



Metropolitan  
Borough of Wirral

# EDUCATION INCLUSION PLAN

## 2005 - 2006

Education & Cultural Services  
Department January 2005



2002-2003  
*Community Legal Services*  
2003-2004  
*Transforming Secondary Education  
Child & Adolescent Mental Health Services*

## **Introduction**

This plan, produced after consultation during Autumn 2004 sets out the agenda for 2005-06. The plan is intended to improve provision and the co-ordination of services for our most vulnerable groups of children and young people. It is recognised that Wirral has much to be proud of in its work in this area, but it is also recognised that complacency is not an option. The forty-one objectives are designed to :-

- develop and extend our range of options available to children and their parents
- support early intervention and
- enhance the skills of staff
- develop the role of special schools
- develop the links between mainstream and special
- develop our understanding of inclusive practice

The consultation process provided an excellent opportunity to listen to what parents and other key stake-holders have to say. Our commitment is to be responsive to these aspirations and to develop additional ways of listening to the voice of young people and their parents.

## **Education Inclusion Plan**

Inclusion is seen as a process, that is to say a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and, learning how to learn from differences. It is about ensuring that every individual can reach their potential, can perform to the best of their ability, and can feel valued and respected as a member of their community.

Inclusion is concerned with the identification and removal of barriers. It is about the presence, participation and achievement of all students. Inclusion puts a particular emphasis on those groups of learners who may be at risk of marginalism, exclusion or under-achievement.

As schools continually improve and strive for excellence they should become increasingly effective for all pupils. Research evidence suggests that inclusive schools have the potential to improve learning for everyone.

If Wirral is to pride itself on its inclusive practice committed leadership is required at all levels in the education system. It will also need collaboration between schools, services and the community.

There are legal reasons for making inclusion a reality. For example a positive response is required to:

The Children Act 1989  
The Education Act 1996  
The Special Educational Needs Code of Practice 2001  
Disability Discrimination Act 1995  
DfES Circular 10/99 and 11/99  
Race Relations Act 2000  
SEN and Disability Act 2001  
Ofsted Educational Inclusion Circular 2001

## Education Act 2002

Each of these highlights in different ways a growing emphasis on including children in mainstream schools.

The objectives in this plan support the five key outcomes identified in Every Child Matters:

1. Physical and Mental Health
2. Protection from Harm and Neglect
3. Education, Training and recreation
4. The Contribution made by them to Society
5. Emotional, Social and Economic Well Being

Wirral has adopted the Merseyside Position Statement on Inclusion (Appendix 1) and "Children with Special Educational Needs - A Statement of Principle" (Appendix 2).

# INCLUSION

## **Presence**

Where learners are educated and whether they attend regularly and arrive punctually. Wherever possible in mainstream.

## **Achievement**

Learning outcomes across the whole curriculum inside outside the classroom.

## **Participation**

Quality of learners' experience. Whether they feel involved and valued. Quality of service received by their carers/parents.

The learner's own views and opinions and those of their parents/carers should form an essential part of any judgement. We need to listen to all voices however small they may be.

## POLICY DEVELOPMENT

Objective	How	By	Who	Monitoring Arrangements
Promote the adoption of the Merseyside Position Statement on Inclusion.	<ul style="list-style-type: none"> <li>• Hold an Inclusion Conference.</li> <li>• Have an Inclusion Week.</li> <li>• Ensure the Statement is referred to in the recruitment process.</li> <li>• Engage with Manchester University to complete the LEA audit.</li> </ul>	<p>January 05.</p> <p>July 05.</p> <p>January 05.</p> <p>December 05</p>	<ul style="list-style-type: none"> <li>• Head of Branch Participation &amp; Inclusion (PI).</li> <li>• Inclusion Officer. General Inspector (GI) SEN.</li> <li>• Head of Branch (PI).</li> <li>• Head of Branch (PI).</li> </ul>	<p>Report to Social Inclusion Group.</p> <p>Reports to Departmental Management Team (DMT)</p> <p>Report to Special Educational Needs Advisory Committee (SENAC).</p>
Produce an annual SEN and Vulnerable Children's Report.	Report to be produced by Officers responsible for Vulnerable groups.	Initial report to be circulated July 05 and to be circulated July each year.	<ul style="list-style-type: none"> <li>• Head of Branch to co-ordinate.</li> <li>• Responsible officers to contribute.</li> </ul>	Report to be presented to: Headteacher Consultation Groups Governors Forum Select Committee Autumn each year.
Promote inclusive practice in schools through the Inclusive Schools Scheme.	<ul style="list-style-type: none"> <li>• Scheme to be piloted.</li> <li>• Scheme to be open to all schools.</li> </ul>	<p>March 05.</p> <p>April 05.</p>	<ul style="list-style-type: none"> <li>• GI SEN.</li> <li>• GI SEN.</li> </ul>	Progress to be reported on in the SEN / Vulnerable Children's Report.

Objective	How	By	Who	Monitoring Arrangements
To open a new special school for children 11-16 with social, emotional and behavioural difficulties, with a specialist facility for children aged 10-14 who have been permanently excluded or who are at risk of permanent exclusion.	October 04 - Project Plan to be implemented.	Sept 05.	<ul style="list-style-type: none"> <li>• Head of Branch (PI).</li> <li>• Head of Pupil Referral Unit (PRU).</li> <li>• Headteacher of School.</li> </ul>	Report to: Governing Body Management Committee Departmental Management Team.
To establish a new Pupil Referral Unit for pupils aged 14-16 who have been excluded.	October 04 - Project plan to be implemented.	Sept 05 at the latest.	<ul style="list-style-type: none"> <li>• Head of Branch (PI).</li> <li>• Head of PRU.</li> </ul>	Report to Management Committee. Report to Departmental Management Team.
Develop a <b>minority ethnic</b> achievement service.	Consult on proposal to migrate from EAL service to EMS and report to Select.	March 05.	<ul style="list-style-type: none"> <li>• English as an additional language (EAL) EAL Team Co-ordinator.</li> <li>• Head of Special Education Support Services (SESS).</li> <li>• Head of Branch (PI).</li> </ul>	Reports to Participation and Inclusion Management Group.
To develop special schools offering advice, support and training opportunities to mainstream schools whilst still providing for those pupils with the most needs.	<ul style="list-style-type: none"> <li>• Consult with special schools on proposal.</li> <li>• Identify opportunities and detail in each schools development plan the steps that need to be secured in order to develop outreach services and establish link with SESS.</li> </ul>	Feb 05.  April 05.	<ul style="list-style-type: none"> <li>• Head of Branch (PI).</li> <li>• Headteachers of Special Schools.</li> </ul>	Wirral association of Special Schools.  School Governing Bodies.  To be reported on in annual SEN / Vulnerable Children's Action Plan.

Objective	How	By	Who	Monitoring Arrangements
Consult with mainstream and special schools to encourage all special schools and all mainstream schools to have identified partner schools.	Establish networked links between special and mainstream schools.	July 05.	<ul style="list-style-type: none"> <li>• Head of Branch (PI).</li> <li>• Headteachers of Special Schools.</li> </ul>	Wirral Special Headteachers Association Group.

## FUNDING STRATEGIES

Objective	How	By	Who	Monitoring Arrangements
Review the funding and focus of delivery of mainstream Special Needs Classes.	<ul style="list-style-type: none"> <li>Audit current provision.</li> <li>Identify proposals and seek agreement with each school.</li> <li>Introduce identified developments.</li> </ul>	<p>By end of June 05.</p> <p>By end of June 05.</p> <p>By April 06 at the latest.</p>	<ul style="list-style-type: none"> <li>Head of Branch. GI SEN.</li> <li>Headteachers of SNC.</li> <li>Head of Performance Management and LMIS</li> </ul>	<p>Special Needs Classes Headteachers' Group.</p> <p>To be reported on in annual SEN / Vulnerable Children's report.</p>
Review the authority's transport policy for pupils with SEN.	<ul style="list-style-type: none"> <li>Consider DfES Guidance.</li> <li>Draft proposals for Consultation.</li> </ul>	By end of Autumn Term 2005	SI Participation and Inclusion.	Report to D.M.T.
In partnership with Children's Services review procedures for placing children in Independent Schools. Review and develop monitoring procedures.	<ul style="list-style-type: none"> <li>Scrutinise current practice and identify areas for development.</li> <li>Hold a workshop to review current system.</li> </ul>	<p>July 05.</p> <p>July 05.</p>	<ul style="list-style-type: none"> <li>Head of Branch.</li> <li>Assistant Director Children's Services.</li> </ul>	<p>Report to Divisional Management Groups.</p> <p>Report to Departmental Management Team.</p>
Review use of current SEN Standards Funds and seek opportunities to mainstream successful programmes.	Engage with key stakeholders and ensure future priorities link with the delivery of the SEN / Vulnerable Children's Plan.	March 05.	<ul style="list-style-type: none"> <li>Head of Branch (PI).</li> <li>Recipients of current SEN Standards Funds.</li> <li>Inclusion Officer.</li> </ul>	Report to be included in SEN / Vulnerable Children's annual report.

<b>Objective</b>	<b>How</b>	<b>By</b>	<b>Who</b>	<b>Monitoring Arrangements</b>
To consider new build opportunities, the co-location of special and mainstream schools and the development of multi school campus provision.	Consider opportunities to co-locate etc as part of all area reviews and new build opportunities	On going.	Head of Branch Planning and Resources.	Departmental Management Team.

## PROCESSES AND STRUCTURES

Objective	How	By	Who	Monitoring Arrangements
Produce a development plan for the Virtual School for Looked After Children.	Consult with relevant stakeholders to identify areas for development.	August 05.	Headteacher of Virtual School.	Virtual School Governing Body.
Review procedures support and the management of exclusion.	Produce regular update reports for WASH, WISPHA, Primary Headteachers' Group.	Ongoing.	SI Participation and Inclusion.	Education and Cultural Services Select Committee.
Agree a strategy for post 16 SEN provision.	Consult with all stakeholders and agree a suitable way forward.	August 06.	<ul style="list-style-type: none"> <li>• Head of Branch.</li> <li>• Special School Headteachers.</li> </ul>	To be reproduced in SEN / Vulnerable Children's Plan.
Implement the LPSA action plan for attendance.	<p>Appoint a dedicated worker to work with the six worst performing secondary schools.</p> <p>Provide additional support with whole school approach to attendance.</p> <p>Provide individual and group work with identified pupils.</p> <p>Integrate the intervention programme into the work of the support team so as to ensure an effective exit strategy.</p>	<p>February 2005</p> <p>March 2005</p> <p>July 2005</p> <p>July 2006</p>	Principal Education Social Welfare Service (ESWS).	Education Social Welfare Service User Group.

<b>Objective</b>	<b>How</b>	<b>By</b>	<b>Who</b>	<b>Monitoring Arrangements</b>
Ensure Missing Children Procedures are robust.	Review current procedures and identify gaps.	September '05	Principal ESWS.	Social Inclusion Group
Develop the inclusion training programme for schools.	To produce an annual calendar of training activities in line with the recommendations made in Barriers to Achievement (Inclusion Programme) and the LEAs recently adopted position statement on Inclusion.	February 05	Head of Branch GI SEN, SI Sec, SI Prim Inclusion Officer SESS SENAT External Consultants	To monitor attendance and impact through termly meetings of key training providers (including mainstream subject specialists).
Develop systems to measure Presence, Participation and Achievement.	Develop and extend current benchmarking systems to include qualitative data and facilities for electronic retrieval.	November 05.	<ul style="list-style-type: none"> <li>• GI SEN.</li> <li>• Inclusion Officer.</li> </ul>	SEN Officer Issues Group. To be reported on in SEN / Vulnerable Children's Plan.
Consider the extension of the nurture group programme subject to the identification of funding streams.	Seek opportunities to attract additional funds from DfES and other programmes.	January 06.	<ul style="list-style-type: none"> <li>• Head of SESS.</li> <li>• Behaviour Support Co-ordinator.</li> </ul>	To be reported on in SEN / Vulnerable Children's Report.
To implement the recommendations of the ASD Policy.	To arrange bi-annual meetings of key service providers which focus on impact of current provision.	January 06	GI SEN Key service providers (including health and Social Services).	ASD Steering Group  To be reported on in SEN/Vulnerable Children's Plan.

<b>Objective</b>	<b>How</b>	<b>By</b>	<b>Who</b>	<b>Monitoring Arrangements</b>
Consider opportunities to take advantage of surplus spaces in schools with falling rolls to develop SEN provision.	Consider opportunities to take advantage of surplus space as part of all area reviews and new build opportunities.	Ongoing activity.	Head of Branch Planning and Resources.	By DMT.
To conduct a training audit with specific reference to SEN.	Use the LEA development web based tool to establish need level and gaps.	May 05.	<ul style="list-style-type: none"> <li>• GI SEN.</li> <li>• Inclusion Officer.</li> </ul>	To be reported on in SEN / Vulnerable Children's Plan.
Clarify the funding information provided to schools to support SEN.	Consult with schools on the information they require to support transparency in this area.	December 2006	SI (Pupil & Student Services) Head of Performance Management and LMIS	Schools Forum. Select
Develop monitoring / self review arrangements for SEN.	Devise and implement SSE materials (Inclusion Module) and Inclusion Award materials.	July 05	<ul style="list-style-type: none"> <li>• GI SEN</li> <li>• Inclusion Officer</li> <li>• Head of Branch</li> </ul>	Link inspector visits Termly Award activities

## PARTNERSHIPS

Objective	How	By	Who	Monitoring Arrangements
To ensure the work of BIP, KS3, KS2 behaviour is linked to the work of core services and deliver the Behaviour Support Plan recommendations.	<ul style="list-style-type: none"> <li>Establish and maintain a Behaviour Strategy Group.</li> <li>Agree with representatives on delivery plan.</li> </ul>	Feb 05.  To meet termly.	<ul style="list-style-type: none"> <li>Head of Branch.</li> <li>Behaviour Support Co-ordinator.</li> </ul>	Behaviour Strategy Group. To be reported on in SEN / Vulnerable Children's Report.
Develop systems with other partners to ensure that the voices of children and young people are heard.	<p>Run a "themed" Director's meeting on the topics and respond to the identified outcomes.</p> <p>Encourage schools to participate in the Regional Inclusion Award with its focus on the voice of young people.</p>	April 05.  July 05.	<ul style="list-style-type: none"> <li>Head of Branch Cultural Services</li> <li>Head of Branch Participation and Inclusion.</li> </ul>	ESCS. Departmental Management Team.
Support the development of the Children's and Young People's Strategic Partnership.	Maintain a high level involvement across the department.	Ongoing.	<ul style="list-style-type: none"> <li>Head of Branch Participation and Inclusion.</li> </ul>	Departmental Management Team
Implement the Management of Drug-Related Incidents Guidance.	Provide a point of contact for advice and guidance for schools when managing a drug-related incident. Maintain and up-date the guidance to reflect local and national requirements.	On-going	<ul style="list-style-type: none"> <li>GI PHSE + Pupil Response</li> <li>Schools Drugs Adviser</li> </ul>	Wirral DAAT Departmental Management Team Annual Report to Government North West
	Provide regular briefings for schools (staff and governors).			

<b>Objective</b>	<b>How</b>	<b>By</b>	<b>Who</b>	<b>Monitoring Arrangements</b>
Support schools in the use of the anti bullying guidance.	Offer individual advice and guidance. Offer training to staff as part of an on-going programme. Maintain the guidance document to reflect local and national requirements. Monitor school policies.	On-going.	<ul style="list-style-type: none"> <li>▪ GI PSHE + Pupil Response</li> <li>▪ Advisory Teacher HPSS (Primary)</li> <li>▪ Advisory Teacher HPSS (Secondary)</li> <li>▪ Partners - Wirral HPSS Team</li> </ul>	Wirral ACPC Wirral HPSS Steering Group Departmental Management Team
Contribute to the implementation of the teenage pregnancy strategy.	Deliver the activities as described for Education and Cultural Services in the Wirral Teenage Pregnancy Strategy Action Plan, notably SRE in School and Non-School settings.	On-going	<ul style="list-style-type: none"> <li>▪ GI PSHE + Pupil Response</li> <li>▪ Advisory Teacher HPSS (Primary)</li> <li>▪ Advisory Teacher (Secondary)</li> <li>▪ Partners - School Nursing Service, HPSS Team, Wirral Brook</li> </ul>	Children + YP Strategic Partnership Teenage Pregnancy Steering Group Wirral HPSS Steering Group Annual Report to Teenage Pregnancy Unit Annual Report to Health + Social Care Select Committee
Encourage schools to take part in the Merseyside and NW Inclusion Award.	Provide support for the completion of the appropriate pro forma.	March 05.	<ul style="list-style-type: none"> <li>• Inclusion Officer.</li> <li>• GI SEN.</li> </ul>	Report in the SEN / Vulnerable Children's Plan.
To hold a Wirral Inclusion Week.	Establish a working group to plan and implement proposals.	By July 05.	<ul style="list-style-type: none"> <li>• Head of Branch.</li> <li>• Inclusion Officer.</li> <li>• GI SEN.</li> </ul>	To be reported on in the SEN / Vulnerable Children's Plan.

Objective	How	By	Who	Monitoring Arrangements
Develop the Early Support Project.	Engage with the national initiative via the NW Regional Project to introduce the family pack to families with children with SEN aged 0-3 years.	March 06	<ul style="list-style-type: none"> <li>• SEP Early Years</li> <li>• SESS teams : Portage, Hearing Support, Vision Support</li> </ul>	Record kept of families involved in project. Report to SESS Advisory/Users' Group and SESS Plan monitoring.
Develop an "alert" system to identify need and provide early intervention for Looked after Children of Pre-School and Early Years.	Policy and procedures to be developed between representatives from Educational Psychological Services, LACES team and LACES nurses. This action to become part of Virtual School development plan.	March 06	<ul style="list-style-type: none"> <li>• SEP Early Years</li> <li>• Specialist Educational Psychologists</li> <li>• Headteacher Virtual School</li> <li>• Nurses for Looked After Children</li> </ul>	Virtual School Governing Body.
Provide training in the Derbyshire Language Scheme to Early Years staff in the maintained sector.	Member of staff has been trained in Derbyshire Language Scheme. Training to be offered to Early Years staff.	March 06	<ul style="list-style-type: none"> <li>• SEP Early Years</li> </ul>	Report to be made available in Education Inclusion Plan Report.