out of the mainstream system. We know that the social and financial costs of allowing children to get to the point of exclusion are huge, for many this is the first step on a journey that ultimately ends with social exclusion in adulthood too.”



Belonging In Bolton – The Strategic Intent

- Vision 2030
- People Plan
- JSNA
- Children and Young People Plan
- Joint Commissioning Strategy and GM Commissioning
- SEND Strategy
- Early Help Strategy
- School Improvement Strategy
- Inclusive Education and Learning Strategy

Co-Production & Partnerships and Connections

Co-production:

“Co-production is not just a word, it’s not just a concept, it is a meeting of minds coming together to find a shared solution. In practice, it involves people who use services being consulted, included and working together from the start to the end of any project that affects them” .

Think Local Act Personal (2011) Making it real: Marking progress towards personalised, community based support, London: TLAP

Partnerships and connections:

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship”.

Brené Brown



Our ambition is to have a partnership that is:

- Outcome focused
- Inclusive
- Equitable
- Sustainable
- To create acceptance in our education system and beyond
- Restructure to support children to access services within schools at the point of need
- Reduce Exclusions
- Improve the In school offer
- Align our approach with ministerial ambition and the ambition of local leadership underpinned by the themes of:
 - Coproduction
 - Engagement
 - Consultation

Current Staffing

- Director of People in post since November 2018
- Made permanent August 2020
- AD Education and Learning – Vacant since July 2019
- Head of School Improvement Vacant since July 2019
- Head of Inclusion Vacant since September 2019
- Acting Head of SEND
- Interim Head of the Virtual School
- Interim solutions are necessary until March 2021

New Structure & Next Steps

- An Invitation to Coproduction
- DCS
- Deputy Director
- AD Integrated Commissioning September 2020
- AD Inclusive education and Learning – 2nd recruitment November 2020
- Strategic Lead for School Improvement x3
- Head of SEND and Inclusion – To be advertised October 2020
- Head of Virtual School Appointed starts December 2020
- Consultation with School leaders and SENCO on future structure of Behaviour Support and the links to the locality EH services
- Guide to Alternative provision and DPS framework out for comment October 2020
- Survey monkey out to all Heads and Senco's in November to consult on future structures for supporting Inclusion



7 Strands of System Improvement Aligned to Early Help & Demand Management

- Place planning
- Early Years
- School Improvement and governance
- Inclusion
- SEND
- Transition
- Health and Wellbeing

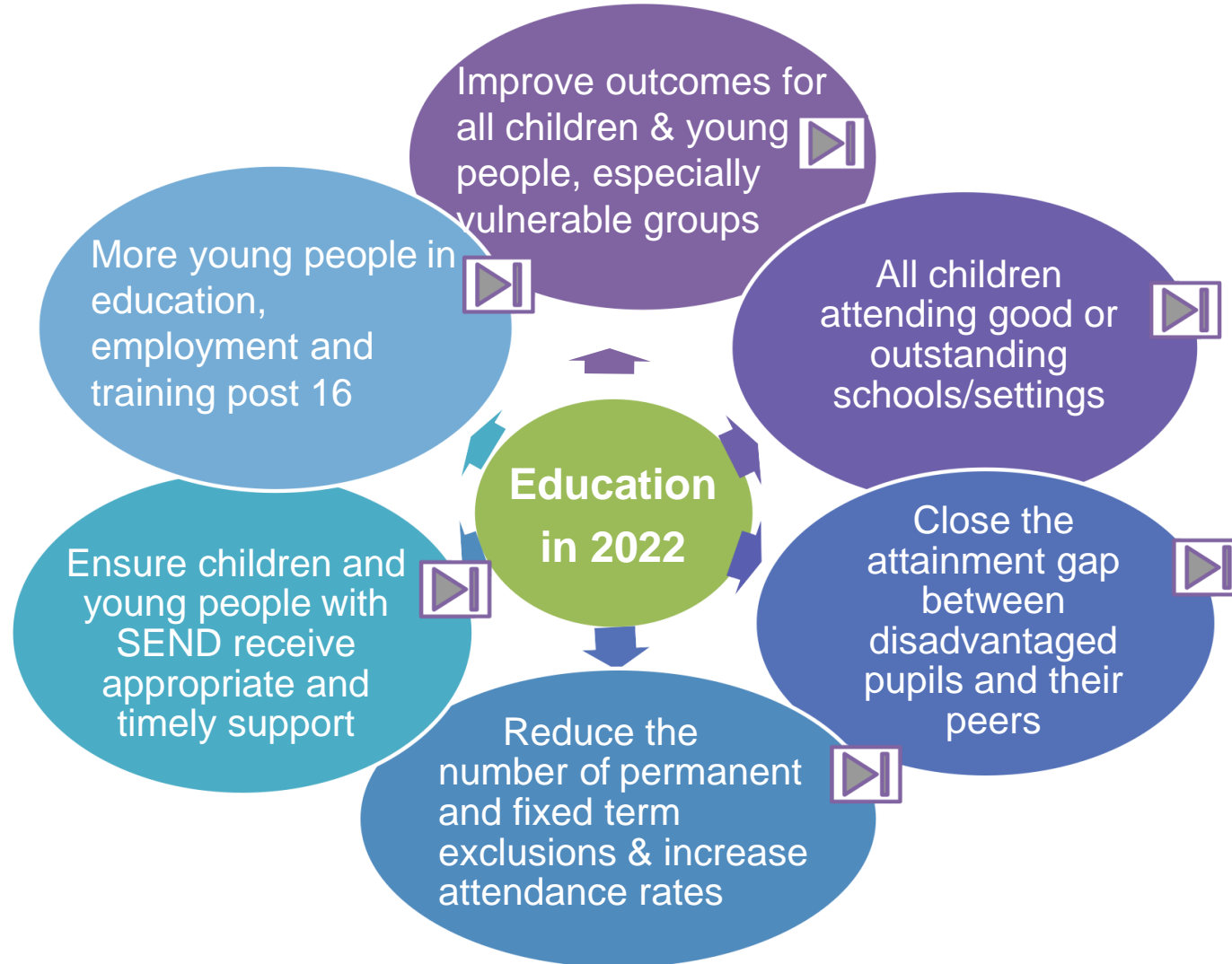
So what next...

- A strategy for Inclusion coproduced with schools
- Self assessment to inform future structures
- Clear delivery Objectives and Success measures
- Agreement on High needs funding and funding formula
- Creating capacity to deliver impactful and sustainable change

Indicative Priorities for an Inclusive and equitable Education Strategy

- Ensure every child has a sense of belonging and feels part of a school setting or college community irrespective of background, needs or culture to enable them to achieve positive outcomes
- To support the wellbeing and social and emotional and mental health needs of all young people to enable them to be successful in their place of learning
- To work with partner agencies to make sure there is a systemic approach to working with the families of our most vulnerable
- Learners to ensure effective early intervention to meet need (Early Help)
- To ensure that all young people are ready for the next phase of learning and that transitions support them in developing a new sense of belonging in the new environment
- To ensure that additional support is available for young people and for schools and settings where there is a breakdown in the sense of belonging in any learning environment.

Indicative Success Measures





Leading Change requires a toolkit of approaches and strategies

- Self Evaluation
- Professional Development
- Adverse Childhood Experiences
- Assess Plan Do Review

Next steps

- Use Inclusion and Engagement Consultation group and formula funding group as advisory and development group
- DCS to attend groups with key officers to bring consistency to communication and to agree a short action plan
- Here and now/future ambition
- Consider seconded project management resource
- Agree transfer of 0.5% of schools block and invest in solutions to support schools
- Consider school to school support model – use local expertise
- Cluster funding models for primary
- SEMH review needs progressing
- Inclusive training approaches – ACES /restorative models

- Questions
- Comments
- Actions

Please submit all questions or comments via email to policyandperformance@bolton.gov.uk

With thanks to Telford and Wrekin and Salford Councils

