

Bury Governor Association

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Inclusion Update & Equality in Education

presented by

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Inclusion Update & Equality in Education

1. Inclusion challenges: the national picture
2. Inclusion challenges: political will and Ofsted's new framework
3. Bury's partnership model
4. The governing body's role

'The true measure of any society can be found in how it treats its most vulnerable members.'

Mahatma Gandhi

National inequities in education

Children and young people with SEND are considerably more likely than their non SEND peers to:

- be unemployed, and, earn less when employed (Gutman & Schoon, 2017)
- have higher rates of mental illness (Rose et al, 2009)
- be victims of abuse (Higgins and Swain, 2010)
- have higher rates of homelessness (Mercier and Picard, 2011)
- end up with a criminal record (Bradley, 2009)

Who are our most vulnerable?

Children who are permanently excluded are:

- seven times more likely to have a SEND (Gill et al., 2017)
- four times more likely to grow up to live in poverty (Gill et al., 2017)
- significantly more likely to engage in substance abuse and criminality (Pirie et al., 2011)
- much more likely to feature amongst the 'missing' (Pirie et al., 2011)

What are the country's political leaders saying:

'...exclusions are rising and in many cases there is literally nowhere for those children to go.....This is heartbreaking..... Too many children are being socially excluded and marked as failures, with tragic consequences.'

Sarah Jones, MP for Croydon Central

'...the relationship between pupil referral units ... and the Criminal justice system has become symbiotic, and the rise of exclusions is creating a pipeline of young people into our prison system. There is no fiscal or moral case to go on like this.'

David Lamy, MP for Tottenham

What are Ofsted saying about Inclusion?

'I was struck by a phrase someone used in a discussion back in the summer – 'big-hearted schools who welcome SEND students and see their Ofsted rating drop'.

I'd like to unpack that a bit.

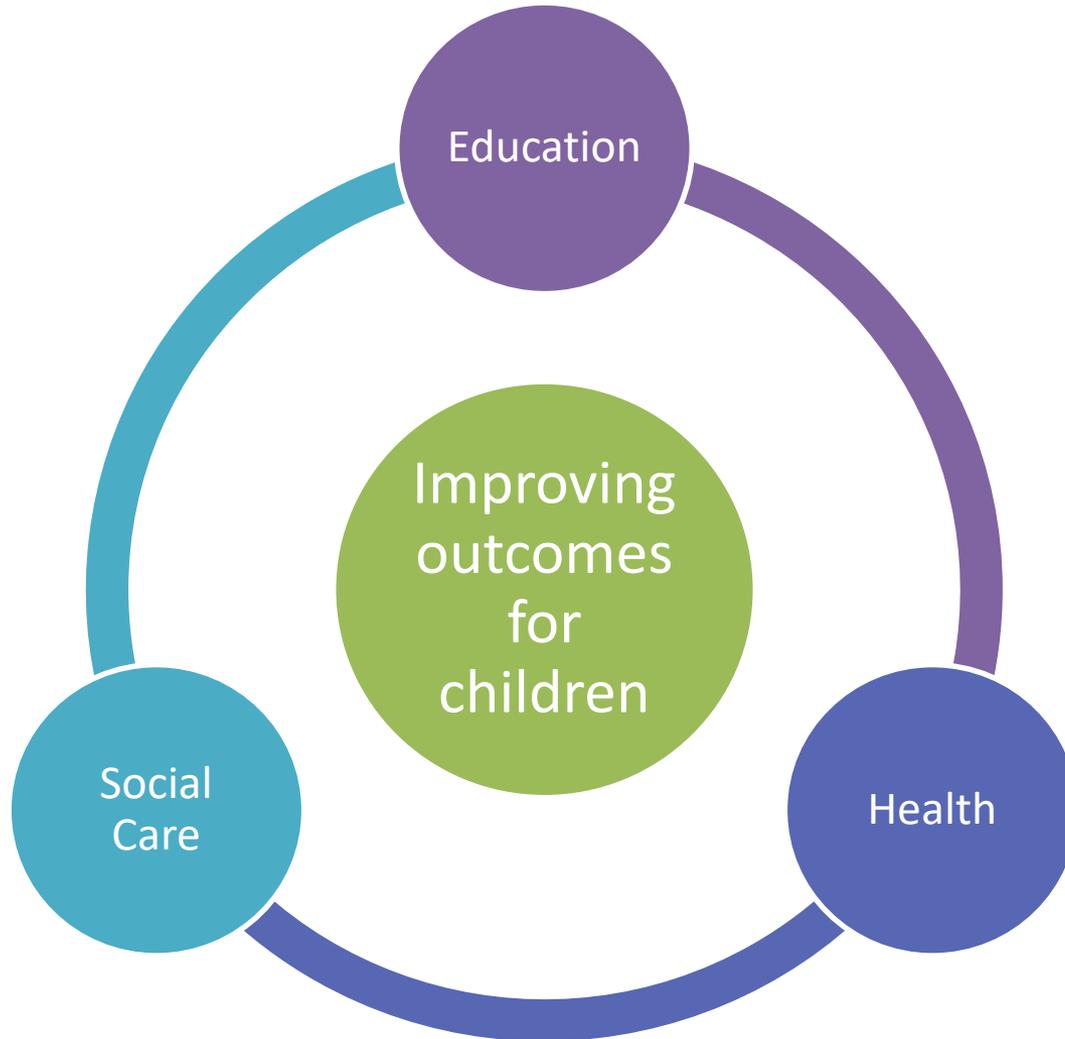
I believe, and Ofsted's inspections of special educational needs and disabilities (SEND) provision in schools are built around this idea, that the experience of pupils who have SEN and/or disabilities is a bellwether of the school's performance.

Children who have SEN and/or disabilities are part of the big picture that makes up a school; there is no division here.

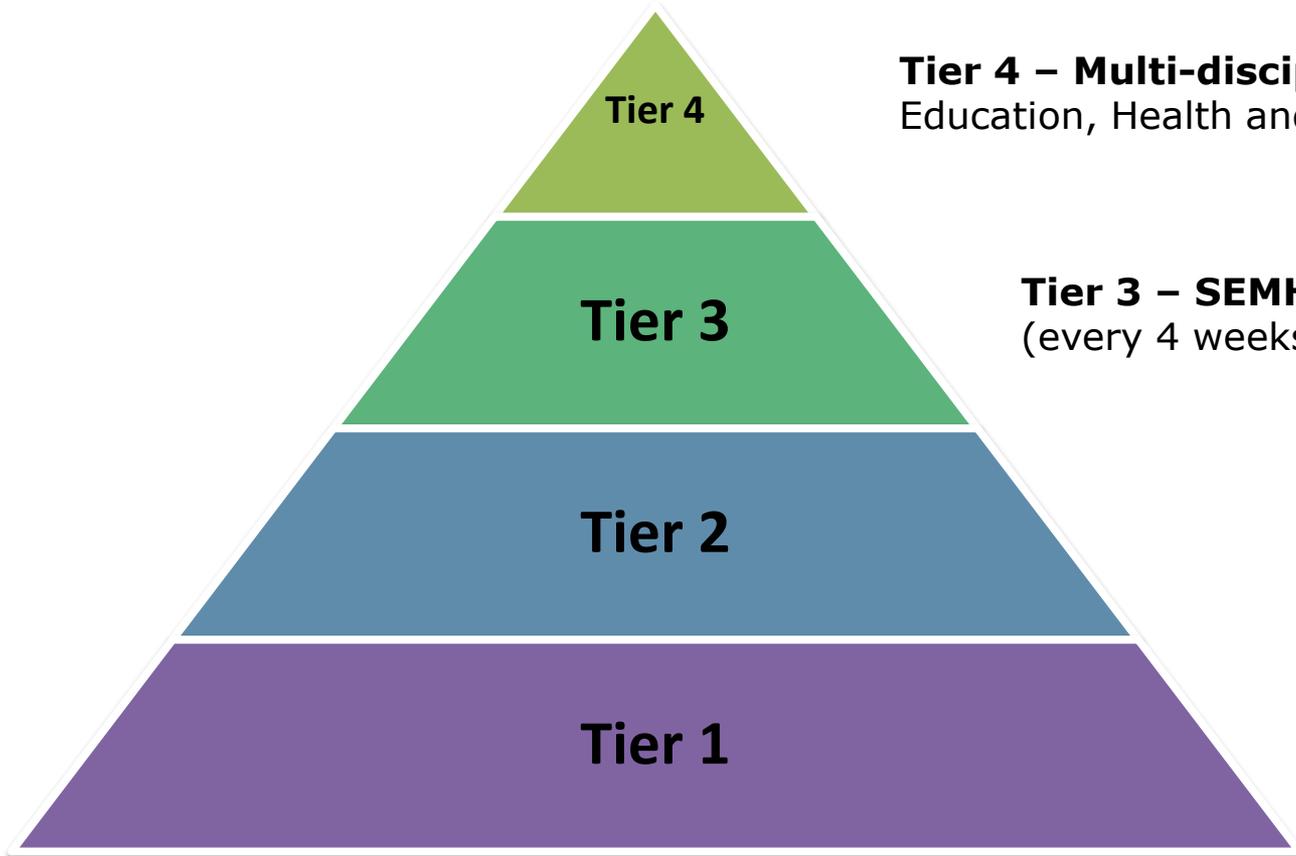
Academic excellence, and effective SEND provision, are all part of the same picture and a school cannot be truly outstanding if it's letting some of its pupils down.'

Nick Whittaker, Her Majesty's Inspector

Co-production



Partnership working in Bury



Tier 4 – Multi-disciplinary team meeting
Education, Health and Social Care

Tier 3 – SEMH Partnership Panel
(every 4 weeks)

Tiers 1 & 2
SENCO-to-SENCO consultations facilitated by the additional needs team, educational psychology, sensory support team, virtual school (every 4 weeks).

Primary Partnerships



Ramsbottom

Christ Church Walshaw	Our Lady of Lourdes
Emmanuel Holcombe	Peel Brow
Greenmount	St Andrew's Ramsbottom
Hazlehurst	St Joseph's
Holcombe Brook	St Mary's Hawkshaw
Holly Mount	Summerseat
Old Hall	Tottington

Prestwich and Radcliffe

Butterstile	St Andrew's Radcliffe
Cams Lane	St Hilda's
Chapelfield	St John's
Gorsefield	St Margaret's
Millwood	St Mary's Prestwich
Our Lady of Grace	Sedgley
Park View	Wesley
Radcliffe Hall	Yesoiday
Radcliffe Primary	

Bury North

Chantlers	Lowercroft
Chesham	St John with St Mark
Christ Church Ainsworth	St Joseph and St Bede
East Ward	St Luke's
Elton	St Marie's
Fairfield	St Paul's
Greenhill	St Stephen's
Guardian Angels	St Thomas's
Holy Trinity	Springside
Hoyle	Woodbank

Whitefield

All Saints	St Bernadette's
Bury and Whitefield	St Mary's Radcliffe
Heaton Park	St Michael's
Higher Lane	St Peter's
Hollins	Sunnybank
Mersey	Unsworth
Ribble Drive	Whitefield

Secondary Partnerships

Bury North	
Broad Oak	Bury Church
St. Gabriel's	The Elton
Tottington	Woodhey

Bury South	
Castlebrook	Parrenthorn
Phillips	Prestwich
St. Monica's	The Derby

Suggested questions for Governing Bodies

- *how many pupils in the school have SEND?*
- *what types of SEND do children in the school have?*
- *what is the school's notional SEND budget, and how is it spent?*
- *in response to these needs, what SEND provision is in place?*
- *how are parents included in the SEND identification process and cycles of assess-plan-do-review?*
- *is the school engaging in the partnership panels and SENCO-to-SENCO consultations?*
- *how many fixed-term / permanent exclusions have been carried out?*

Questions & Comments