



WELCOME

Inclusion Leaders
Network Meeting

3rd November 2022

Agenda



1. Welcome and introductions
2. In Year Fair Access overview
3. Cycle of Support/ Graduated Response
4. Building Positive Relationships
5. Derby Direction Charter Schools Portal
6. Early intervention programmes
7. Logos and branding
8. Meeting dates 2022/23

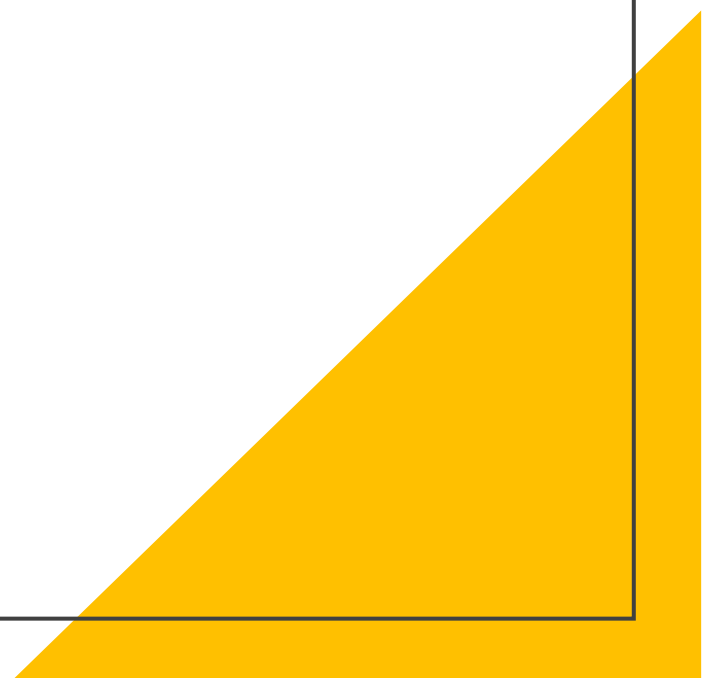
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In Year Fair Access & Exclusions


Inclusion Leaders Network

Thursday 3rd November 2022



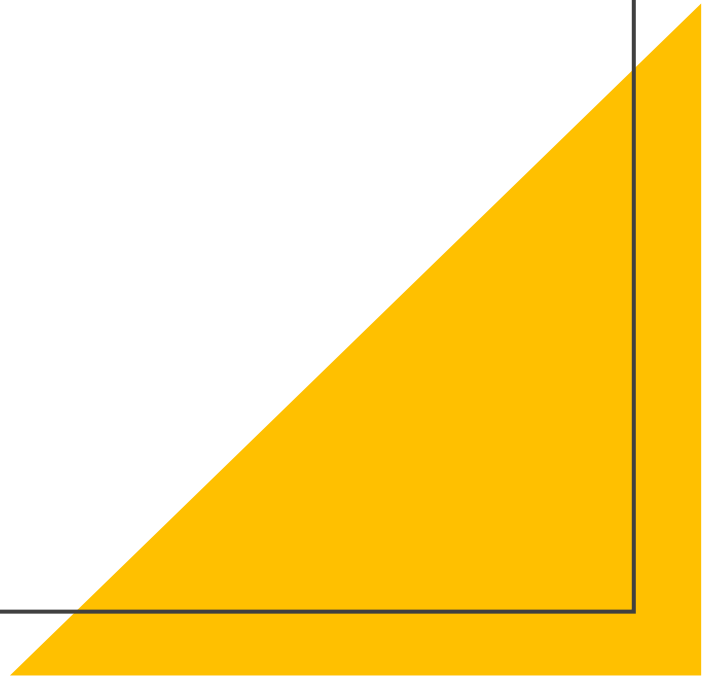


In Year Fair Access
Exclusions and Suspensions
Re-Integration
Behaviour Strategy



In Year Fair Access

- Team
- Purpose
- Protocol
- Terminology of placements



Exclusions & Suspensions – Secondary

Permanent Exclusions

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
62	63	38	4	17	5

Suspensions

2018 – 2019		2019 – 2020		2020 – 2021		2021 – 2022	
Number	Days	Number	Days	Number	Days	Number	Days
2506	5907	1479	3499	1205	2660.5	2697	6097

Exclusions & Suspensions – Secondary

- Permanent exclusions have reduced over the last 2 years
- Suspensions remain high
- Locality 2 schools
- Suspensions spike in year 9
- Vulnerable ethnic group is GRT
- Persistent Disruptive Behaviour is the most likely reason for suspension
- Almost half of all suspensions are CYP with a SEN
- Repeat suspensions

Exclusions & Suspensions – Primary


Permanent Exclusions

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
22	27	18	4	6	2

Suspensions

2018 – 2019		2019 – 2020		2020 – 2021		2021 – 2022	
Number	Days	Number	Days	Number	Days	Number	Days
334	710	134	329.5	154	281.5	204	400

Exclusions & Suspensions – Primary

- Permanent exclusions have reduced over the last 2 years
 - Suspensions have reduced
 - Locality 2 schools
 - Suspensions are high in upper Key Stage 2, but also in Reception
 - Persistent Disruptive Behaviour is the most likely reason for suspension
 - Vulnerable ethnicity groups – GRT and WBCR
 - 62% of all suspensions are CYP with an SEN
 - Repeat suspensions
 - At Risk Register
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

Re-Integration

- Purpose is to create a strategy so the pupil can have a fresh start
- Following removal, offsite direction and suspension
- The strategy should be clearly communicated and agreed by all
- Pupil centred approach with a positive tone
- Pupil / parent / SLT / Pastoral / Other professionals
- Identify and record support, including an EHA – consider SEN
- Set clear, aspirational expectations
- Agree on monitoring and review arrangements

'it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting'

Behaviour Strategy

Secondary

- Fresh Start
- Fresh Start PLUS
- Complex Fresh Start PLUS

Primary

- Fresh Start
- Fresh Start PLUS
- Shared Placements



Graduated Response/
Cycle of Support

Graduated Response at Chellaston



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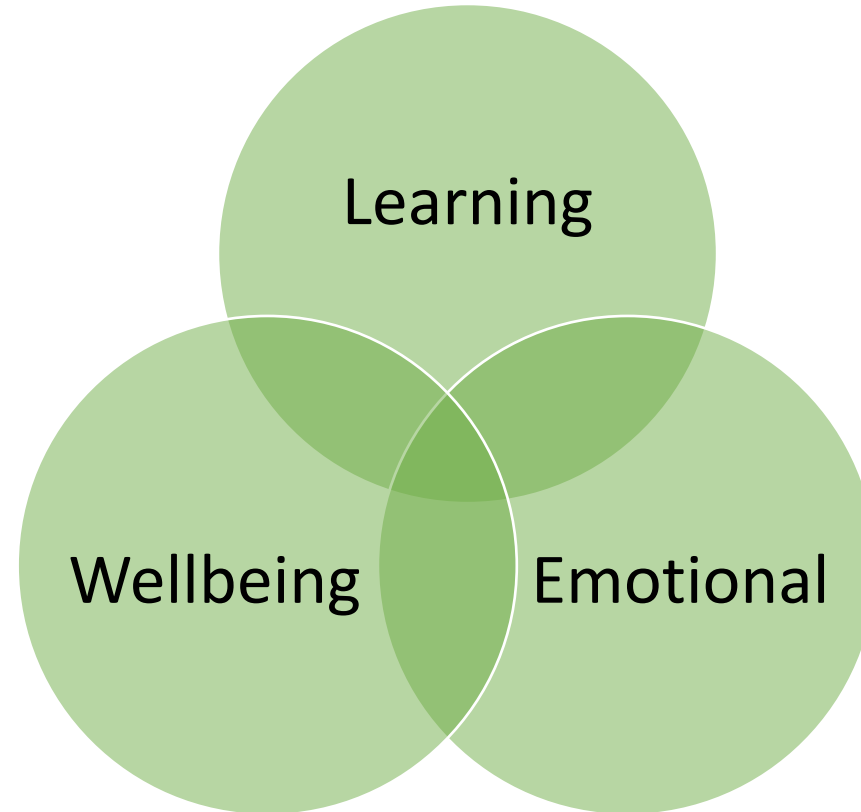


Inclusion Graduated Response

All students at Chellaston Academy will have access to a broad, balanced and inspirational curriculum. These curriculums will develop our young people both academically and personally.

ALL students will get a good quality 'Universal Offer' every day. Where some students are demonstrating that additional support is needed, Chellaston Academy will provide and Inclusion Graduated Response focusing on these three areas.

Graduated Response at Chellaston



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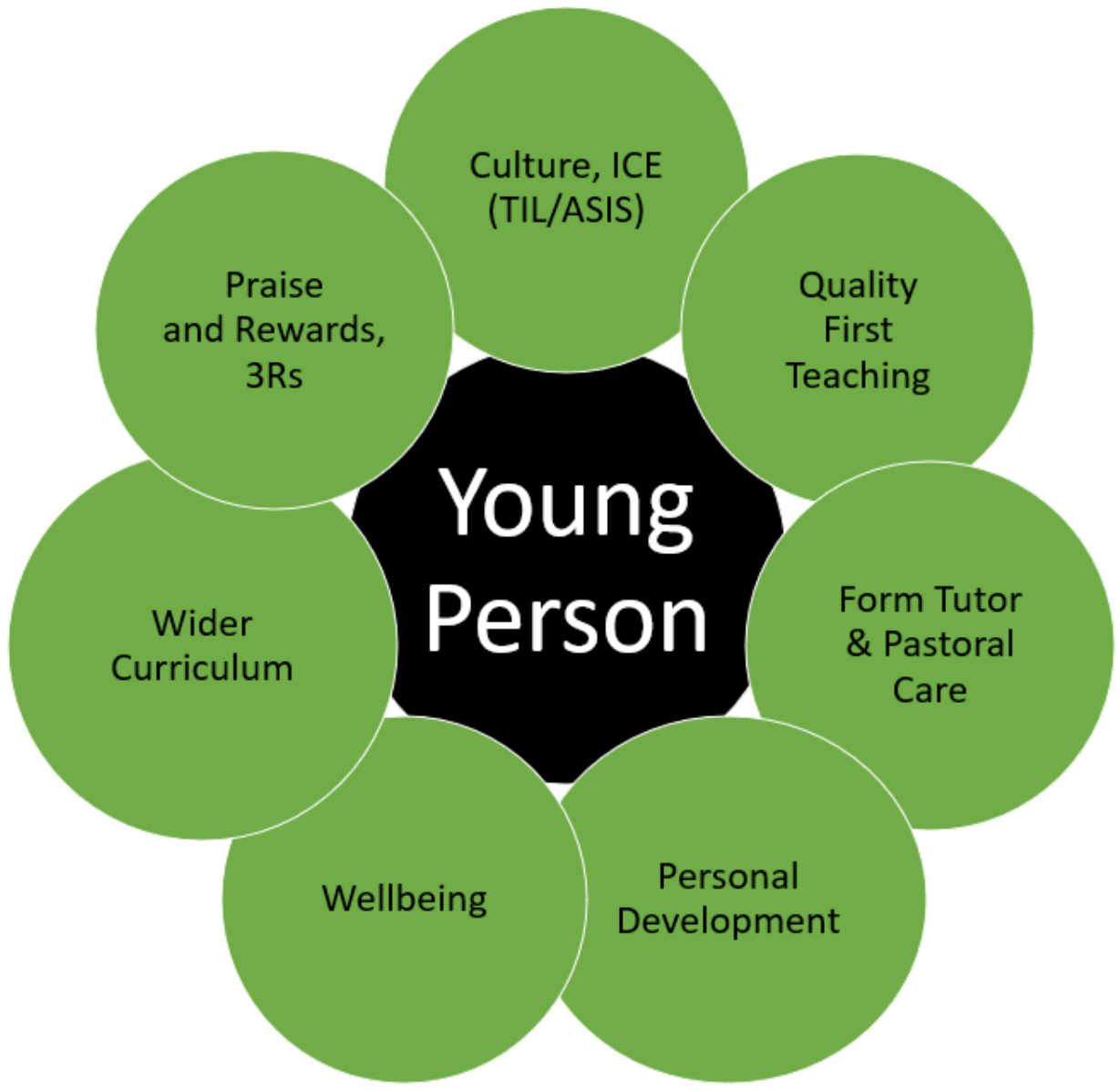




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Universal Support





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UNIVERSAL

- Quality first teaching
- Personal development and extra curricula opportunities accessible to all
- Awareness raising, and signposting to additional support (wellbeing, pastoral and general)

TIER 1 - INITIAL/ADDITION INTERVENTIONS

- Some emerging needs where short term intervention may be required to address need
- Regularly reviewed with the aim to return to Universal support where possible
- Potential need for additional formal assessment including risk assessment
- Potential triggers - <95%, lateness, On Calls, change in behaviour, CPOM logs

TIER 2 - TARGETED/FOCUSED INTERVENTIONS

- Developing or escalating needs where additional interventions have not fully met the need or longer term support is required
- Additional formalised assessment required including risk assessment
- Regularly reviews with an aim to reduce unmet needs and improve outcomes
- Potential triggers - All in Tier 1 plus significantly <95%, multiple On Calls, persistent lateness/absences, 3R room visits, suspensions, multiple CPOM logs, significant trauma, multi agency involvement

TIER 3 - TARGETED/SPECIALIST INTERVENTIONS

- Highly personalised to the needs of the child requiring more intensive support
- Multidisciplinary approach (Mainstream/SEND/Connect/Social Care/Therapeutic/Parent/external providers, etc...)
- Regular Assessment and review of Risk Assessment
- Aim to step down level of care or to prepare for life beyond school
- Potential triggers - All in Tier 1 and Tier 2 plus TAF, Child Protection, Child in Need, KA, SBIP, risk assessment written, trauma, repeat suspensions

Universal Assessments

<u>Assessment/Screening</u>	<u>When</u>
CAT	Start of school career
Star Reader	Twice per year
Exact Screening	Year 7, 9 and 12
Transition arrangements between schools or year groups	Where appropriate
Tranquility App	At least once per term
WEMWBS – Wellbeing baseline survey	Every Term
Form tutor, DHOY and HOY support/monitoring	Daily
Subject assessments	At least once per half term
Lessons and form time	Daily



Tier 1 Interventions



LEARNING

- SEND Passport
- SEND Link
- Blended TT
- Literacy
- DRA - reading
- Dyslexia Screening
- Discalculia screening
- Zones of Regulation
- Domain analysis
- Passes - sensory, boxing, time out
- Fidget toys
- Positive reward card



RELATIONSHIPS

- Reports - tutor, DHOY
- Parent meeting/comms



WELLBEING

- CISS
- BOXALL
- RCADS
- Peer mentor
- Hub appointment



Tier 2 Interventions

All of Tier 1 plus....



LEARNING

- SALT, SPOA or OT
- Autism support
- PLP in place
- SEND register - K Code
- AAE
- EHCP started
- Rapid reader and/or maths
- Lexia
- EAL Interventions inc, Baiba/NCAT
- Lego Therapy - TBC
- Numicon - TBC
- Study Skills - TBC
- ASDAN - TBC
- Nurture Group - TBC



RELATIONSHIPS

- Reports - HOY/SLT Link
- LOST
- SBIP
- Risk Assessment
- Parent meeting/comms
- External interventions
 - TFTF
 - DCCT
 - Baby People
 - Island Project, Catharsis, Whispering Trees
 - Equine Therapy
 - Kinsmead
 - Engineered Learning
 - DPA YMCA
 - Pre YOT
- Fresh Start Application made
- Boxall Session - TBC
- 'Charlie' school dog - TBC
- THRIVE - TBC
- Lego Therapy - TBC
- ELSA - TBC
- Keywork - TBC
- This Girl Can -TBC
- Forest School - TBC
- CBBT - TBC
- Healthy Lifestyles - TBC
- Drawing and Talking - TBC
- Emotional Regulation and Stress Tolerance -TBC



WELLBEING

- On Inclusion Meeting Agenda
- School Counsellor Referral
- Hub schedule
- School support Plan
 - Teachers aware
 - Shared Strategies
 - Out of Lesson Pass
- Signpost to
 - Safe Speak
 - Chat Health
 - Young Minds
 - Kooth



Tier 3 Interventions

All of Tier 1 and 2 plus....



LEARNING

- PLP in place and reviewed termly
- EP involvement
- Sensory Audit
- EHCP in place
- Both EHCP and PLP reviewed regularly
- Enhanced Transition - WRAT, WRIT, CTOPP, KTEA, DASH



RELATIONSHIPS

- Parent meeting with SLT
- Blended TT
- AP considered
- Panel Meeting
- Connect referral made
- Fresh Start+ application made



WELLBEING

- On inclusion meeting agenda
- Referral to
 - School health
 - Building Sound Minds
- Breakout
- Changing Lives
- Blended TT
- EHA in place



Student Intervention Plan

Forename				Form			
Surname				Tutor			
Current attendance %							
Are there on going attendance concerns	Y/N	If yes, please specify					
Current academic levels	Maths		English		Science		
Option Subjects							
Current behaviour info. for this academic year	Behaviour ratio		N. of incidents		N. of <u>LS</u>		No. of suspensions
SEN provision	Y/N	If yes, please specify			FSM	Y/N	PP
							Y/N
Other agencies involved	Y/N	If yes, please specify					

Strategies implemented:

Give brief details of the strategies implemented for this student and the outcomes of this work		
Strategy	Objective	Outcomes/Impact



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Student Intervention Plan

Summary of current progress:

Further important information:

All suspension details whilst at the academy			
Date	Duration	Reason	Interventions following readmission

Give details of parental involvement:

Form completed by:

Date:

Please attach the following (where applicable):

Go for schools progress report	
Behaviour profile	
Attendance report	
Student passport	
IGR provision mapped	
Copy of EHCP and or any other SEND reports	



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Student Intervention Plan

Demographic checklist					
Name				Year Group	
Start date			Review date		
Attributes	SEND	PP/LAC/PLAC	Safeguarding	Proactive	Reactive
Referral information Received	In Person	WB Measure	Behaviours	Risk Assessment	SEND
<u>Agreement from</u>	Connect	SLT	Safeguarding	Year Team	Parent/ carer
Assessment	Required	Date completed	Completed by	Further actions	
CISS (YP)					
CISS staff					
Boxall staff					
RCADS					
Domains					
SDQ					
WEMWBS					
TT RAG					
SEND					
TAF					
Counsellor					



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Student Intervention Plan

IT_RAG / Transition Planning			
Name			
Year Group		Assessor	
Subject	Subject Rating	Teacher	Strategies that help or hinder me in this subject
English			
Maths			
Science			
PE			
Art			
D & T			
History			
Geography			
PRE			
Drama			
MFL			
Music			
PHSCE			
<i>Option Subject</i>			
<i>Option Subject</i>			
<i>Option Subject</i>			
<i>Alternative Provision</i>			
Form time			
<i>Key Adults</i>			
On-Call Staff			



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Student Intervention Plan

Name		Review	
Lead Staff		Review	
Start date of plan		Review	
Student's strengths and interests:			
Priority concerns:			
What we want to achieve:			
Interventions / Strategies:			
Signature of student			
Signature of teacher			



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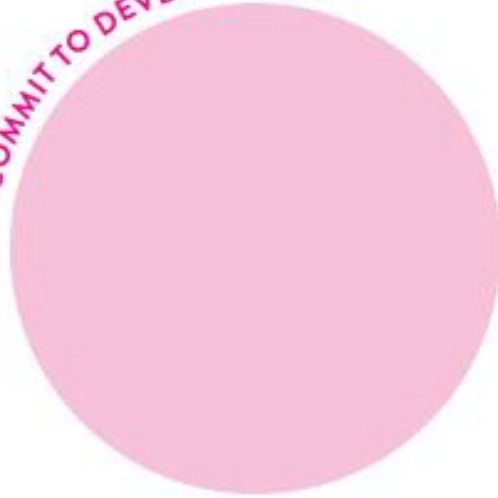
Building Positive
Relationships

DERBY CITY SCHOOLS INCLUSION CHARTER DOODLE PAGE

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COMMIT TO DEVELOPMENT



BUILD POSITIVE RELATIONSHIPS



ASSIGN AN INCLUSION LEADER



SUPPORT NEED AT THE POINT OF NEED



EMBED QUALITY FIRST TEACHING & BEST PRACTICE





BUILD POSITIVE RELATIONSHIPS			
	EMERGING	ENHANCED	EMBEDDED
What does your school currently do to build positive relationships?			
What else could your school do to build positive relationships?	SHORT TERM	MEDIUM TERM	LONG TERM
3 action points from today	1	2	3

Inclusion Charter Dashboard

Derby City Schools

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Now LIVE and available to start using

- ✓ Now live
- ✓ Up to 6 log in accounts per school
- ✓ Easy to navigate around the dashboard
- ✓ A variety of sections/themes to choose from
- ✓ Interactive videos and resources
- ✓ Further content will be added throughout the academic year
- ✓ Derby Direction portal has also been updated – new providers





WORKING TOGETHER FOR **BRIGHTER** FUTURES

Log in

Register



TOGETHER WE SUPPORT INDIVIDUAL NEEDS

The Derby Direction website allows schools and those who work with children and young people to see the support services available to them in the local area, focusing on the topic of inclusion. This website has been designed for colleagues to navigate and find the universal, targeted or specialist support services they require, with the option to download and save a bespoke report.



WORKING TOGETHER FOR **BRIGHTER** FUTURES



CONTACT US

GET IN TOUCH

Full name *

Email address *

Confirm email address *

Setting/organisation

Age range of learners you work with (if applicable)

- Early Years
- Primary
- Secondary
- Post-16

1:36 / 2:04



Please enter your username and password for access to the school charter dashboard.

Only schools that are subscribed to the Derby School Inclusion Charter can access this part of the site. If you are interested in subscribing to the programme, please [click here](#) to view package options.

If you have forgotten your password, please click the forgotten password link below.

Sign in

Username



Password



Remember Me



Log out

Dashboard



Hello, Emma Sheasby

Welcome to your School Inclusion Charter dashboard.



MAIN MENU

CALENDAR

TRAINING WEBINARS

RESOURCES

2022-23 CPD
OPPORTUNITIES

CYCLE OF SUPPORT -
COMING SOON

INCLUSION LEADER
ROLE/SUPPORT

NETWORK MEETINGS
& UPDATES

RECOMMENDED
READING



2022-23 CPD OPPORTUNITIES

EMOTIONALLY BASED SCHOOL NON-ATTENDANCE TRAINING

This training is funded through the Inclusion Partnership, so is free to attend for Derby city schools. It links to the Inclusion Charter that has recently been shared with schools and we would expect schools that access this training to have committed to the Inclusion Charter principles. This course develops an understanding of the impact on students who are having severe difficulties attending school, how to identify those at risk of developing difficulties and how to help them.



Objectives and Learning Outcomes:

- How to identify and understand the various factors within a child, home and school which interact
- To both cause and maintain school non-attendance
- How to gather information for an individual student to understand the push and pull factors around non-attendance
- How to co-construct a plan
- How to work with and support parents and young people along the way

Who is this training for?

Secondary schools - 2 members of staff per school. At least one person attending must have the capacity and the authority to identify and work directly with young people and their families.

Training sessions will take place at Pride Park Stadium

Please note we will do our best to stick with planned dates and times, but they may be subject to change. Places for this course are limited.

For more information, please contact:

in@inclusionpartnership.co.uk



Date / Time	Session Outline
DAY 1 26th January 2023 9am-4pm	<ul style="list-style-type: none">• What is ESDNA• Anxiety and ESDNA• Risk and Resilience Factors of ESDNA• Identification, information gathering and planning• Working with the child• Working with the parents• Working with school staff• ESDNA and the Covid Context• ESDNA and Autism
DAY 2 16th February 2023 9am-12pm	<ul style="list-style-type: none">• Interpreting the information and planning• Action planning• Interventions and strategies• Support for parents and young people
DAY 3 30th March 2023 9am-12pm	<ul style="list-style-type: none">• Whole school approach to emotional wellbeing• Whole school good practice and ESDNA• Relationships and belonging• Transition• Resilience



Emotionally Based School Non-Attendance Training

26th Jan, 16th Feb, 30th Mar

This course develops an understanding of the impact on students who are having severe difficulties attending school, how to identify those at risk of developing difficulties and how to help them.

Download

Book Now



Thank you 😊

Emma Sheasby
Derby Direction Project Manager

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Early Intervention Programmes



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- Information about programmes is on the Derby Direction Charter Dashboard
- We have limited funding available to provide up to 50% of the programme cost for Charter Schools
- To apply for funding, please complete the link on the dashboard (early intervention programmes)
- It is the school's responsibility to quality assure external providers
- Please get in touch if you have questions or require support

Logos and Branding



- Pin badges
- Certificate
- Inclusion Charter logo
- Inclusion Leader logo



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De-escalation and Positive Language Course 'Train the Trainer'

- 8th November 2022 2-5pm 'Knowledge'
- 6th December 2022 2-5pm 'Coaching/ Tactics'
- 17th January 2023 2-5pm 'Alliance'

Meeting dates 2022/23



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2:30-4pm		
5th October 22	Virtual	Click here to join the meeting Or join by entering a meeting ID Meeting ID: 394 632 842 509 Passcode: N76Yn8
3rd November 22	Pride Park Stadium	Please book via this link: https://forms.gle/G6PWt5N1JxhwWR5XA
18th January 23	Virtual	Click here to join the meeting Or join by entering a meeting ID Meeting ID: 383 521 444 001 Passcode: zySqrG
8th March 23	Pride Park Stadium	Please book via this link: https://forms.gle/c4QBsX7rBakdo9iQ8
4th May 23	Virtual	Click here to join the meeting Or join by entering a meeting ID Meeting ID: 365 613 589 572 Passcode: QWEQXW
11th July 23	Pride Park Stadium	Please book via this link: https://forms.gle/CRWr9FbKV4ENnpX39

SAVE THE DATE: 29th June 2023 Inclusion Conference

Contact Us

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