

Terms of Reference: Early Years and School Inclusion Forum

Background

An Ofsted/CQC inspection of SEND in March 2018 highlighted a "variation in the skills and commitment of some mainstream schools". The inspection report commented on disproportionate numbers of excluded children having SEND and commented that some schools "are not inclusive" and "work in ways that are in complete contrast to the spirit of the SEN Reforms."

A coordinated approach is required across health, education and social care to strengthen our educational provision for SEND and vulnerable learners. WCF and other professional services will work with educational settings to ensure good practice, promoting inclusivity to improve educational outcomes for vulnerable/SEND children and young people. This will help re-build parental confidence within Worcestershire's educational settings.

Purpose of meeting

- To share intelligence regarding inclusive practices in early years settings, schools and multi-academy trusts using data and case studies
- To agree where practices are a cause for concern or demonstrate good practice
- To agree actions in response to practices that are a cause for concern.
- To agree how good practice will be shared through networks, e-library and other means

Attendees

- Gabrielle Stacey: Assistant director, SEND and vulnerable learners (chair)
- Lucie Thompson: Business support officer, SEND and vulnerable learners (meeting administrator)
- Matt Pooler: Children missing education lead officer
- Zulkifl Ahmed: Group manager, SEND service
- Donna Parker: Group Manager, Vulnerable Learners
- Tracey Wilson: Mainstream admissions officer
- Helen Pretty: School improvement advisor – SEND/inclusion
- Dave Scott: Senior educational psychologist
- Colette Maynard: Virtual school headteacher
- Katie Clegg, Senior Education Advisor for Vulnerable Learners
- Mel Boxall, Lead for Sensory Impairment
- Gemma Halstead and Stephen Fessey, Leads for Communication and Interaction
- Helen Davies, Lead for Learning Support Team
- Kate Breakwell, Lead for Medical Education Team
- Becky White, Early Years Inclusion Coordinator

Meeting details

- This meeting will take place half-termly in the first instance. This will be reviewed at a later stage.
- Each meeting will be 90 minutes in length.
- The focus will be on local authority-maintained schools, academies, nurseries, childminders and pre-schools.
- Child focus will be on those with an EHCP, looked after children, children in care, those with SEN and vulnerable learners.
- Data will be gathered on all inclusion indicators, such as admissions, exclusions and attainment of children with SEND.
- Where there is a cause for concern about a setting or theme, the group will identify the required support or challenge needed to improve practice. This support could be in the form of 1-1 professional development, e-resources or guidance documents.
- Any concerns and follow up will be shared at schools causing concern meetings and may also be shared at Missing Monday's meetings.

Outcomes

- To promote and improve inclusion practices within educational settings, ensuring the best outcomes for Vulnerable/SEND children.
- To use a multi-agency approach in order to implement continuous good practice and meet individual educational needs.