**Report to Hartlepool Schools’ Forum: 2 February 2021**

**From Amanda Whitehead (Assistant Director – Education)**

**Item 11 : Inclusion Team Proposals 2021/22**

1. **Introduction**
	1. The purpose of this report is to introduce a proposal for an **Inclusion Team** that will sit within an overall **Inclusion Strategy** and to agree the funding of that team.
	2. **The issue:** Pressures on the High Needs Block (HNB) to meet rising needs of pupils and students alongside pressures on workforce skillsets indicates that pressures need to be addressed within the system, particularly within mainstream.

**The solution**: For the Inclusion Team to support within the classroom, and at management level, Quality First Teaching by developing strategies, resources, skillsets and the workforce to develop provision within mainstream.

**Overarching Outcome**: Increase numbers of pupils whose needs can be met within mainstream, and so reduce numbers of pupils requiring places in specialist provision both within and outside Hartlepool. This will have a positive impact on HNB funds.

* 1. Work to develop a Three Year Financial Strategy to incorporate an **Inclusion Strategy** is underway.
	2. An outline of a Three Year Financial Strategy of HNB spending will be presented to Schools’ Forum at a future meeting. This will ensure that the strategy for SEND provision in Hartlepool and the associated spending requirements are understood over a three year period and not solely focused upon one financial year. The **Inclusion Strategy** will form part of that work.
	3. The **Inclusion Strategy** will support and develop:
* Strategic Oversight and Management of Inclusion through a programme of workforce development to be confirmed at this stage);
* Clear expectations at school and LA level;
* Strategic support at LA level within schools;
* Operational support at classroom level through workforce development and direct support from the Inclusion Team.
	1. The **Inclusion Team** will be integral to developing and supporting all schools both strategically and operationally
	2. The **Inclusion Team** will be managed within the LA but will not form part of any existing teams e.g. Educational Psychology. Therefore, this team brings additionality.
	3. The **Inclusion Team** will develop an offer to all schools over a two year pilot period. The offer is to be fully developed but will include:
* Processes for the early identification of need and subsequent early intervention;
* A Comprehensive workforce development programme achieved through a blended approach (modelling, training, in-reach support, networks, school to school support);
* A more consistent offer of what is ordinarily available in mainstream schools as part of a graduated response to meeting need;
* Leadership Support for SEND and Vulnerable Children to aid self-evaluation and whole school development in relation to the inclusion of these vulnerable groups;
1. **Background**
	1. Our vision is for all children to have a sense of belonging in their local school. The inclusive ethos, skills and knowledge of the staff and available resources will ensure that children thrive and parents have confidence in the school. The model of Inclusion we are aiming for is:

**Hearts and Minds**

**Inclusion**

**- Children belong and thrive in their local schools**

**Skills & Knowledge**

**Resources**

* 1. Through ongoing work with the Inclusion Working Group and through consultation with schools and settings it is clear that needs of Hartlepool pupils are rising which is impacting on both mainstream and specialist provision. The aim of the **Inclusion Strategy** is to support schools to develop a self- sustaining Inclusive approach.
	2. This should be achieved by using creatively and effectively the following aspects of the systems that we have in Hartlepool:

Skills and Knowledge;

Environment and Resources.

**3. Inclusion Model Proposals**

3.1 To build an **Inclusion Team**, over two years initially**,** on the basis below:

* Yr1 fund from SEMH ( Schools Funding) 50 % and Education Reserves 50%;
* Yr2 to include in the HNB review to ultimately fund 50% from HNB and 50% from Education Reserves.

3.2 To deploy the **Inclusion Team** on the basis of clear Non Negotiables between all parties, to be developed.

3.3 To agree to use the approved funding model over a two year period as a trial of effectiveness.

3.4 The **Inclusion Team** will include the following roles:

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Description | Hours/Salary | Costs |
| **SEND School Improvement Adviser.** | Strategic: Super SENCO. Lead for learning and cognition. Improve leadership for SEND; SEND data, audits, school development planning, SENCO network, SEND Provision maps, training, lead on panels. | 37 Full TimeSoulbury 13 - 17 | 69,817 |
| **Specialist Advisory Teacher – Autism**.**Specialist Advisory Teacher SEMH****Specialist Advisory Teacher Early Years( (Area Senco**) | Autism Specialist – KS2,3. Operational – capacity building through casework – blended approach to CPD (Mentoring, modelling, training, support with planning, advice on strategies, practical support e.g. environment, resources, school to school support, support schools with panels, support school offer for parents, close liaison with EP team.KS2 and KS3. Operational. As above.Early Years SEND Specialist. Operational. As above. | 37 hoursSoulbury 9-1237 hours.Soulbury 9-1237 hours. Soulbury 9-12. | 62,59262,59262,592 |
| **HLTA – Cognition and Learning**.**HLTA – Autism.****HLTA – SEMH.****HLTA – Early Years.** | Operational Support to the Specialist Advisory Teacher. Delivering support packages designed by the Specialist Teacher – review meetings – TA Support.As above.As above.As above. | 32.5 TTOBand 932.5 TTOBand 932.5 TTOBand 9.32.5 TTOBand 9. | 24,98024,98024,98024,980**TOTAL PER YEAR:****£ 357,513** |

**4. Budget Proposals for Consultation**

4.1 The funding proposal is based upon testing the concept over two years.

* Yr1 fund from SEMH ( £178,756) and Education Reserves ( £178,757)
* Yr2 to include in the HNB review to ultimately fund 50% from HNB (£178,756) and 50% from Education Reserves (£178,757)

4.2 **Sustainability:**

To test the model for an initial two years supported with the above funding with a view to moving towards funding from the HNB. If the model proposed is successful, this will result in reduced spending on the HNB incurred through specialist placements and will free up funds to support the cost of the Team.

**5.** **Recommendations**

5.1 Forum is recommended to:

a) note the contents of the report;

b) consult with the schools and sectors they represent on the option presented in

 the table at paragraph 3.4 of the report and the funding proposal at para 4.1 in order that a vote can take place on 2 February 2021.

All Forum Members are eligible to vote on this recommendation.