

## WSOA 8 – Inclusion/Exclusion -Stacey Feedback Notes

I did not receive any minutes from this meeting.

### Meeting 1 – 29/9/21

Attendees: PCF, PCT, Dorset CCG, BCP, NHS, Education

Marion PCF, Stacey PCT, Sam Viney, Christian Malone, Leigh Bailey-Pearce, Fritz Penn-Barwell, Sam Best, Katharine Harvey, Sarah Rempel, Wayne Chappell, Tanis Middlemiss, Vanessa Grizzle, Helen Becker, Sarah Horn, Claire Webb, Graham Pirt, Sarah Stockham

Marion: Parents feel they are being blamed.

Sarah R: BCP SEND team have struggled with leadership – excited about direction can move in, addressing lack of communication, schools and parents feeling unsupported, moving away from blaming parents.

There are broader issues around inclusion, which extends beyond schools. We need to support deprived areas (as identified through SEND Forum). Many children do not have positive role models/mentor and there is no other adult to turn to. Problems around families are not being addressed.

Christian: Wider issues need to be examined.

Stacey: A community cohesion approach, that we used to use in schools, should be considered. Socio-economic context needs to be considered. Also, we need to acknowledge that some parents may have had bad experiences at school and do not value, or are intimidated by, the education system. We need to work with families and develop trust.

Lee: Relationships are key.

Wayne: Some behaviour policies are too restrictive and lack context. Individual needs are not always taken into account.

Vanessa: We need consistency across schools with regard to our approach to support. What is the BCP approach?

Stacey: Perhaps we could look at Support'ed.

Nina – It is key that we have early assessment and early intervention.

Lee: Parents want to get their children into particular schools due to their reputation of being good with SEND.

Sam: Not all schools use resources in the same manner; they utilise funding in different ways. We need more transparency and sharing of best practice. Perhaps this could extend into how funding is being used. Some schools are funding counselling services in-house.

Fritz: What would BCP exclusion data tell us? What behaviours led to exclusion? Obviously, setting off a firework in school could not be excused, but consistent low-level behaviours could be addressed?

Nina: Think about Maslow's pyramid (hierarchy of needs). Are there year groups where these problems are occurring more frequently? For example, Year 6 transition. Can we harness/predict these issues?

Lee: The culture in primary and secondary is so different.

Tanis: We cannot use unregulated alternative provision. There is a fear of using provision at the beginning of the year in case it is needed down the line. If we are going to be preventative, how can we achieve this?

Wayne: Every child has a right to full time education that meets their needs. Part-time timetables are being used with no exit strategy. There needs to be a phased integration in place, thinking about how their current plan is setting them up to succeed rather than to fail. How do we know when children are ready to reintegrate?

The LA SEND team are not always made aware of students who have been placed on part-time timetables. There needs to be two way communication.

Marion: Part-time timetables have a huge impact on families.

Graham: There is also a safeguarding aspect that needs to be considered with regard to part-time timetables, as we don't always know what children are doing when they are not at school.

Sarah S: We need to offer reasonable adjustments.

Lee: There has to be success criteria around managed moves of those at risk of exclusion. We need a package around how to develop relationships with children.

The learning hub discussed across all workstreams should promote inclusive teaching.

Nina: Some students are placed on part-time timetables with a vision of staying on them for 18 months. This is unreasonable.

Sarah H: We need to make learning and sharing quicker and more accessible. Perhaps we could have a portal including ideas and resources.

Wayne: With regard to Quality First Teaching, not all teachers are created equal. There needs to be a training offer, where the training is based on real life case studies so it 'comes alive'.

Christian: We need to reduce barriers to/for the SENDCo as there is just too much on them, for example, many also have a classroom responsibility.

We need to utilise the work being done through Inclusion Quality Mark.

Vanessa: We need training that has the child in mind; real, nit abstract.

Wayne: We need to make sure we are looking after staff, and help them to be resilient.

Christian: It would be good if all school could have inclusive hubs within their grounds.

Marion: There won't be enough room.

Those schools that are seen as accommodating SEND students are popular. Headteachers worry that if they run a successful model, more children will be placed with them and they will no longer be able to sustain what they are running.

Fritz: There are issues, like with The Quay School, where the LA would like to reduce their places. Staff numbers then need to be reduced.

There has been a lot of change in the LA. Lots of staff are passionate and there is a lot of initiative, but how do we ensure we get where we want to go? We don't want to back in the same position we are currently in, in two years...