Meeting date:	25th November 2021	
Report to:	Schools Forum	

Subject/report title: Update on the development of the Inclusion Service.

Report author/lead contact officer: Michele Sadler Head of Inclusion Service

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Wards affected:

☒ All Wards

Public/private report: Public

Exempt by virtue of paragraph: N/A

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1. Purpose of Report

1.1 To update Schools Forum on the development of the Inclusion Service

2. Decision(s) recommended

2.1 To note the report.

3. Service Establishment

3.1 The Inclusion Service was established on 1st September in response to the feedback received through the Reshaping Education consultation. We are grateful for the contribution made by schools in helping to shape the service going forward. The Service replaces and brings together a number of smaller service areas, including Children Missing Education (CME), Pupil Tracking, Exclusions, Elective Home Education(EHE), Education Enforcement and Alternative Provision, and also adds new additional capacity to allow the focus to shift from the mechanics of navigating the legislative framework in these areas, to a service that is the children's education champion; firmly placing the child's right to education at the centre of everything that we do.

3.2 When fully staffed, the service will have 22 full time posts, organised across three localities, North, West, East and Other. Initially, each team will be comprised of a Locality Lead, 2 Outcome Coordinators and 2 Inclusion Officers. Additional Inclusion Officer capacity in the East and Other area, will reflect the additional support needed for those children either without provision, receiving Interim provision or those children

with EHC Plans placed in provisions outside of Solihull.

3.3 Running alongside the Locality Teams, a support and triage function will operate as the Inclusion Service front door, providing a helpline and facilitating rapid access to the most appropriate person in the service to offer help, support and/or guidance to parents, schools or other professionals, as needed.

3.4 Senior members of the team will be identified as the lead officer for particular areas or projects such as exclusions, EHE, attendance, transitions etc. The final details of this are currently being finalised and will be communicated before the end of this term.

Staffing update :

	West locality	North	East & Other	Inclusion Support & Triage	Total
Locality Lead	Tracy McEwan	Helen Rowe	Natalie Jones		
Total Posts	5	5	6	6	22
Staff currently in Post Dec	2	4	3	3	12
Recruited, start pending	3	1	1		5
Vacancies remaining	0	0	2	3	5

3.5 As Children's Education Champion, the purpose of the Inclusion Service is to ensure that all children of statutory school age are in receipt of fulltime suitable education and to identify those children where this is not the case. Once a child is identified as missing out on education the service will provide support and challenge wherever is necessary. These children will be tracked and supported by the service until the situation is resolved and their engagement in education is secure.

4. Identifying the cohort.

4.1 The identified cohort of children for whom the Local authority is responsible is:

- All children on the roll of a Solihull school

- Children resident in Solihull without education provision

- Solihull resident children with an EHCP naming a school outside of Solihull.

- Solihull resident children known to be EHE.

All children known to be in this cohort have now been identified as far as possible and work undertaken to establish their present attendance status. There remains a small number of children whose attendance status is yet to be verified, and work is progressing on this

5.   Progress to date: Term 1 Objectives

5.1   Establish Team: structure/recruitment/training

Successful recent recruitment means that most posts will be filled from next term. Recruitment to those posts that remain vacant will commence before the end of term. Training for all staff has been ongoing, and will continue throughout next term

5.2   Rationalise service entry points, information requests and recording (EHE, CME, Exclusions, Enforcement etc)

Work is well advanced to bring together a single service entry point underpinned by a unified system of monitoring, recording and reporting within the Council's database system..

5.3   Review systems: policies/processes/recording/tracking

Information requests and referrals are being reviewed to minimise duplication and the administrative burden

5.4   Identify highest risk children

This initial focus for this has been to identify all children in the cohort, and as far as is possible, confirm their attendance status. In accordance with the cohort described in 4.1 above, a snapshot as at 14th October, showed that there were 37,096 children in the cohort.

Attendance Status	Number of children	%
Children whose attendance is yet to be verified	529	1.43%
Children with no school or Zero attendance this academic year	139	0.37%
Children with very poor attendance (less than 50% this academic year)	316	0.85%
Children whose attendance is above 50% but less than 90 %	8167	22.02%
Children whose attendance is 90% or higher	27945	75.33%
Total	**37096**	**100%**

5.5 Focus support on those children with no school place or zero attendance

The team have been targeting support to the 139 children who were either without a school place (33 children) or showing zero attendance (106 children). This data will be updated termly and be an important measure of both impact and future planning.

5.6 AP review

Work is underway in conjunction with the School Place Planning Team to commence a consultation on an Alternative Provision Strategy.

6. Term 2 & 3 Objectives

6.1 We are in the early stages of devising a draft 3 year development plan for the Inclusion Service, which will evolve through a model of coproduction and engagement with all stakeholders, particularly as the Service is able to move from the current reactive model of response to a proactive model based on early identification and intervention for children.

6.2 The most immediate priorities already identified for the rest of this academic year are expected to be:

- Induct new team members – Scale up training

- Launch and communicate new service offer

- Establish school and collaborative links

- Embed Inclusion Service activities within the Graduated Approach, and ensure it is consistent with other emerging policies, both local and national.

- Set out a rolling programme of policy review – prioritise Attendance policy

- Focus support on those children with zero or very low attendance

- Establish systems for those children requiring Interim provision.

- Support implementation of AP Review Outcomes

- Develop intranet/Local Offer presence

- Vulnerable children database development

- Undertake half termly reviews of impact

- Prioritise and coproduce early intervention projects and activities where possible.