

# Manchester Inclusion Strategy

## Working in Partnership to Prevent Exclusion and Support Children and Young People to Thrive

### Manchester's Children and Young People Plan – Our Manchester, Our Children vision

Building a safe, happy, healthy and successful future for children and young people.

#### What we'll do

### Our priorities

- Working in partnership in a coherent, strengths-based way to support inclusive practice.
- Listening and responding to the voice of children, young people and their families.
- Developing the aspirations and skills of children and young people.
- Improving social, emotional and mental health and wellbeing.
- Positive transitions between settings, schools and post-16 provisions.
- Identify needs early, protecting vulnerable children and young people.
- A highly skilled and well supported workforce.
- High quality continuum of intervention provision and specialist support.
- Exclusion as a last resort.

### Our aims

Every child and young person:

- is known
- is understood
- is supported
- thrives.

### Our behaviours

- We work together and trust each other.
- We're proud and passionate about Manchester.
- We take time to listen and understand.
- We 'own it' and aren't afraid to try new things.

### Key questions for education settings & services to explore about the absence and/or behaviour of a child or young person "At Risk"

- What is already working well?
- Is there anything happening now that might explain their behaviour and absence?
- Has anything happened in the past that needs to be considered?
- What else can we do?

### Strand 1 – Inclusive Universal Provision

#### We will:

- Find ways to listen and respond to young people's voices.
- Identify what works well and promote effective practice.
- Develop and promote inclusive practice guidance, including the use of evidence-based approaches.
- Provide workforce training to support inclusion.
- Implement the multi-agency THRIVE approach to promote emotional and mental wellbeing.
- Promote use of Manchester's Matching Provision to Need to Tool (MPNT).
- Provide mentoring, work experience and employer engagement opportunities to develop young people's aspirations.
- Develop a citywide approach to support transitions.
- Implement Skills for Life.
- Promote a clear and connected Youth offer.
- Pilot Greater Manchester's Mentally Healthy School approach.

### Strand 2 – Early Intervention – identify needs and protect vulnerable children and young people

#### We will:

- Develop and share a multiagency toolkit of resources, services, referral routes and training.
- Develop and share a checklist of activity to support children at risk of exclusion, and details of who to contact for advice.
- Develop and promote outreach offers and school-to-school support to develop inclusive practices.
- Work with parent/carer champions
- Embed the multiagency team around the school model.
- Develop the school cluster model.
- Strengthen links between agencies to provide Early Help to prevent exclusion and risks of child criminal and sexual exploitation.
- Identify and support young carers.
- Intervene early to prevent and reduce the number of young people not in education, employment or training (NEET).
- Develop and share guidance on managed moves, personalised curricula and alternative provision.
- Share practice guidance from national and local reviews.

### Strand 3 – High quality continuum of provision and specialist support

#### We will:

- Review and revise the continuum of provision for young people with Social, Emotional and Mental Health Needs (SEMH) and develop short stay intervention programmes.
- Ensure all young people with additional needs are prepared for adulthood and supported to progress into positive Post-16 and Post-18 destinations.
- Strengthen multi-agency offer around specialist provision.
- Strengthen integrated working between Youth Justice and other services.

### Strand 4 – Exclusion as a last resort

#### We will:

- Review and issue guidance on exclusion.
- Develop and disseminate a checklist of activity to be undertaken prior to exclusion and who to contact for advice.
- Work with Post-16 providers to develop best practice in the prevention of exclusion.
- Monitor the use of exclusion in education settings.