

## **Inclusive Pathways**

Reducing the need to exclude  
through developing inclusive  
practices



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# 1. Introduction

## Principles of Inclusion

There is no agreed definition of Inclusive Education, but as Dawn Goodall, Principal Psychologist, writes in Appendix 1, international organisations have recently broadened the concept of inclusive education to include all potentially marginalised groups.

UNESCO define inclusive education as: *“delivering education through common learning environments where all children and young people learn with their peers in community schools.”*<sup>1</sup>. Meanwhile, the UN 2030 Goals for Sustainable Development (2015) include the goal to *“Ensure inclusive and equitable quality education and promote lifelong learning for all”*

Implicit within these broader definitions is the aim for inclusive education to eliminate social exclusion.

This document is intended as a road map for all settings in ensuring reflective, inclusive practice at all points along a continuum of support in order that recourse to permanent exclusion is only necessary in the most infrequent of circumstances.

In the Journey to Inclusive Schools (2019) from the Centre for Welfare Reform, the authors define a school that is committed to becoming inclusive attempts to create a space where:

1. Everyone feels welcome.
2. Students are equally valued.
3. There are high expectations for all students.
4. Staff and students treat one another with respect.
5. There is a partnership between staff and families.
6. The building is accessible to all students.
7. Senior staff support teachers in ensuring that all students participate and learn.
8. The school monitors the presence, participation and achievement of all students.

They also consider the classroom practices that are crucial to the development of an inclusive school:

1. Teaching is planned with all students in mind.
2. Lessons encourage the participation of all students.
3. Students are actively involved in their own learning.
4. Students are encouraged to support one another's learning.
5. Support is provided when students experience difficulties.
6. Classroom discipline is based on mutual respect and healthy living.
7. Students feel they have somebody to speak to when they are worried or upset.
8. Assessment contributes to the achievement of all students.

**These principles will be included in the Education Inclusion audit tool for schools and will link with the accredited Inclusion and Emotional Wellbeing Charter Mark being developed for Schools and settings.**

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<sup>1</sup> Reaching Out to All Learners, UNESCO, 2016

## What are the Inclusive Pathways?

Dudley's Inclusive Pathways are guidance underpinning the well-planned, timely and appropriate continuum of intervention and support for any Child or Young Person (CYP) identified at serious risk of exclusion.

The aim of Dudley's Inclusive Pathways is to ensure that all CYP have equitable access to a continuum of support that meets their needs and results in improved outcomes; the Pathways aim to address the barriers to educational engagement experienced by too many Dudley CYP and significantly reduce the need for schools and settings to permanently exclude.

It is important that the inclusion needs of Dudley CYP who are care experienced, those who have already experienced permanent exclusion from Borough or Out of Borough settings and those who are returning to education from youth custody, are recognised and planned for. As part of Dudley's commitment to inclusive practice, the Pathways seek to provide a responsive and flexible approach to recognising and meeting needs at the earliest opportunity, through understanding of every CYP's lived experience.

Through engagement with the Inclusive Pathways, schools and settings can develop whole-school planned approaches to identifying and meeting the needs of CYP who are struggling in the areas of relationships, regulation and resilience, and in supporting the wellbeing of all.

The Pathways aim to ensure that Dudley is a place where children and young people thrive. It is agreed that investing in our children and young people now will ensure we build strong, resilient and thriving communities for the future.<sup>2</sup>

The Pathways have been informed by analysis of Permanent Exclusion data for the Borough across the last 3 years, analysis of the documentation supporting the schools/settings issue of a permanent exclusion and feedback from an LA questionnaire in Spring 2020. The questionnaire asked schools and settings to identify the approaches they used to support inclusive practice and prevent exclusion. A summary analysis of the questionnaires can be found at Appendix 2.

This guidance aims to recognise the challenges that settings face in meeting the needs of children and young people with myriad needs and experiences who are likely to have increased vulnerability and additional barriers to successfully accessing and engaging in education. These CYP are likely to experience difficulties in developing relationships, learning regulation and resilience and managing their own responses.

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<sup>2</sup> Early help for children and families, dudley.gov.uk, 2020

## Dudley Context

*Too many children and young people in Dudley experience permanent exclusion<sup>3</sup>.*

The Local Authority acknowledges that too many children and young people across the Borough experience permanent exclusion from their local school. According to the School Exclusion Statistical First Release (2017-2018)<sup>4</sup>, of the 14 Local Authorities within the West Midlands Region, Dudley's permanent exclusions rank as follows:

- 4th highest Primary School Exclusions
- 5th highest Secondary School Exclusions
- Highest exclusions in Special Schools
- 4th highest LA for overall exclusions

When including non-statutory recording of permanent exclusions from Alternative Providers, the numbers of school-age CYP experiencing one or more permanent exclusions from Dudley schools or commissioned setting are as follows:

- 2016-2017 149
- 2017-2018 129
- 2018-2019 134

Statistical analysis of permanent exclusions data across the Borough (2018-2020), suggests that CYP in the following groups are more likely to experience permanent exclusion:

- incidence of the need for SEN Support (identified within 6 weeks of AP placement but not at time of PX)
- incidence of CYP with PP funding
- incidence of white British male cohort
- incidence of summer born cohort (though some variance across the range)

## The Impact of Permanent Exclusion

*No parent sends their child to school believing they will be excluded. Similarly, no teacher starts their career wanting anything other than to help children achieve their potential. While permanent exclusion is a rare event – 0.1% of the 8 million children in schools in England were permanently excluded in 2016/17 – this still means an average of 40 every day. A further average of 2,000 pupils are excluded for a fixed period each day.<sup>5</sup>*

There is much research available into the long-term impact of exclusion (both fixed term and permanent), including:

- Impact on sense of self, and in the case of care experienced CYP, further reinforcement of damaged core belief and further sense of rejection.
- Impact on family relationships and resilience
- Increased risk of the following:
  - Academic underachievement
  - Vulnerability to criminal exploitation/engagement in criminal activity/ and custodial pathways
  - becoming NEET (Not in Education, Employment or Training)
  - Social exclusion/community integration

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<sup>3</sup> Dudley Supplementary Exclusions Guidance 2020-2021

<sup>4</sup> National Statistics: Permanent and fixed period exclusions in England 2017 to 2018, August 2019

<sup>5</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

Research undertaken as part of the Timpson Review (2019), including that of progressive policy think tank IPPR<sup>6</sup> (Institute for Public Policy Research) identified that:

*‘School exclusion too often results in social exclusion; a cycle of social immobility. The complex combination of personal disadvantages often faced by excluded pupils is likely to be compounded by the exclusion process. Poor outcomes for excluded pupils stretch across a range of social dimensions including:*

- *health*
- *qualifications*
- *employment*
- *criminality*’

The IPPR research acknowledges that the *‘personal cost of exclusion is tragic and incalculable’*, but also that the wider economic cost of exclusion *‘is around £370,000 per young person in lifetime education, benefits, healthcare and criminal justice costs’*.

It is also acknowledged that the impact of poor behaviour on those working in educational settings is considerable, with the Timpson Review identifying that, *‘almost two-thirds of teachers are currently considering, or have previously considered, leaving the profession because of poor behaviour. At worst, poor behaviour can put teachers at risk’*.<sup>7</sup>

**Ensuring the wellbeing of CYP and staff alike through inclusive practices is vital to improving outcomes for all, and this Guidance aims to support schools and settings in evaluating their responses to CYP communication in the form of challenging behaviour.**

## Dudley Education Strategy

The impact of exclusions on individuals, their families and the staff who work with them is undeniable, and the need for Dudley to address the complex issues that impact exclusions risk is necessarily a shared responsibility across all aspects of our community and services.

Dudley Education Strategy seeks to ensure that all settings, stakeholders and partners work together through sharing of good practice, support and challenge in order to establish an inclusive ethos across all Borough educational settings, and those commissioned by the Local Authority.

The 6 key principles of the Education Strategy are:

- As a borough we take full responsibility for ensuring that all our children and young people have high quality education, which meets their individual needs and aspirations
- We expect all our schools and academies to be fully inclusive
- We are working to ensure that there is clear continuity between mainstream schools, bases, alternative provision and special schools
- We are committed to reducing exclusions, and the movement of children and young people between our schools and academies

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<sup>6</sup> MAKING THE DIFFERENCE BREAKING THE LINK BETWEEN SCHOOL EXCLUSION AND SOCIAL EXCLUSION, IPPR 2017

<sup>7</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

- As a local authority we will ensure that our teams are fully co-ordinated, and that we work proactively to provide schools and academies with the support and challenge they need
- We will communicate regularly with all our schools and academies, and expect them to keep up to date with the information we provide<sup>8</sup>

The Education Strategy has within it a range of improvement projects that seek to ensure LA commissioning of educational provision is fit for purpose, inclusive and appropriately supports and challenges stakeholder accountability.

The Strategy seeks to ensure that all settings have, at their heart, an inclusive ethos that seeks to support access to equitable, local and appropriate education that is of at least good quality; it highlights Ofsted's<sup>9</sup> requirements that schools and academies can robustly evidence the following:

- 'Leaders take on or construct a curriculum that is ambitious and designed to give all learners, **particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs**, the knowledge and cultural capital they need to succeed in life'
- 'Leaders have a clear and ambitious vision for providing high-quality, **inclusive education** and training for all' – Leadership and Management judgment
- 'Leaders...do not allow gaming or off-rolling'

As part of the Education Strategy (and sitting within the Inclusion and SEND Strategy) the LA is developing an Inclusion and Emotional Wellbeing Accreditation which will recognise and celebrate inclusive practice across Dudley's schools and settings. The Accreditation will be piloted across the region during Spring Term 2021.

The Education Strategy will also seek to develop a robust programme of CPD available to all settings in order to ensure consistency of inclusive practice across the Borough.

## 2. Dudley's Alternative Provision Strategy

In recognising its significantly high levels of permanent exclusion, the Alternative Provision (AP) Strategy is one of the projects commissioned within Dudley's Education Strategy to ensure all CYP access a broad and balanced, appropriate curriculum.

The AP Strategy is a LA wide approach to improve access to a range of fit for purpose Alternative Provision, and improved outcomes for children and young people who are at risk of permanent exclusion or have experienced permanent exclusion.

It aims to bring together education partners and stakeholders through proactive challenge, support and effective intervention that meets the needs of the CYP identified at risk of future exclusion.

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<sup>8</sup> Education Strategy for Dudley 2020-2021

<sup>9</sup> School inspection handbook for inspecting schools in England under section 5 of the Education Act 2005, Ofsted 2019



The Strategy aims to increase Inclusivity across all settings through the development of evidence-based core offers and deliver long-term solutions to significantly reduce the need of settings to permanently exclude. Where settings have necessary recourse to permanent exclusion, the AP Strategy seeks to support robust mechanisms for reintegration of CYP into appropriate educational placements.

## AP Strategy Project Brief

The AP Strategy Project is led by the Interim Director of Children's Services, and the Project Brief<sup>10</sup> was approved by Dudley's Leadership Team in May 2020.

The Project Objectives for phase 1 (completing by January 2021) are as follows:

### Project Brief Objectives

1. **Establish demand-led place planning:** To provide diagnostic assessment of demand for 6<sup>th</sup> day provision in order to commission Alternative Provision for those children and young people who experience permanent exclusion and those at risk of exclusion.
2. **Commissioning:** To commission sufficiently broad-ranging Alternative Provision that is fit for purpose in meeting needs, improving outcomes and post-16 EET and is judged to be of a good standard through the Common Inspection Framework and ongoing Government Review of AP.
3. **Establish robust Preventative Pathways:** To ensure all settings have equitable access to preventative pathways (including a SEN Graduated Response) in order that all Children and Young People experience consistent and inclusive education that is sufficiently informed to meet needs.
4. **Remove current barriers:** To address current issues by removing barriers to educational access for permanently excluded children and young people across all Key Stages, in order to ensure that the LA fulfils its Statutory Duties in ensuring all children and young people are safeguarded and achieving.

Dudley's Inclusive Pathways aim to fulfil Objectives 3 and 4 through ensuring that all schools/settings fulfil their duty to include CYP through consistent and agreed responses to individual needs.

All settings will be held to account through School Improvement monitoring and review, and the Inclusion and Emotional Wellbeing Accreditation will enable settings to evidence their approaches to inclusive practice.

## Alternative Provision Policy

Dudley's Inclusive Pathways are underpinned by the Alternative Provision (AP) Strategic Policy<sup>11</sup>, which following public consultation is due for implementation in January 2021.

Using diagnostic trend analysis of fixed term and permanent exclusions, the LA has sought to commission sufficient AP during academic year 2020-2021 that is not limited to 6<sup>th</sup> Day placement in response to permanent exclusion, but will seek to support timely access to AP for children and young people whose educational

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<sup>10</sup> Dudley Alternative Strategy Project Brief 2020

<sup>11</sup> Alternative Provision Strategic Policy: Commissioning, Access and Review 2020-2021



access is identified as 'at risk' and likely to result in fixed term or permanent exclusion.

Details of current commissioning and AP Access Protocols can be found within the Policy and are referenced in later sections of this guidance.

In line with the 2020-2021 AP Policy, access to Alternative Provision in the case of CYP at risk of exclusion will be via two main routes:

- 1. In response to permanent exclusion (known as 6<sup>th</sup> Day provision).**
- 2. In response to CYP at serious risk of permanent exclusions where agreed evidence within the Inclusive Pathways supports the need for access to a preventative AP placement.**

In the case of permanent exclusion, the LA has published Supplementary Exclusions Guidance<sup>12</sup> which all settings should use to inform their response to the DfE's Exclusions Guidance<sup>13</sup>.

In the case of CYP at risk of exclusion, Dudley's Inclusive Pathways will ensure that all settings are able to evidence good quality inclusive practice based on a continuum of intervention and appropriate support.

Where there is agreement that a CYP will benefit from access to Alternative Provision, this will be planned for and well-managed through an agreed, co-ordinated approach in partnership between the CYP's own setting and appropriate provider.

The following sections of this guidance set-out Dudley's expectations of all schools and settings in meeting the needs of CYP who are identified as being at risk of future exclusion, in order that they can be fully included in local, appropriate education without recourse to permanent exclusion.

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<sup>12</sup> Dudley Supplementary Exclusions Guidance 2020-2021: An overview for all settings in understanding and applying DfE Guidance in the administration and process of necessary exclusions. August 2020

<sup>13</sup> Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017

### 3. Inclusive Pathways: A Continuum of Support

The Inclusive Pathways flowchart illustrated in Figure 1 highlights the need for all settings to undertake an ongoing cycle of assess-plan-do-review in order to:

- Identify individual CYP needs
- Develop an appropriately differentiated curriculum/education programme
- Ensure its delivery through Quality First Teaching/quality learning and development experiences
- Evaluate its impact so that the 'next steps' of successful access and learning can be established.

This cycle is commonly understood through embedded practice in the identification of CYP needs under the SEND Code of Practice<sup>14</sup> duty but is also implicit within Ofsted's Inspection Framework<sup>15</sup> and within Dudley's Early Help Offer and its cycle of ongoing review of needs.

The Inclusive Pathways seek to ensure that at every stage of the assess-plan-do-review cycle, all settings and stakeholders are held accountable for ensuring that the needs of CYP are met through appropriate intervention underpinned by co-produced community focused approaches.

No matter what stage of the continuum of response to need, it is expected that all schools/settings fulfil their Statutory Safeguarding Duty under DfE Guidance<sup>16</sup> and through following all local Safeguarding procedures as detailed through Dudley's Safeguarding People Partnership: <https://safeguarding.dudley.gov.uk/safeguarding/>

Schools and settings are reminded that any approach to meeting the needs of CYP, and particularly those used to support individuals at risk of permanent exclusion, should be timely and proportional to need, implemented consistently through shared understanding and agreement of all and given sufficient time enable the skills being supported to be practised and embedded in the routines and responses of CYP.

It is therefore vital that all schools and settings have a robust approach to supporting the regular attendance of CYP, making appropriate referral to Dudley's Education Investigation Service as part of a holistic approach to the educational welfare of school age CYP as necessary: <https://www.dudley.gov.uk/residents/learning-and-school/education-investigation-service/>

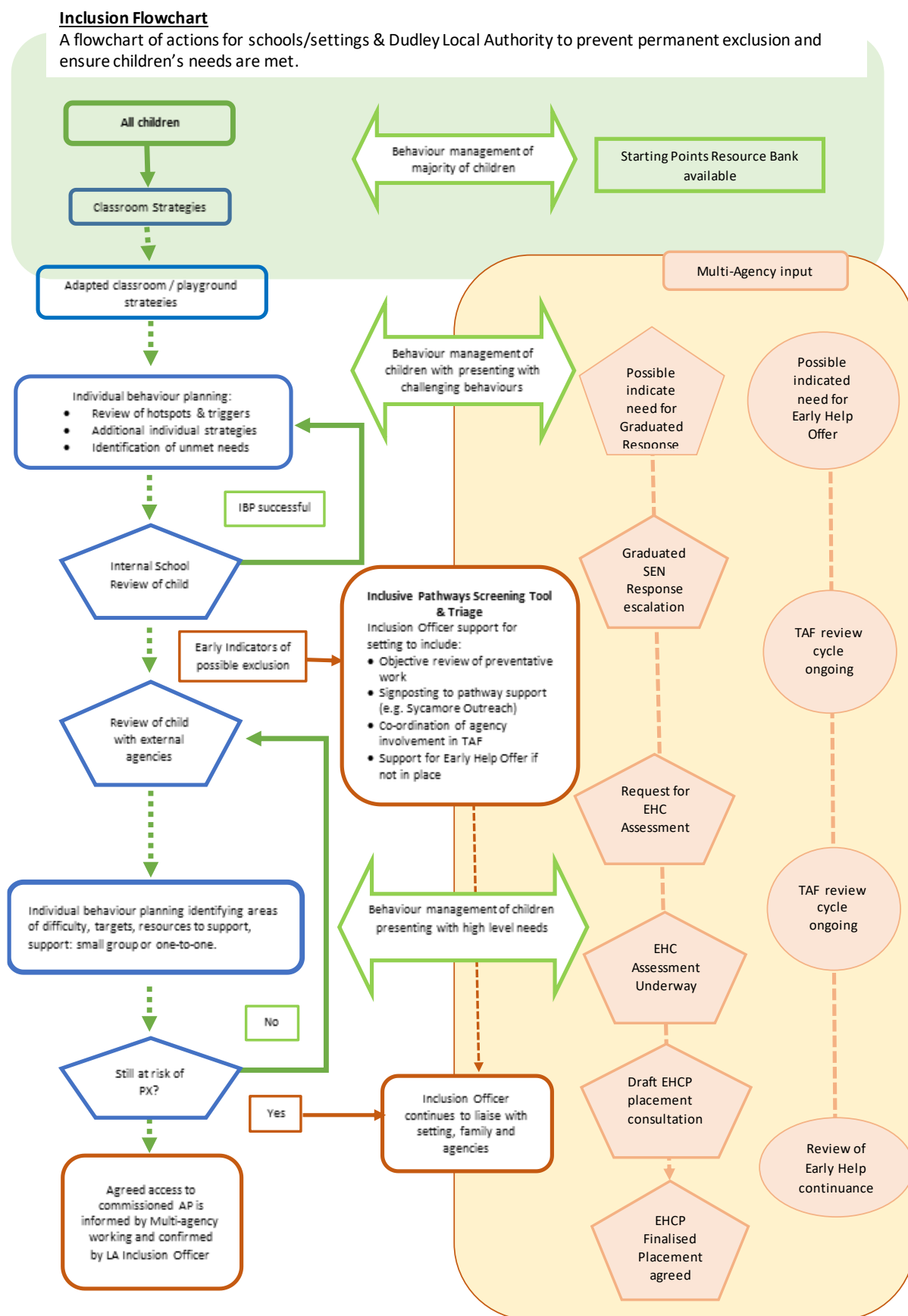
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<sup>14</sup> Special educational needs and disability code of practice: 0 to 25 years, 2015

<sup>15</sup> School inspection handbook for inspecting schools in England under section 5 of the Education Act 2005, November 2019

<sup>16</sup> Working Together to Safeguard Children, July 2018 and Keeping children safe in education, September 2020

**Figure 1: Inclusive Pathways Flowchart**



As part of a continuum of response to CYP at risk of exclusion, it is expected that the following support cycles will be evidenced as appropriate:

### **Universal Support (all children and young people)**

- School/setting establishes an inclusive ethos that is focussed on the wellbeing of all that is underpinned by policy, process and a robust programme of staff CPD
- Curriculum offer/educational programme delivered through Quality First Teaching /quality learning and development experiences
- Whole school approaches to relationships, regulation and resilience
- Robust response and support of regular attendance and engagement
- Proactive support for Families & Community

In order to support universal approaches to meeting needs, the AP Strategy has included the development of the **Starting Points Resource Bank**, a collection of resources to support all staff in all educational settings across Dudley. Its contents have been created or recommended by colleagues in Dudley settings and come from a variety of professionals and agencies within the Borough and around the UK.

They are intended to be a universal (for all) range of resources to support and enhance quality classroom practice across all age ranges and can be accessed via the Revolution portal: <https://revolutionforschools.dudley.gov.uk/Page/17446>

During Summer 2021, the LA will publish its SEND Toolkit which will support all settings in establishing a continuum of response from universal approaches through a Graduated Response (SEN).

In addition, Dudley and its partners offer a wide range of training and CPD programmes accessible to all settings.

Much of this training can be found via the Training and Events pages on Revolution: <https://revolutionforschools.dudley.gov.uk/Training>

Dudley's Centre for Professional Practice also offers training for Children's Services Staff that is of relevance to staff within settings who are involved, in particular, with family support work: <https://www.dudleycpp.org.uk/courses-index>

The Early Years Educational Advisory Service (EYEAS) provides universal advisory support, training, advice and challenge for private, voluntary, independent (PVI) and school early years settings with children 0-5 years:  
<http://revolutionforschools.dudley.gov.uk>

Dudley's Virtual School is available to all schools and settings in order to improve outcomes for Dudley's children looked after (CLA) and previously looked after (PLAC). <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-virtual-school/>

Dudley's Parenting Offer also includes Universal access to the Triple P Online (2-10years) & Triple P Teen Online (11-16 years)

Triple P Online is a universal programme, self-directed and parents can access it on their mobile, laptop, tablet or computer in their own time. Parents go to [www.dudleyparents.co.uk](http://www.dudleyparents.co.uk) to register for an online code.

Accompanying this Guidance is the 'Inclusive Pathways: Support Directory' which provides overview and referral pathways for teams, services and projects available through a continuum of support to all Dudley settings.

Many of these services can also be found on Dudley's Local Offer website, which is the one-stop resource of information and services available for children with Special Educational Needs and/or Disabilities (SEND) who are likely to need a more individualised, targeted approach: <https://www.dudley.gov.uk/resident/localoffer>

### **Targeted Support**

In addition to ongoing universal approaches, it is recognised that for CYP who present with challenging behaviours (indicating a possible need for support in relationships, regulation, resilience), a more targeted approach is needed.

This approach will involve additional professionals within the CYP's own settings (for example, SENDCo, Inclusion Officer, Pastoral Support Officer, Family Liaison Officer) and advice, support and possible assessment from professionals beyond the school.

As with the universal approach to meeting need, all aspects of the assess, plan, do, review cycle of managing provision need to be undertaken in coproduction with the CYP and family, with the voice of the CYP at the heart of all planning and support.

With additional advice and support from professionals within the setting and those from other services/agencies, settings will be expected to develop an increasingly individualised curriculum/education programme that engages CYP and meets individual needs.

It is expected that schools/settings will undertake to establish the following as part of targeted support:

- Graduated SEN Response
- Early Help Offer

### **Graduated SEN Response**

As highlighted in Section 1, the Dudley Context, analysis of Dudley's exclusions data would suggest that there is a high incidence of permanent exclusion for CYP who are subsequently identified as needing SEN Support within 6 weeks of their exclusion.

The LA recognises that a Graduated SEN Response is key to ensuring that the needs of CYP are identified and met through early and appropriate intervention, and every school/setting has a duty to meet the Special Educational Needs and Disabilities of CYP under the DfE's SEND Code of Practice<sup>17</sup>.

In order to support all settings in effecting a consistently robust Graduated SEN Response, the LA will be publishing a SEND Toolkit for all settings during Summer 2020.

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<sup>17</sup> Special educational needs and disability code of practice: 0 to 25 years, January 2015 and Early years: guide to the 0 to 25 SEND code of practice, June 2014

Schools/settings are also invited to subscribe to the LA's SEND Network and SENCo Cluster group which provides regular local, regional and National update of good SEND practice for strategic leads with responsibility for SEND within their setting.

Dudley's Local Offer details the range of support available in meeting the need of CYP who are identified as needing a Graduated SEND Response:

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Dudley's Local Offer website and the IP Support Directory that accompanies this guidance details the services and teams available to settings (and their referral pathways) as part of establishing a robust Graduated SEN Response. These include:

- Early Years Educational Advisory Service (EYEAS)
- Learning Support Service
- Specialist Education Services incorporating:
  - Autism Outreach Service (AOS)
  - Hearing Impairment Service (HIS)
  - Speech and Language
  - Physical Impairment and Medical Inclusion Service (PIMIS)
  - Specialist Early Years Service (SEYS)
  - Visual Impairment Service (VIS)
- Educational Psychology Service (EPS)
- Dudley Counselling Service
- Sycamore Behaviour Support Team
- Statutory SEND Team

Schools and settings should also be confident in signposting families to Dudley Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) which offers free, confidential and impartial support to children and young people aged 0-25 years old with SEND and their parents and carers:

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

## CYP with Education, Health and Care Plans (EHCPs)

The Inclusive Pathways flowchart for CYP with an EHCP, at Figure 2, details the expectations of schools and settings providing education to CYP with EHCPs whose presenting behaviour places them at risk of exclusion.

The DfE Exclusions guidance<sup>18</sup> makes clear that:

*Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC*

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<sup>18</sup> Exclusion from maintained schools, academies and pupil referral units in England, September 2017

*plan, schools should consider requesting an early annual review or interim/emergency review.*

It is Dudley's aim that no child with an EHCP experiences permanent exclusion, as Statutory process and the duty on all schools and settings to meet the needs of Dudley's CYP should ensure that effective process supports a timely, multi-agency response to changing needs.

The Inclusive Pathway for CYP with EHCPs illustrates these processes, and where a school/setting has concerns that the responses or changing needs of a CYP may put their placement at risk, they should ensure that:

- Updated advice is sought from appropriate agencies
- Any updated advice support is implemented and informs the next scheduled annual review.
- An interim/emergency review is called where there are significant concerns around the stability of the CYP's placement; this review must include representation from the LA's Statutory SEND Team (SEND Casework Officer) and be informed by all appropriate supporting evidence, including the update of professional advice.

Under statutory Exclusions Guidance<sup>19</sup> schools cannot permanently exclude for a non-disciplinary reason, including the school feeling it is unable to meet needs. However, if schools/settings have recourse to permanently exclude a child with an EHCP then statutory sixth day provision would need to be provided for that child as for any other child. This could initially be through the use of the LA sixth day provision, whilst recognising that this may not be well suited to meeting the child's specific needs and that other, more appropriate educational provision would need to be identified as a matter of urgency

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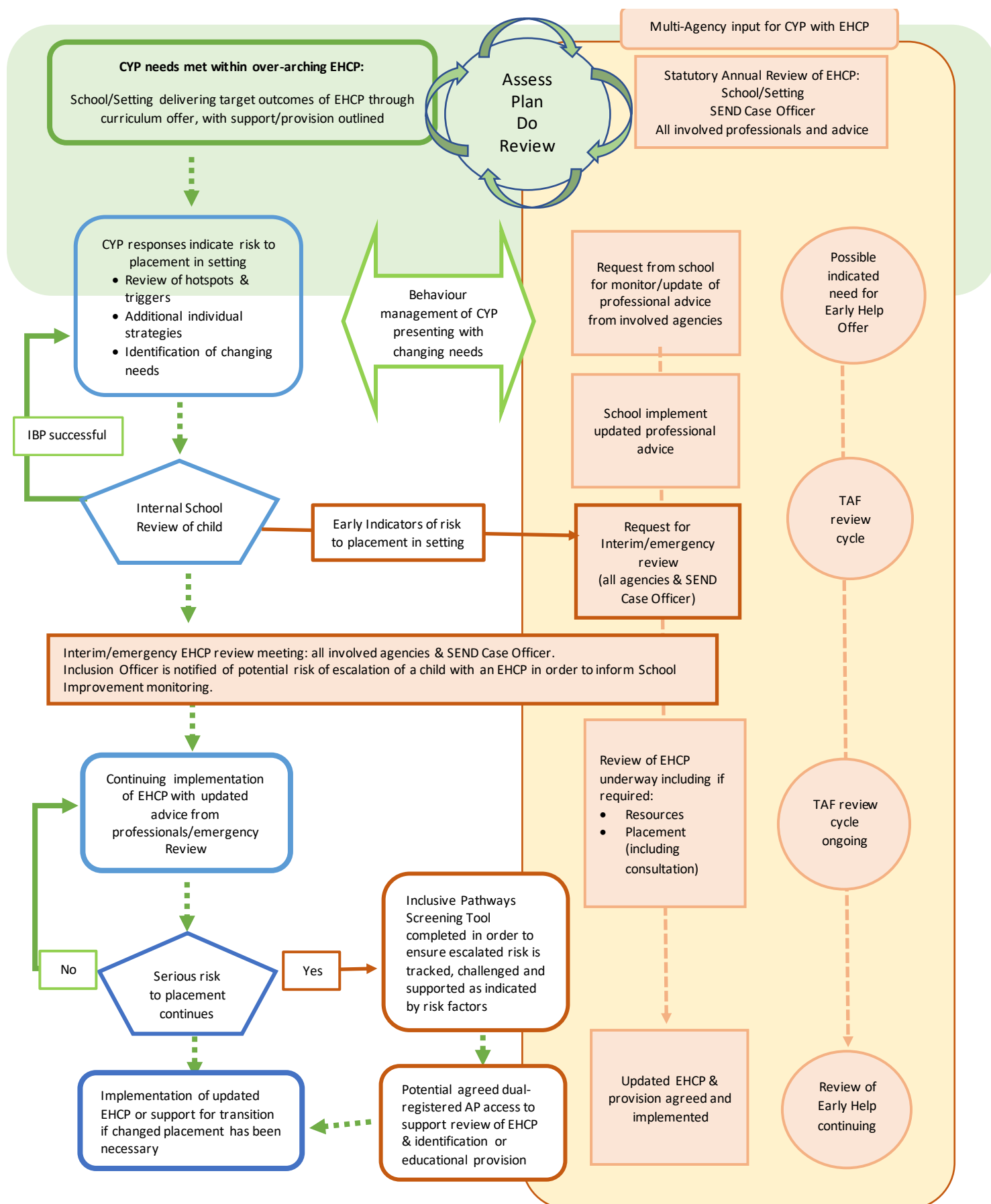
<sup>19</sup> Exclusion from maintained schools, academies and pupil referral units in England, September 2017



**Figure 2: Inclusive Pathways Flowchart :CYP with EHCPs**

**Inclusion Flowchart and IP Screening Extension: CYP with EHCPs**

This flowchart combines Statutory Process and potential for Inclusive Pathways screening for CYP at risk of Exclusion. **All settings are reminded that inability to meet need must not be a reason for Permanent Exclusion**



## Early Help Offer

Early Help is about ensuring that children and families receive the support they need at the right time. We aim to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. This means providing support early in life or early in the identification and development of a problem.

Through the services and support offered in Dudley it is recognised that some families will require additional help at various times of their lives and may need to access targeted services periodically to help re-build their resilience and capacity to manage. A range of support is provided through the Early Help offer, which does extend to those families who have received specialist support and need a reduced level of support to sustain and continue the progress made.<sup>20</sup>

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help/>

The role in schools and settings of securing Early Help can be key to improving outcomes for CYP, however it is recognised that some families will need reassurance of the process and its potential to impact outcomes before they will agree to the offer.

This is recognised by Dudley, and its Early Help Enablers should be viewed as key partners to schools and settings in supporting the transparent work needed around consent.

- Enablers are available via the Family Centres as follows:
- [Fs.brierleyhill@dudley.gov.uk](mailto:F.s.brierleyhill@dudley.gov.uk) 01384 813322
- [Fs.dudleycentral@dudley.gov.uk](mailto:F.s.dudleycentral@dudley.gov.uk) 01384 812440
- [Fs.dudleynorth@dudley.gov.uk](mailto:F.s.dudleynorth@dudley.gov.uk) 01384 813096
- [Fs.halesowen@dudley.gov.uk](mailto:F.s.halesowen@dudley.gov.uk) 01384 813954
- [Fs.stourbridge@dudley.gov.uk](mailto:F.s.stourbridge@dudley.gov.uk) 01384 818780

## Complex/High Risk Support

In the minority of cases, the cycle of assess-plan-do-review will move through a continuum of support where there is evidenced need that the CYP remains at risk of exclusion or is permanently excluded.

In such cases, it is likely that there may be need to access additional high-tariff, specialist intervention/programmes in order to ensure that the CYP educational placement is inclusive and well-supported by the school/setting, CYP, Family and other appropriate agencies working effectively in partnership to improve outcomes.

For CYP identified at risk of exclusion, the following supportive processes may be established:

- Completion of the Inclusive Pathways Screening Tool (with parental consent)

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<sup>20</sup> Threshold Guidance and Framework for Support 2019, Dudley Safeguarding People Partnership

- Possible access to subsidised preventative placement in an Alternative Provision.

Response to the needs of CYP identified at risk of exclusion will be robustly evidenced and appropriate to individual needs; it will ensure that school/setting, CYP/Family, supporting agencies and the LA work together through agreed protocols in order to identify an alternative education pathway that meets identified needs. This should be without recourse to permanent exclusion

Where a CYP experiences a permanent exclusion, the Inclusive Pathways (as part of the AP Strategy) will support all stakeholders in providing clear, appropriately supported re-integration planning as outlined in the AP Policy 2020-2021.

The Inclusive Pathways Screening Tool as a response to identifying the needs of CYP at risk of exclusion is detailed in Section 5 of this guidance.

## 4. What Works: Whole-Setting Approaches to supporting Inclusive Pathways

### The importance of Wellbeing

Any inclusive pathway offering a continuum of support must have at its heart the wellbeing of all: children, young people, families, school/setting staff and community.

The London Borough of Hackney<sup>21</sup> identifies the value of wellbeing in its framework for promoting social and emotional wellbeing, and its principles are relevant to all schools and settings, as illustrated in figure 3.

The importance of wellbeing is highlighted in the Government's Green Paper: Transforming Children and Young People's Mental Health Provision<sup>22</sup> which supports the establishment of mental health and wellbeing leads in each school. The aim of the programme is to ensure that each school has a lead professional who can *'create positive cultures in schools, including through bringing a good understanding of the risk factors associated with mental health difficulties including SEND, the trauma or adversity that leads to children being in need or becoming looked after, and the lasting impact of these on mental health'*.<sup>23</sup>

Following the 2020 Covid-related nationwide lockdown, the Wellbeing for Education Return (WER) initiative has been launched; this is a DfE funded training scheme to improve wellbeing and mental health support in schools and colleges.

This training is being delivered to key staff in every school and college in Dudley to help support student wellbeing, resilience and recovery in the context of COVID-19 through a 90-minute webinar which can then be shared more widely within their school or college.

Following on from the Webinar, workshops are being offered on staff wellbeing, bereavement and loss, understanding anxiety and low mood, supporting recovery from anxiety and low mood, stress and trauma: supporting recovery. Mental health network meetings will also be arranged for schools and colleges to share good practice, access further resources, training and support.

The Webinar and associated resources for WER can be accessed through Revolution <https://www.revolutionforschools.dudley.gov.uk/Page/18747>

Dudley are also part of the wave 2 project for this programme, and through its Mental Health Support Team (MHST) called Reflexions, Dudley is delivering Trailblazer Project. The Dudley MHST team is a blended service including colleagues from Black Country Healthcare NHS Foundation Trust and Dudley Educational Psychology Service.

The MHST are currently working with 14 schools to deliver 3 core functions:

- Delivering evidence-based interventions for mild to moderate mental health issues
- Supporting the senior mental health lead in each school or college to introduce or develop their whole school or college approach

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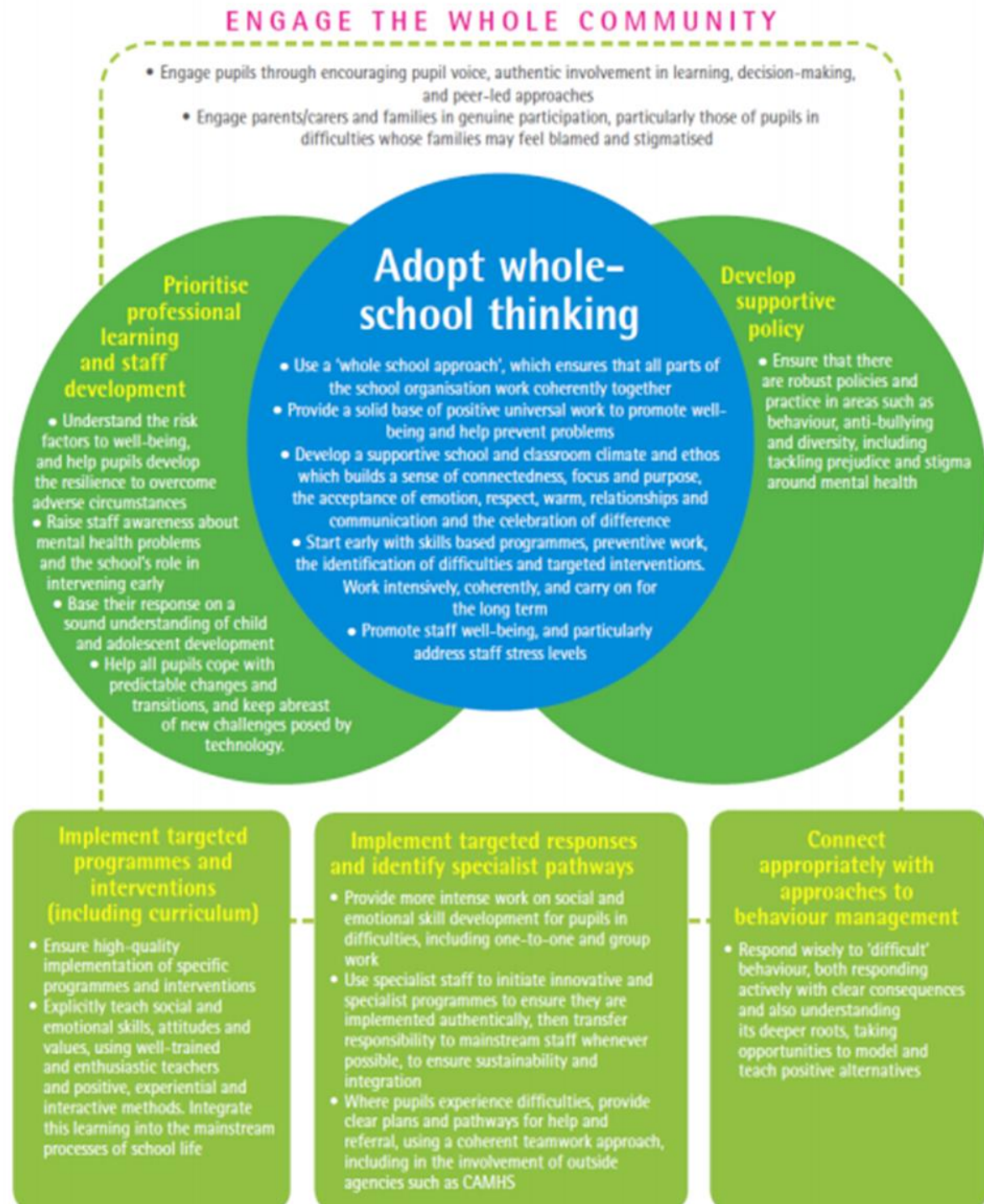
<sup>21</sup> No Need to Exclude A good practice guide for schools: Reducing exclusions by promoting the wellbeing of all September 2015

<sup>22</sup> Transforming Children and Young People's Mental Health Provision: a Green Paper, December 2017

<sup>23</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

- Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education

Figure 3: Framework for promoting social and emotional wellbeing – Hackney Learning Trust, 2015



Dudley's Local Offer website and the IP Support Directory that accompanies this guidance signposts resources, teams, agencies and projects across the Borough who are committed to the inclusion of CYP in local, appropriate education through the promotion of wellbeing, including details of Positive Steps (Tier 2 Mental Health Service).

The following sections provide a brief overview of key whole-school areas of development that are evidenced to impact positively on cultures of wellbeing and inclusivity.

### The role of Behaviour Policies in supporting inclusion and wellbeing

*"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"*<sup>24</sup>

In referencing the kind of pupil behaviour that puts the wellbeing of staff and others at risk from physical assault, Edward Timpson noted that, *'We cannot expect this kind of behaviour to be tolerated in our schools, and we should support head teachers in developing and delivering effective cultures, systems and strategies to manage behaviour.'*<sup>25</sup>

In enabling this support, the DfE<sup>26</sup> provides guidance outlining the statutory duty of schools in relation to developing a behaviour policy, and the role of behaviour policies in underpinning the school/setting ethos to inclusion is key.

Coram research cited in the Timpson Review found that CYP and their families value consistency and fairness in the way that schools and settings apply their behaviour policies, reinforcing the importance of behaviour policies in supporting the wellbeing of all through a shared understanding or expectations and responses.

Any approach to managing pupil behaviour will impact CYP wellbeing, and as such an increasing number of schools and settings are reviewing their policies to ensure they are developing a relationship-based approach to behaviour and inclusion, such as the schools within Brighton and Hove<sup>27</sup> where the development of LA-wide behaviour policies are based on the following key premises:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Taking a non-judgmental, curious and empathic attitude towards behaviour
- Putting relationships first
- Maintaining clear boundaries and expectations around behaviour
- Not all behaviours are a matter of 'choice'
- Behaviour must always been viewed systemically and within the context of important relationships
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for CYP's SEMH needs

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<sup>24</sup> Colebourne Primary School, Birmingham: School Behaviour Policy

<sup>25</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

<sup>26</sup> DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, published July 2013; last updated January 2016

<sup>27</sup> Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018



Decisions to exclude are identified as being dependent on individual schools' values and behaviour policies, with the latter often being a good measure of the former.

Dudley's Supplementary Exclusions Guidance<sup>28</sup> expands on the issue of breaches in Behaviour Policies, but highlight that they should reflect an inclusive ethos that aims to support CYP in age-appropriate and ongoing development of skills in:

- Developing Relationships
- Learning Regulation and Resilience
- Managing Responses

School Improvement review, whether self-evaluative, peer reviewed or prompted through LA or Ofsted feedback, should seek to ensure that Behaviour Policies incorporate the DfE's advice to schools<sup>29</sup> whilst reflecting the inclusive ethos of the school.

## Nurture and Resilience Approaches

It is widely evidenced that nurture supports the building of resilience through a sense of belonging, and can have positive impacts on CYP wellbeing, attendance and attainment along with reducing the risk of permanent exclusion.

Dudley's Nurture and Resilience Project has been established across a number of Borough schools and settings since April 2018 through the following phased approach that has included:

Full time Nurture Groups in school, supporting attachment aware classrooms and a whole-school approach to Emotional Wellbeing

Part-time Nurture Groups (100-minute model as a minimum) supporting attachment aware classrooms and a whole-school approach to Emotional Wellbeing.

The Nurturing Practitioner project (based on the ELSA model) providing training sessions and also support in the form of individual and group supervision to the identified 'Nurturing Practitioner' usually a TA in each school.

Nurture Y6/7 transition - Model developed but not currently launched due to Covid restrictions.

Whilst the project is not taking more schools at the moment, schools/settings may wish to find out more about establishing whole school approaches to Emotional Wellbeing.

## Trauma Informed Approaches

Adverse Childhood Experiences (ACEs) are traumatic events that affect children whilst growing up. The three types of ACEs are categorised as abuse, neglect and household dysfunction. When the stress of these adverse experiences is so severe or prolonged that a CYP is unable to process it, what should be a normal survival response becomes 'toxic stress'. Toxic stress is excessive activation of stress response systems, it triggers biological functions and impacts on the functioning of the brain. This impact is known as trauma, the emotional or psychological response to the experience of serious adversity or terror.

There is a persistent correlation between the number of ACEs experienced and poor outcomes in later life. ACEs negatively impact on mental and physical health across the life course, but such impacts may be substantially mitigated by always having support from a trusted adult in childhood. Developing resilience in children as well

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<sup>28</sup> Dudley Supplementary Exclusions Guidance 2020-2021: An overview for all settings in understanding and applying DfE Guidance in the administration and process of necessary exclusions. August 2020

<sup>29</sup> Behaviour and discipline in schools Advice for headteachers and school staff January 2016



as reducing childhood adversity are critical if low mental wellbeing (depression), health harming behaviours (smoking and drug taking) and their combined contribution to non-communicable disease (heart disease and diabetes) are to be reduced.

Trauma-informed care and approaches are characterised by an understanding that problematic behaviours may need to be treated as a result of the ACEs or other traumatic experiences someone has had, as opposed to addressing them as simply wilful and/or punishable actions. This requires relationships from trusted adults that heal minds, brains and bodies.

The Educational Psychology Service and Virtual School can provide more information on whole-school training on trauma informed and attachment aware approaches.

## Support for Transitions

The Anna Freud National Centre for Children and Families<sup>30</sup> identifies that change can provide opportunities for CYP to develop their resilience when carefully managed but struggling with transition can impact negatively on wellbeing and academic achievement.

Three key actions schools and settings can take are:

- Engagement with parents/carers
- Connect with early years practitioners and local secondary schools
- Use health and wellbeing lessons to prepare pupils for transition.

An analysis of Dudley's exclusions data indicates that for many CYP, transitions are a key area of challenge and vulnerable children find it hard to establish/maintain relationships, maintain resilience and regulate in a new setting.

The Early Years Service has recognised the importance of strong transitions, and in partnership with the Educational Psychology Service have developed Early Years Transitions Guidance (see also EY Transition Support flowchart at Appendix 3) in order to identify the CYP most at risk from transition to school resulting in risk to their placement.

The partnership is also developing an Early Years Toolbox for publication during the Spring 2020, which will also be signposted through the SEND Toolkit.

Schools and setting should seek to develop well-planned, embedded approaches to transition (on all levels) that incorporate the advice of supporting agencies and evidenced good practice.

## Restorative Practice

Restorative Practice is the framework of practice being embedded in Dudley Children's Services. It is a strength-based approach that embodies a set of values, principles, and a way of thinking and being with people. The focus is upon building relationships, maintaining relationships, and repairing relationships when something has gone wrong<sup>31</sup>

Restorative Practices can:

- Build healthy relationships between Professionals and with families
- Reduce, prevent and improve harmful behaviour
- Repair harm and restore positive relationships

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<sup>30</sup> <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions>

<sup>31</sup> Restorative Practice Handbook, Dudley Centre for Professional Practice, June 2019

- Resolve conflict and hold individuals and groups accountable
- Address the needs of the community

Whilst Restorative Practice has not been implemented across schools and settings, Dudley's Educational Psychology Service are able to provide advice and support, if appropriate, on an informal discussion-based model of the approach for use in specific situations where CYPs have fallen out with peers.

## Training and CPD

The value and significance of rolling programmes of staff CPD in schools and settings has long been evidenced and is key to meeting the wellbeing needs of staff, CYP and community alike.

The Timpson Review highlights that training at all stages of the career framework for teachers/education staff should include, *'expert training on the underlying causes of poor behaviour (including attachment, trauma and speech, language and communication needs, among others), and strategies and tools to deal effectively with poor behaviour when this arises'*.<sup>32</sup>

Dudley's Local Offer website and the IP Support Directory that accompanies this guidance signposts teams, services, agencies and projects across Dudley and its partners who can provide advice and training in supporting whole school/setting approaches to inclusion, along with more individualised support for CYP with complex needs who may be at risk of future exclusion.

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<sup>32</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

## 5. Inclusive Pathways Screening

### Aim of Inclusive Pathways Screening

The aim of Inclusive Pathways screening is to identify any continuing risks to the current educational placement of CYP, where schools and settings evidence a timely and appropriate continuum of response to individual needs as detailed in the Inclusive Pathways Flowcharts (figures 1 and 2).

Screening aims to provide a triage of the support and involvement of services for CYP identified at risk of future exclusion, in order to evidence that key features of inclusive practice have been established. Its implementation is illustrated at Figure 4.

The screening process aims to identify that the right support is available at the right time to the right CYP through an equitable and inclusive approach; screening recognises that not every CYP at risk of exclusions will need access to every intervention.

The process will inform a highly individualised approach to CYP support, through ensuring that appropriate and targeted resources are accessible in a timely and purposeful way in order to improve individual outcomes.

Screening will enable the Inclusion Team and Inclusion Officer to provide challenge and support to stakeholders in enabling access to inclusive education that supports CYP wellbeing as a key approach to preventing exclusion.

### Risk indicators

The Timpson Review of school exclusion identified through analysis of DfE data that, *'there are longstanding trends that show exclusion rates vary between pupils with different characteristics. Children with some types of SEN, boys, those who have been supported by social care or are disadvantaged are all consistently more likely to be excluded from school than those without these characteristics. Exclusion rates also vary by ethnicity.'*<sup>33</sup>

It identifies that the analysis reveals a complex picture, and as evidenced in Section 1, this can vary from region to region, dependent upon a variety of factors.

Throughout this guidance reference has been made to the fact that a minority of CYP will be identified as being at high risk of exclusion. For the vast majority of CYP, the establishment of the following is likely to have had positive impact in meeting needs:

- Appropriate curriculum offer/educational programme
- Quality first teaching /quality learning and development experiences
- Graduated SEN Response
- Early Help Offer

Where an appropriate continuum of response has been established, the cycle of assess-plan-do-review in partnership with all stakeholders should monitor the progress of intervention and recognise the positive steps towards risk de-escalation that are evidenced. This will enable intervention and support to be appropriately planned into 'next steps' for CYP inclusion.

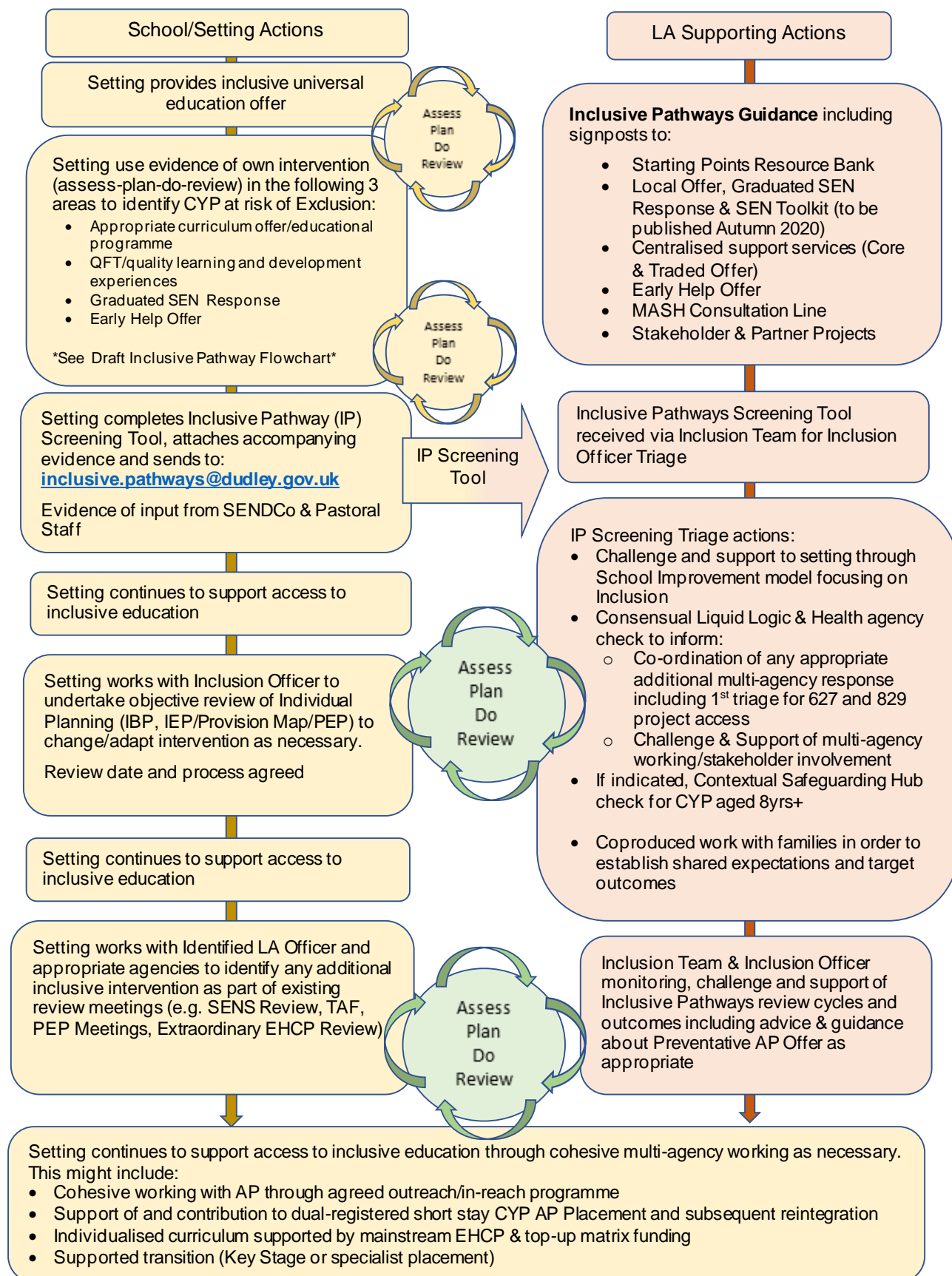
However, for a small number of CYP, there may continue to be indicators of future exclusion, and these will likely be agreed by the agencies involved in the support of the CYP.

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<sup>33</sup> TIMPSON REVIEW OF SCHOOL EXCLUSION, May 2019

Figure 4: Inclusive Pathways Screening Protocol

### Inclusive Pathways (IP) Screening Protocol



The analysis of Dudley data (including questionnaire response analysis at Appendix 2), suggest that the following features of CYP profiles are predictive indicators of the need for a robust continuum of support and potential future permanent exclusion:

- Cycles of assess-plan-do-review provision mapping suggest little impact of individual behaviour planning, despite consistent delivery of good quality intervention.
- Engagement with the continuum of support (including multiagency involvement) is inconsistent, limiting the positive potential of the interventions.
- School/setting is considering or has used a time-limited part-time timetable in order to break the negative cycle of behaviour and build success, support additional staff training, establishment of provision and changes to the learning environment.
- School/setting is concerned about the potential for future fixed term exclusion/has issued a fixed term exclusion and reintegration planning meeting identifies continued areas of concern.

In such cases, the Inclusive Pathways Screening protocol should be established in order that the LA has awareness of the risks to CYP placement and can provide support and challenge as necessary.

## Screening Protocol

Figure 4 illustrates the IP Screening protocol, which will be subject to parent/carer consent.

Consent will enable the screening tool to pass through a safeguarding check via Dudley Children's Services management information system, and health involvement check via the School Nursing Service; this will enable efficient identification of any existing agency involvement.

For CYP aged 8 years and over, the screening tool will also provide indicators of whether it would be appropriate for the tool to pass through a Contextual Safeguarding Hub check.

This will mean that the Inclusion Team can ensure that all agencies involved have a shared understanding of the risk of exclusion and the Inclusion Team can facilitate co-ordination of agencies in supporting existing CYP-centred meetings, such as in-school/setting reviews, TAF meetings etc.

The screening protocol requires that schools/settings evidence the inclusive work undertaken to meet the needs of the challenging behaviours that are indicating that the CYP is at risk of future exclusion.

If schools/settings identify that a CYP is at risk of exclusion despite a robust response, then the Inclusion Team can be contacted for the appropriate IP screening tool via: [inclusive.pathways@dudley.gov.uk](mailto:inclusive.pathways@dudley.gov.uk).

There are 2 IP screening tools (Appendices 4 and 5), one for CYP in the Early Years and one for School Age CYP. Both tools have been developed through Dudley's Educational Psychology Service, originally as part of the 627 Pilot Project, a transition program aimed at providing a system of support to potentially vulnerable children in Central Dudley.

The Tools request attachment of supporting evidence of school/setting actions in the areas underpinning the continuum of support as highlighted throughout this guidance.

Once complete and consent has been given, the screening tool and supporting evidence can be submitted for triage via the inclusive pathways email address above.

## Response to Indicators of Need: Screening Outcomes

As the IP Screening protocol is highly individualised and will support a robust and effective response to a minority of CYP at risk of exclusion, the following actions will be undertaken as appropriate, again through a triage evidenced need and continuum of support.

- **Shared understanding of need and synergy of agency response**

Upon receipt of the appropriately completed screening tool, the Inclusion Team will ensure that a contextual safeguarding check is undertaken, along with a health involvement check in order that any agencies with current involvement can be made aware of the escalated concern regarding potential risk to the CYP's educational placement.

As identified in the Flowchart at Figure 2, for CYP with an EHCP it is assumed that the in line with all DfE guidance<sup>34</sup> an interim/emergency review of EHCP will be undertaken (informed by updated professional advice). In this instance, the school and SEND Case Officer should agree that the Inclusion Team are notified that review is underway. This will enable the Inclusion Officer to provide the school/setting with the IP Screening Tool if appropriate.

The Inclusion Officer will ensure that all agencies have a shared understanding of target outcomes, and that existing vehicles for multi-agency input and review are purposeful and effective in improving outcomes for the CYP.

If concerns are raised by settings regarding the actions of involved teams/services, the Inclusion Officer will pass the concerns on to the lead officer for the appropriate team in order that appropriate response/actions can be effected.

- **Support and challenge of schools/settings**

In response to evaluation of the Screening Tool, the Inclusion Officer will undertake a focused and purposeful support conversation with the school/setting, identifying strengths of approach and provision that is meeting need and effecting improving outcomes.

Where appropriate, the Inclusion Officer will provide challenge and supportive advice to the school/setting, in order to ensure that an appropriate continuum of response is robustly implemented on an individual basis, as well as identifying any areas for further development in inclusive practice.

Support and challenge conversations will be recorded and inform the LA's Risk Register to inform targeted school improvement work.

- **Access to additional Support**

It is important the CYP have the right support, at the right time, from the right agency. For the majority of CYP coming through the IP Screening protocol it is likely that with shared understanding of target outcomes, the existing agencies and services can work in partnership with the school/setting to effect consistently improving outcomes.

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<sup>34</sup> Exclusion from maintained schools, academies and pupil referral units in England, September 2017 and Special educational needs and disability code of practice: 0 to 25 years, 2015

However, where the Screening protocol and responses outlined above indicate the need for additional support, the Inclusion Officer will facilitate appropriate service referral. This will include initial triage for the 627 and 829 Projects.

- **Identification of preventative Alternative Provision (AP) and transition planning**

Through coordination of appropriate, targeted multi-agency support and provision mapping (evidenced through the assess-plan-do-review cycle), any indicators of the need for CYP access to Alternative Provision will be evidenced.

The Inclusion Officer will facilitate partnership working between school/setting, CYP & Family and all involved agencies to agree and identify access to an appropriate AP placement.

Access to AP through the inclusive Pathway will be agreed through a dual-registered preventative placement as outlined in the LA AP Strategic Policy 2020-2021.

The Inclusion Officer will ensure that school/setting and all agencies work in partnership to support successful transition to the AP, and that an agreed plan for reintegration is established as part of the transition.

It is expected that involved agencies continue to engage with the assess-plan-do-review cycle of provision management in order to identify appropriate de-escalation/step-back of agencies only when there is an evidenced and sustained improvement of outcomes indicating that the CYP is no longer at risk of exclusion.

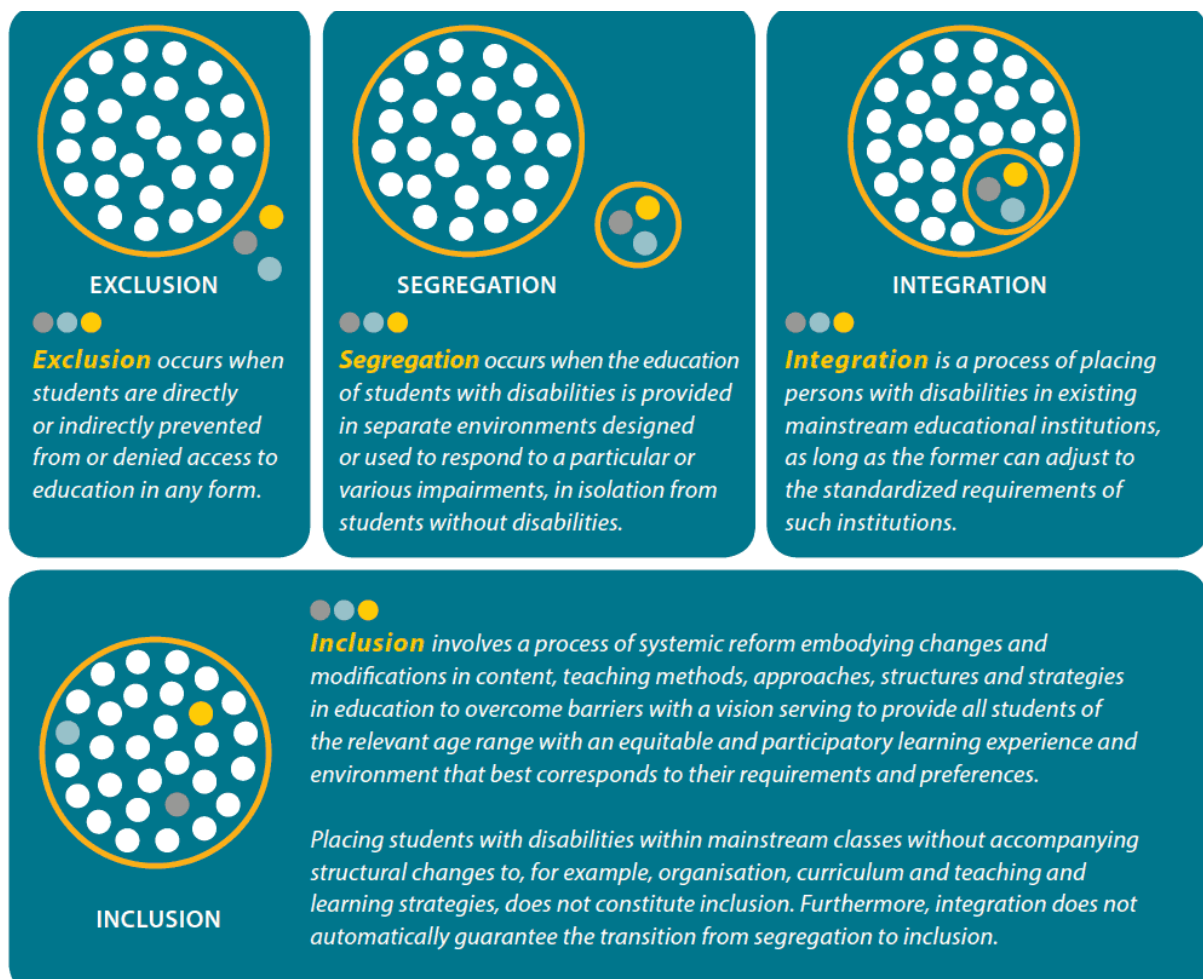


## 6. Appendices

### Appendix 1: Inclusive Education: Definitions and Principles

There is no agreed definition of inclusive education. It has often been associated with the rights of disabled people to be included in community schools, as in Article 24 of UN Convention of the Rights of Persons with Disabilities (2006). This states that disabled persons have the right to inclusive education. More recently international organisations have broadened the concept of inclusive education to include all potentially marginalised groups. Thus, inclusive education is defined by UNESCO as “delivering education through common learning environments where all children and young people learn with their peers in community schools.” (Reaching Out to All Learners, 2016). While the UN 2030 Goals for Sustainable Development (2015) include the goal to “Ensure inclusive and equitable quality education and promote lifelong learning for all”. Within these broader definitions is the aim for inclusive education to eliminate social exclusion.

The following diagram from the UN Committee on the Rights of Persons with Disabilities is often used to illustrate inclusion:



In *Reaching Out to All Learners* (2016) the International Bureau of Education defines inclusion in the following ways:

- **Inclusion is a process.** That entails that inclusion has to be seen as a never-ending search to find better ways of responding to student diversity. It is about learning how to live with difference and learning how to learn from difference. In this way, differences come to be seen more positively as a stimulus for fostering learning among children and adults.
- **Inclusion is concerned with the identification and removal of barriers.** Here barriers may take different forms; some of which are to do with the way schools are organised, the forms of teaching provided and the ways in which children's progress is evaluated. Consequently, it is necessary to collect, collate and evaluate evidence about these factors in order to plan for improvements in policy and practice. This involves using evidence of various kinds to stimulate creativity and problem-solving.
- **Inclusion is about the presence, participation and achievement of all students.** Here 'presence' refers to where children are educated and how reliably and punctually they attend school; 'participation' relates to the quality of their experiences while they are present and therefore must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.
- **Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.** This indicates the moral responsibility to ensure that those groups that are statistically more at risk are carefully monitored and that -where necessary - steps are taken to ensure their presence, participation and achievement within the education system.

### Principles of Inclusion

In *The Journey to Inclusive Schools* (2019) from the Centre for Welfare Reform, the authors define a school that is committed to becoming inclusive attempts to create a space where:

1. Everyone feels welcome.
2. Students are equally valued.
3. There are high expectations for all students.
4. Staff and students treat one another with respect.
5. There is a partnership between staff and families.
6. The building is accessible to all students.
7. Senior staff support teachers in ensuring that all students participate and learn.
8. The school monitors the presence, participation and achievement of all students.

They also consider the classroom practices that are crucial to the development of an inclusive school:

1. Teaching is planned with all students in mind.
2. Lessons encourage the participation of all students.
3. Students are actively involved in their own learning.
4. Students are encouraged to support one another's learning.
5. Support is provided when students experience difficulties.
6. Classroom discipline is based on mutual respect and healthy living.
7. Students feel they have somebody to speak to when they are worried or upset.
8. Assessment contributes to the achievement of all students.

These principles will be included in the Education Inclusion audit tool for schools, and will link with the SEND Charter Mark to be developed for Dudley Schools.

### **The U.K. Context**

The U.K. is a signatory to the above international agreements, though these are not legally binding. In the U.K. the government's commitment to educational inclusion is underpinned by the Equality Act (2010) which states that schools can unlawfully discriminate between pupils on the grounds of their protected characteristics (<http://www.csie.org.uk/inclusion/equality-act-2010.shtml>).

These protections are the basis for the Inclusion statement in the National Curriculum guidance ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)) and the SEND Code of Practice (2015).

### **Social Learning Theory**

The benefit of **inclusion** in education is demonstrated through Social Learning Theory (Bandura, 1977). This emphasises the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. The component processes underlying observational learning are: (1) Attention, including modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement); (2) Retention, including symbolic coding, cognitive organisation, symbolic rehearsal, motor rehearsal; (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback; and (4) Motivation, including external and self-reinforcement.

Dawn Goodall, Principal Psychologist

Dudley MBC, October 2020

## Appendix 2: Impact Analysis of current approaches to preventing exclusion in Dudley schools and settings

The impact of current support available for settings in preventing exclusions work is difficult to quantify as the process of reviewing current practice under the AP Strategy has highlighted inconsistencies across teams /agencies in recognising and measuring their impact on preventing exclusions, unless this is specific to their remit.

As part of the AP Strategy development, schools and settings were asked through questionnaire during the Spring Term of 2020 (pre-Covid); to identify the key approaches they used in working towards inclusivity and the prevention of exclusions.

The data gathered also helped to inform the key indicators of exclusion risk that have informed the Inclusive Pathways Screening Tool detailed in Section 6.

Of the 104 schools canvassed, 51 responded giving us a data field of **49% of the possible schools across the Borough.**

The following data is, therefore, based on those 51 responses. The response breakdown was as follows:

- 36 Primary Schools
- 12 Secondary Schools
- 2 Specials
- 1 Pupil Referral Unit/Short Stay School

### **Prevalence of Behaviour Management Approaches currently used across schools in the Borough:**

- 100% reported that they used target setting and rewards
- 100% reported incorporating advice given by outside professionals, such as EP Service/LSS/Specialist Education Service into classroom management and/or individual target-setting.
- 94% offer 1:1 or small group work to target needs
- 94% offer students a safe place to retire to when they are upset or angry
- 90% make use of visual timetables to support communication, regulation and understanding of the learning environment (with 76% using 'Now and Next' boards)
- 90% offer lunch or break time alternatives in order to reduce anxiety around peer interaction
- 88% offer a meet and greet option at the start of each day
- 88% offer a 'check-in' with a known adult provision
- 74% have established age-appropriate social communication/interaction groups (43% offer Lego therapy within this intervention approach)
- 72% offer access to Counselling services
- 72% provide Mentoring on a 1:1 basis

### **Staff Professional Development:**

- 88% of respondents have 1 or more staff trained in Restrictive Physical Intervention (RPI)
- 78% say that staff are trained in Behaviour Management
- 60% of settings have staff who have received a basic training in trauma and attachment (25% identified as having 1 or more staff with good training in trauma and attachment).

### **Use of support staff:**

- 94% of settings use TA's to provide 1:1 support for pupils with challenging behaviour
- 64% have established a form of Pastoral Support Team within their setting
- 58% of settings state that they use nurture groups
- 47% of settings have access to a learning mentor for 1:1 or small group work

### **Use of Fixed Term Exclusion and Reductions in Pupil Entitlement (part-time timetables) in managing challenging behaviours:**

During academic year 2018-2019, 329 pupils were at risk of Fixed Term Exclusions across the academic year (143 in Primary phase, 186 in Secondary phase).

In 2019-2020, up until point of lockdown, respondents disclosed that there were 240 students at risk of Fixed Term Exclusions (110 Primary, 130 Secondary).

However, this data should be viewed in the context of the response field for the questionnaire, which was 49% of schools; this means that CYP at risk of Fixed Term Exclusion across the Borough is likely to be significantly higher.

According to school disclosures, academic year 2018-2019 saw 111 CYP subject to a part-time timetable (57 Primary, 57 Secondary) and until lockdown in academic year 2019-2020 118 CYP experienced less than full time access to education (48 Primary, 70 Secondary) indicating a potentially significant increase in the use of part-time timetables across the Borough, particularly given that 49% of schools responded.

Despite the significant use of part time timetables, their perceived impact in preventing exclusion is evaluated as follows:

- 37% of respondents thought that RIPE proved successful in preventing exclusion
- 19% thought that RIPE did not prevent exclusion
- 25% thought that it prevents exclusion sometimes
- 19% did not answer the question

21 Schools (41% of the response field) provided additional comments around the challenges in inclusion of CYP:

Key issues raised by all were:

- Concerns around complexity of CYP needs, in particular the increased incidence of SEMH
- Lack of funding for schools in meeting CYP needs
- A need for short-term, preventative AP placements within the LA
- Need for more alternative provision

Primary issues raised were:

- A need for increased pre-school intervention with families
- TA's time being taken up with the 1:1 support of CYP presenting with challenging behaviour to the detriment of academic support
- Shortage of training opportunities offered through the LA
- The reluctance of some Heads to engage with Managed Moves
- A need for specially trained SEMH TA's
- High levels of staff absence resulting from stress
- Limited resources

- Lack of sharing of good practice
- The need for closer working with Health agencies
- The need for Parenting Contracts – possibly linked to EHCPs

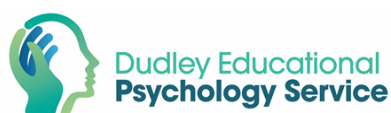
#### Secondary Issues Raised:

- AP should be an intervention rather than a result of PX
- Need for access to more specialised support
- Need for more PRU places

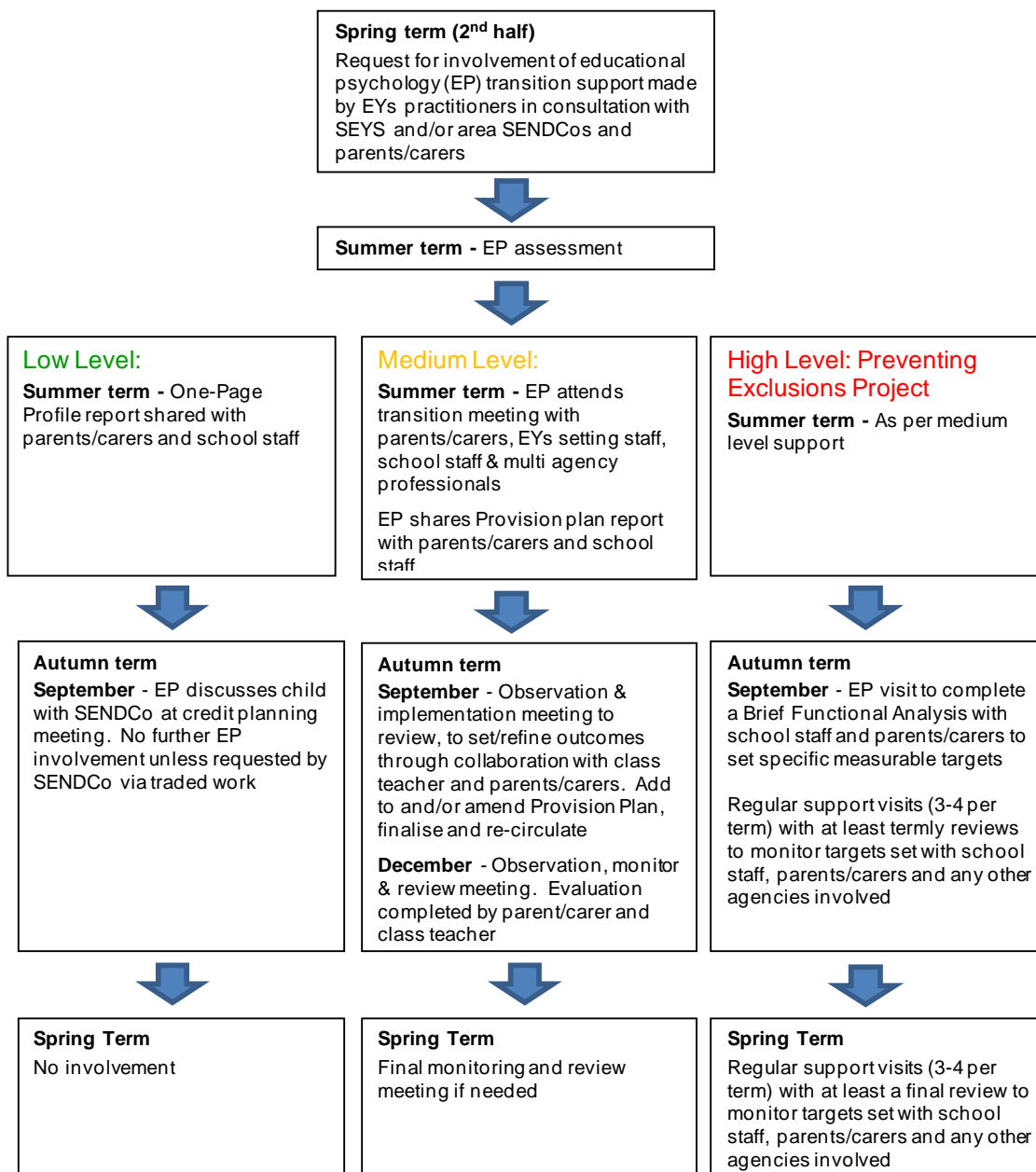
#### Special Schools/Short Stay Schools

- A wider range of provision
- Schools to be held more accountable re the support they have given before excluding

## Appendix 3: EYS Transition Support Flowchart



### Educational Psychology Transition Support Flowchart





## Appendix 4: School Age Inclusive Pathways Screening Tool

Dudley Inclusive Pathways Screening Tool: School Age			
<b>Name of person completing assessment</b>		<b>Contact details</b> (email or mobile)	
<b>Role of person completing assessment</b>		<b>Date</b>	
<b>Child or young person's name</b>		<b>Early Help assessment in place?</b> (Yes / No / Previous)	Please attach any relevant paperwork
<b>Gender</b>		<b>Social worker involved?</b> (please give name & contact details)	
<b>DOB, Age &amp; Year Group</b>		<b>CAMHS involved?</b> (Yes / No / Previous)	Please attach any relevant paperwork
<b>Home Address</b> (incl. Postcode) – please identify accommodation type: i.e. Home, Residential, Private/Foster Care, Friends & Family, Supported Lodgings		<b>Youth Offending Service or Anti-Social Behaviour Team involved?</b> (Yes / No / Previous –please give name & contact details)	
<b>CLA/Adopted?</b>		<b>SEN Support</b> (yes/no – if yes, please identify area of need if known)	Please attach any relevant paperwork
<b>Education Placement</b> (Name of School/Setting)		<b>Educational Psychology involved?</b> (Yes / No / Previous)	Please attach any relevant paperwork
<b>Length of time in school/setting</b> (including on-roll date)		<b>EHCP</b> (Yes/No/Previous)	Please attach any relevant paperwork
<b>Current Attendance</b> (%)		<b>Known diagnosis?</b> (ADHD, learning difficulty, ASD etc.)	Please attach any relevant paperwork
<b>Free school meals?</b> (Yes / No)		<b>Any other service/agency involvement?</b>	Please attach any relevant paperwork

Key: N= No    C= Currently    H= History (previous)    P= Potential    U= Unknown										Administration purposes only		
										Low Risk	Moderate Risk	High Risk
Problems at school												
Risk categories	Items	N	C	H	P	U	Summarise concerns					
Attendance	Fixed termed exclusions?											
	Is this for physical aggression?											
	Is this for persistent disruptive behaviour?											
	Is this for verbal abuse?											
	Other?											
	Dips in educational attendance?											
Attainment	Going missing?											
	Behind age related expectations?											
	Less than a year.											
	1-2 years behind.											
	2+ years behind.											

Key: N= No    C= Currently    H= History (previous)    P= Potential    U= Unknown										Administration purposes only				
										Low Risk	Moderate Risk	High Risk		
Individual factors														
Risk category	Items	N	C	H	P	U	Summarise concerns							
Behaviour	Persistently disruptive behaviour													
	Verbally abusive/threatening towards peers?													
	Verbally abusive towards/threatening towards adults?													
	Physically aggressive towards peers?													
	Physically aggressive towards adults?													
	Drug/alcohol related behaviour													
	Racial abuse													
	Sexual misconduct													
	Theft													
	Damage													
<b>Mental Health</b>	<i>Do you have concerns about...</i>													
	CYP Seeking/needing attention													
	Positive attitude to offending.													

	The young person's levels of resilience? E.g. their ability to recover emotionally from difficult experiences.																		
	Difficulty managing emotions.																		
	Difficulty in managing praise																		
	Impulsivity/risk taking																		
	CYP losing their temper too quickly.																		
	CYP staying angry for extended periods of time.																		
	Low mood.																		
	Self-harm.																		
	Suicidal ideation.																		
	Lack of empathy.																		
	Lack of remorse following difficult incidents.																		
	Appearing unemotional or apathetic in demeanour.																		

Key: N= No C= Currently H= History (previous) P= Potential U= Unknown

		Administration purposes only					
		Low Risk	Moderate Risk	High Risk			
<b>Other Risk Factors</b>							
<b>Risk category</b>	<b>Items</b>	<b>N</b>	<b>C</b>	<b>H</b>	<b>P</b>	<b>U</b>	<b>Summarise concerns</b>
<b>Communication and interaction</b>	Do you have concerns about...						
	CYP's speech and language needs.						
	Poor relationships with adults						

	Response to instructions																		
	Friendship maintenance																		
<b>Peer group</b>																			
	Negative peer group.																		
	Bullying.																		
	Victim of bullying.																		
<b>Offending</b>																			
	Carrying weapons.																		
	Substance misuse (drugs).																		
	Other...																		
<b>Family Relationships</b>																			
	CYP relationships (attachments) with parents/carers																		
	Make up of family and support networks? E.g. single parent, serial relationships, moves between families etc.																		
	Boundary setting and parental control?																		
	Parental mental health?																		
	Parental substance misuse?																		
	Parents with learning difficulties?																		
	Family members criminality?																		

	Siblings that have previously been excluded?																		
	Bereavement or sudden loss?																		
<b>Environmental factors</b>	Poor housing? Lack of / limited outside space?																		
	Frequent house / school moves?																		
	Low income family / in debt / out of work?																		
<b>Any other comments</b>																			

Please return this form (with parent/carer consent) to: [inclusive.pathways@dudley.gov.uk](mailto:inclusive.pathways@dudley.gov.uk) with all appropriate paperwork as requested.

## Appendix 5: EYFS Inclusive Pathways Screening Tool

Inclusive Pathway Referral Information: Early Years Foundation Stage									
Name of person completing this form				Contact details (email or mobile)					
Role of person completing this form				Date					
Child or young person's name				Early Help assessment in place? (Yes / No / Previous)				Please attach any relevant paperwork	
Gender				Paediatrician involved? (Yes / No / Previous)				Please attach any relevant paperwork	
DOB, AGE & Year Group				CAMHS involved? (Yes / No / Previous)				Please attach any relevant paperwork	
Home Address (Address / Postcode)				Educational Psychology involved? (Yes / No / Previous)				Please attach any relevant paperwork	
CLA/Adopted?				Social worker involved? (Yes / No / Previous)				Please attach any relevant paperwork	
Education Placement (Name of School, setting or provider)				Any other Services involved? (Yes / No / Previous)				Please attach any relevant paperwork	
Current Attendance (%)				EHCP (Yes / No / Previous)				Please attach any relevant paperwork	
Free school meals? (Yes / No)				Known diagnosis? (ADHD, learning difficulty, ASD etc.)				Please attach any relevant paperwork	

Key: N= No C= Currently H= History (previous) P= Potential U= Unknown										Administration purposes only		
										Low Risk	Moderate Risk	High Risk
School Factors												
Risk categories	Items	N	C	H	P	U	Summarise concerns					
Attendance	Liaised with a parent / carer to reduce their hours of attending if not school age or if school age been given an exclusion?											
	Is this for physical aggression?											
	Is this for persistent disruptive behaviour?											
	Is this for verbal abuse?											
	Other?											
Attainment	Is general attendance a cause for concern?											
	Operating below age related expectations on the EYFS profile? Especially for...											
	Self-confidence and self-awareness											
	Managing feelings and behaviour											
	Making relationships											
	Listening and attention											
	Understanding											
	Speaking											

Key: N= No C= Currently H= History (previous) P= Potential U= Unknown										Administration purposes only		
										Low Risk	Moderate Risk	High Risk
Individual factors												
Risk category	Items	N	C	H	P	U	Summarise concerns					
Social behaviour	Restless, fidgety, squirmy?											
	Frequently displays defiance?											
	Doesn't accept praise?											
	Destroys own or other's belongings?											
	Doesn't share? Snatches, grabs things? Can't turn take?											
	Kicks, bites or hits other children?											
	Kicks, bites or hits adults?											
	Withdrawn, resisting social contact / interaction?											
Do you have concerns about...												
Mental health	Child needing / seeking attention?											
	Child appearing unhappy, worried and / or angry? Cries easily?											
	Child staying angry for extended periods of time?											
	Child's levels of resilience? Their ability to recover emotionally from difficult experiences.											
	Appearing unemotional or apathetic in demeanour?											

	Child being fearful or afraid of new things / situations?											
	Lack of empathy / remorse?											
<b>Key: N= No    C= Currently    H= History (previous)    P= Potential    U= Unknown</b>										<b>Administration purposes only</b>		
										Low Risk	Moderate Risk	High Risk
<b>Family Factors</b>												
<b>Risk category</b>	<b>Items</b>	<b>N</b>	<b>C</b>	<b>H</b>	<b>P</b>	<b>U</b>	<b>Summarise concerns</b>					
	<i>Do you have concerns about...</i>											
<b>Family relationships</b>	Child's relationships (attachment) with parents / carers?											
	Make up of family and support networks? <i>E.g. single parent, serial relationships, moves between families etc.</i>											
	Boundary setting and parental control?											
	Parental mental health?											
	Parental substance misuse?											
	Parents with learning difficulties?											
	Family criminality?											
	Siblings that have previously been excluded?											
	Bereavement or sudden loss?											
<b>Environmental factors</b>	Poor housing? Lack of / limited outside space?											
	Frequent house / school moves?											
	Low income family / in debt / out of work?											
<b>Any other comments</b>												