



**Insight+**

# **INCLUSIVE PRACTICE**

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**THE VOICE OF YOUNG PEOPLE INFORMING  
EFFECTIVE APPROACHES FOR SECONDARY  
SCHOOLS & THEIR LEARNERS**

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**FULL REPORT**



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# EXECUTIVE SUMMARY

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- How do young people feel about their experience of exclusion?
- What do parents/carers believe is needed for effective support?
- How are Derby Secondary schools approaching inclusion?
- What are the processes in place to support the agenda?
- How does Derby define successful inclusion?
- What could be done differently to improve experiences?



These were some of the questions to which answers were sought and experience captured via interviewing 102 key stakeholders from April to August 2021 across Derby. Putting the voice of those who have experienced exclusion at the centre and listening to their accounts of changing education providers and learning within Alternative Provision (AP). Using the experience of those most impacted, and looking at what is being done to stabilise young people who have found it challenging to access the school environment in the way expected, the main areas identified are:

1. Inconsistency – relating to the offers of support available to young people
2. Process change - already being undertaken and is in its infancy
3. Desire for improvement – every stakeholder was looking for developments and change

Consistency around what successful inclusion feels like, was matched with an inconsistency in approach and that whilst identifying that having a definition would be helpful, more important was listening to the experiences of those at the centre, accepting responsibility for improvement, and participating in change.

This report outlines nine recommendations for continual implementation for inclusion within secondary education settings; setting out options to assist with the required challenge, support and a change in approach identified through primary and secondary research.



# CHALLENGE

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1. Inclusion Advocates – senior level personnel to guide young people and their parents/carers through the exclusion processes and challenge and support schools around approaches to inclusion.
2. Restorative pathways – providing a way to address issues and repair damaged relationships and provide closure.
3. Standards for onsite Alternative Education – managing expectations for onsite provision.



# SUPPORT

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1. Transition mentors – supporting young people to develop the resilience to succeed within the post 16 landscape.
2. Key Stage 3 Social Emotional Mental Health (SEMH) provision – specialist provision for schools to support those in need.
3. Formalised partnerships between all key agencies – supporting the community and voluntary sector to have a voice and be heard. A respectful way of working.

# APPROACH

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1. Quality training – Sharing Expertise & identifying Talent – share skills to develop others, identify gaps and engage with specialists.
2. Moving the Focus – look at changing practice, not just the young person.
3. Transparency of information – be open and prepare others to aid the success of the learner.



# INTRO AND CONTEXT

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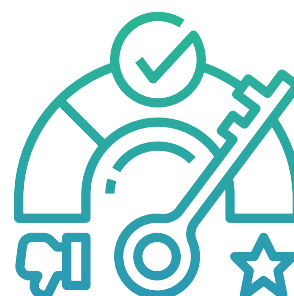
Whilst there is ample data available regarding inclusion and key indicators, there was a lack of narrative to support and contextualise this statistical information.

*“A young person who has had 5 moves – this young person’s view on their education has never been captured”.*

As part of the Opportunity Area for Derby City, and the Inclusion Programme, the board wanted to gain an insight into the educational experiences of young people educated within a Pupil Referral Unit (PRU)/Support Centre and to understand the approaches being taken towards inclusion across the area. It was accepted that there had been little work undertaken in partnership with children and young people to date and stakeholders were aware that the views of those at the centre were uncaptured and therefore silent.

Direct Education Business Partnership’s research and evaluation offer, ‘Insight+’, was commissioned to:

1. Gather information around the educational experiences of young people educated within a PRU by:
  - a) Interviewing key stage 4 learners within two AP/PRU establishments:
    - The Kingsmead School
    - Derby Pride Academy (DPA)
  - b) Speaking with parents/carers of learners
2. Identify the approaches being taken towards inclusion by:
  - a) Interviewing key stakeholder representatives from:
    - Secondary Schools
    - Local Authority
    - Other support services
3. Analyse the data and make recommendations for change in inclusion approach, to improve practice and outcomes.



There were a series of data sets produced for each stakeholder audience (see Appendix 1) and a specialist team undertook the interview phase.

The process was undertaken from April to August 2021 with information being obtained from 102 interviewees.

Within this document you shall be guided through key analysis of the research undertaken, with supporting evidence gathered throughout the process, leading to recommendations. The recommendations are to be considered by the relevant boards and subgroups to inform practice for the final year of the discrete funding awarded to Derby and to consider longer term actions required to assist the City’s vision of being a zero-exclusion centre of excellence.

*Please note that this study does not include within its scope Special Educational Needs and Disabilities (SEND) schools due to a separate piece of work being undertaken to review this area. In addition, the Alternative Provision review shall provide additional commentary to the nature of onsite provision across secondary schools.*

# INCLUSION AND DERBY

## WHAT THE EVIDENCE TELLS US

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Having been invited to be interviewed, those who consented to be part of the process were met with for a dedicated one to one interview and asked a series of questions. Representatives across the city of Derby (other than young people and parents/carers) including secondary Head Teachers/Principals, Local Authority representatives and other key stakeholders, all made one thing clear; they unanimously felt that the current group of senior leaders are more engaged with the agenda of 'inclusion' than at any other time.

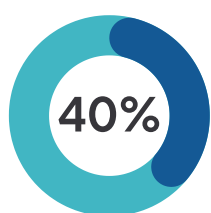
Each party was asked to rate Derby on how successful they believed inclusion processes to be for young people, through grading 1 to 5 (1 being the weakest), the average grading was 2 – 'Successful for a minority of stakeholders'.

*"I am Frustrated by the city – I know the headteachers and they all say they want to set up inclusive provision, but nothing changes. The young people get no support, behaviour continues to disrupt lessons... nothing changes" - school*

However, when asked to rate their own organisations, the average rating was 4: 'The process considers every stakeholder consistently'.

This disparity suggests that organisations are critical of their partners in this agenda and if everyone was working consistently as they claimed to be, then why would young people be expressing feelings of being dejected and excluded:

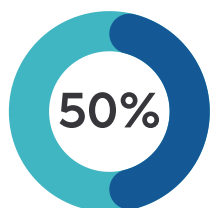
*"I couldn't get the support I needed and spent the entire Year 7 at home. I wish I had come here straight away".*



40% OF PARENTS/CARERS FELT THEY HAD ONLY BEEN INFORMED OF ISSUES ONCE THE SITUATION HAD REACHED THE POINT OF EXCLUSION



70% OF PARENTS/CARERS FELT THEY HAD HAD GOOD RELATIONSHIP WITH KEY STAFF AT THE MAINSTREAM SCHOOL AND YET HADN'T BEEN MADE AWARE OF ISSUES



50% OF PARENTS/CARERS FELT THEY HAD RECIEVED NO HELP AT ALL REGARDING THEIR CHILD PRIOR TO EXCLUSION

The responses did however demonstrate consistent views in what most believed 'successful inclusion' to mean:

- Young people feeling safe, happy and respected
- Needs identified early
- Interventions offered at the right time
- Acknowledging barriers and wider needs of the learner
- Support in place to meet need
- Enables retention/continuation of learning
- Provides stability
- Enable progression



*"Making sure that every young person has the right support, at the right time and in the right place and this enables them to pursue their education journey and be part of their community".*

*"That kids are safe, and they know that they are looked after no matter if home is chaotic or broken – school is stable".*

*"Good outcomes for all children".*

*"inclusion starts with acceptance".*

Through analysis it is clear that the inconsistency experienced is due to the varied approaches taken by differing schools and the policies that inform decisions around the exclusion or inclusion of young people, plus the support available to stabilise and maintain a young person on roll. It is these manifestations of inclusive approaches that cause disparity of experience for learners across the city.

*"It angers me when schools are talking about their own AP and all this is, is a room – that's not AP that's an exclusion room".*

There are strong and passionate views, to be expected, around this agenda

*"Preventing permanent exclusion and to save one child at significant risk, then it's all worth it".*

Yet young people currently have a future determined by their postcode and as stated by one partner:

*"In 2021 we are still seeing inconsistency across schools and this has a profound impact on a young person's life. And it is getting worse. Where you live and are educated still determines your chances of success and it shouldn't".*

When a young person's needs are identified as being greater than their peers, the ultimate response from heads is that:

*'decisions are made by me, I am responsible for what we can provide and the actions we take'.*

Therefore, although a child at School A may present with the same issues and behaviours as a peer at School B, their experience that follows, is not consistent.

*"Across schools and heads, knowledge is varied, and the classification of needs is sporadic and of what determines children to be included or excluded varies". – key stakeholder*

School A:

*"Inclusion doesn't mean being in mainstream, it means providing children and young people with a range of other things/options so that they can 'thrive'".*

Or at School B:

*"Any learner can step into any classroom and access the lesson fully".*

Approaches taken within a single institution has always impacted the steps a young person will take. Many parents/carers seek the 'best' option for their child's education, others are more apathetic, and their child will join the roll at the local school - in either scenario however, when a young person is unable to succeed in the way they are expected to, differing approaches have a much more profound impact.

Having the current processes in place that allows challenge to school around exclusions is an interesting one:

*"...we had one that the new process of fresh start didn't fit, so we ended up having to dual roll them to DPA -however on reflection it worked and was the right thing. I didn't think so at the time, but this challenge worked".*

The vision for Derby to be a zero-exclusion centre of excellence is an admirable one and every single representative is aware that to get there, will mean challenge and change; if left alone the city will fracture the lives of young people further.

Not all agree:

*"I am angered by the anti-exclusion movements that are taking place and the blame being placed on unmet need and this is not always the case. Fixed term and permanent exclusion is an appropriate response in my view and although it must be the last resort, and I do avoid it, it is sometimes needed."*

It should be noted that this interviewee is supportive of the processes being introduced, and ultimately wants to be part of the conversation.

*"Keeping young people within the bounds of one place doesn't mean they'll be included. The driver for Derby to do the same is risky".*

To agree on a destination of inclusion, the starting point must be a sharing of expectations, and a carefully mapped route so that everyone can understand their role and have effective support to meet need, because until there is, it will remain true that a school may feel *“we can’t meet all needs, and some [young people] are better placed elsewhere”*, continuing to use language that young people are either ‘mine’ or ‘yours’, and the journey has to move the narrative to *‘ours’*.

Spending an hour in the company of each head interviewed showed the variances in views and approaches. Many had a clear message to impart, and all talked passionately about their school. However, not all shared a long-term vision and responses provided to some questions set, deemed the need for time sensitive action and that if the changes they desired were not forthcoming within a set period, they would be seeking a role outside of the city area.

The retention of head teachers is important for the city when looking to evolve and embed practice and the first point raised by Pat Thomson, Professor of Education, at The University of Nottingham, in *‘School Leaders Work – recruiting and retaining headteachers: what do we know’* published 30th August 2021- is that there are many generic approaches that help retain leaders and the first being to *‘agree challenging but achievable goals; demonstrating trust and giving leaders space to make their own decisions’* – schools cannot be forced to change, so must be part of identifying the way forward and have support to do so.

The 2019-2020 re-advertisement rate for secondary headship posts was 23% and *‘challenging, exhausting, stressful’* are the top three words members of the National Association of Head Teachers (NAHT) used when describing the last year of their career. Therefore, the focus on schools being truly inclusive is a challenge at a time of immense pressure and there must be a shared responsibility across all key stakeholders to support schools to accommodate more needs than ever before and recognise success.

The head teachers interviewed for this study, felt there were positives taking place at local authority and support was being provided through:

- Firstly, the appointments of staff into key roles.
- Secondly, for the cross-city processes being developed.

These positives included the appointment of respected staff at Local Authority senior levels and for the implementation across the city under the Behaviour Strategy Group of ‘Fresh Start’ and ‘Fresh Start Plus’ approaches:

*“The ‘In-Year Fair Access & Exclusions Manager’ has moved a lot in a short period of time – she has the respect of those she is working with”.*

*“...behaviour strategy groups are the engine driving inclusion – there has been two reviews of the strategies and they have invested a lot in this”.*

*“Firstly, I need to compliment the LA and particularly the Head of Education and Skills... was fully involved in the value setting days we had as a school. The relationship has moved quickly because of this frequency”.*

However, there was a cautiousness expressed throughout interviews:

*"The city is going the right way with 'fresh start / plus, but we are learning as we go, and it needs to be evaluated and refined". With limitations being described by "a case was presented to the heads and no one volunteered to have the student, we all cited we didn't feel able to support."*

*"Why do you think someone else can cope with them [young person] when you can't."*

*"Chances are lost for better outcomes with every move made".*

*"We have offered a place to a learner as they are a good fit for the school, but there are transport issues – this could do with looking at if we are going to provide the best places for the young people to succeed."*

What was equally clear was the attitude towards the city alternative provision offer, namely The Kingsmead School and Derby Pride Academy (DPA). Views varied:

*"But the provision is not good enough – PRU provision isn't good enough."*

*"AP on school sites is better and having all schools signed up to Fresh start + is a strength."*

*"I always go to DPA as it is fabulous, and yet they don't get LA funding."*

The principals of each provision are all well-known and respected. Despite being respectful when interviewed, evidence was put forward by young people and parents/carers that negative opinions regarding the provision were often shared and repeated by school staff: learners being informed that they would end up at the 'place for naughty children' and told 'you won't like it there'. These words are powerful and for many young people who had transitioned to a PRU setting, they shared that these words had heightened their anxiety about attending:

*"You hear about bad people, the school's not good, people getting stabbed and that. I thought I'd be in constant fear and that you have to watch your back. But when you're here it's all fine and that."*

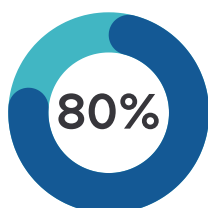
*"I worry a lot about what people think about me coming to this school. My Dad's side of the family don't know I'm here, I haven't told my dad yet. He won't like it, they all think I'm still at my other school"*

The reality of the experience learners faced when they moved was stark in comparison to initial fears and what they had been told:

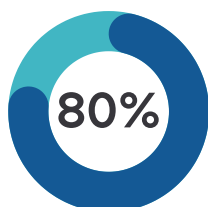
*"It turned him around". – parent*

*"It was brilliant, straight away" – parent*

*"Smaller classes, better support including 1:1 when needed". - parent*



OF AP YOUNG PEOPLE FELT THAT THEIR EXPERIENCE OF SETTLING INTO THE SETTING WAS POSITIVE



OF PARENTS/CARERS FELT POSITIVE ABOUT THEIR CHILD'S FUTURE NOW

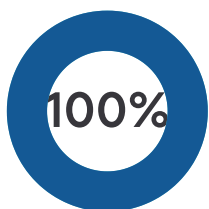
Whilst the image issue for PRUs is not a local one, the narrative locally can be controlled. It is true that no one wishes a young person to aspire not to be educated within a mainstream setting, however caution must be urged when discussing alternative provision with children and young people and their families, many of whom have, despite the warnings, gone on to be and feel successful.

*"When I was at school, I didn't feel positive about my future. Now I'm at DPA I'm much more positive about my future, I've had an interview for college."*

*"I didn't feel positive about my future. I didn't have time to think about my future. In that school there were inequalities, every single day I would be arguing with teachers. I would get sent to isolation while other students would be walking about school. I feel very positive about my future now. The teachers here treat us all the same."*

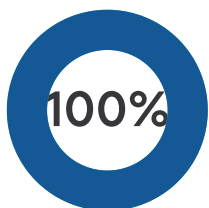
*"It is a fantastic school. We have support inside [school] with his education and outside as a family as well." – parent*

*"It (alternative provision) was sort of classed as a naughty place for children. It used to upset me knowing that he shouldn't be at the school, but that was just at the start."- parent*



OF PARENTS / CARERS FELT THAT THE NEW PROVIDER HAS HAD A POSITIVE IMPACT FOR THEIR CHILD

*“Within many schools (and PRUs) it is easy to go down a nurture route and this doesn’t get kids ready to transition – PRUs of old were about nurture, but we have an academic, reintegration and progression focus now and the misconception of us needs to be addressed”.*



OF ALL YOUNG PEOPLE FELT THEY HAVE POSITIVE RELATIONSHIPS WITH STAFF

*“They [staff at the AP] tell me everything which is fantastic, and the end of day report is phoned through every day.” – parent re PRU*



OF ALL YOUNG PEOPLE HAVE A FEELING OF ‘BELONGING’ AT THEIR ALTERNATIVE PROVISION, AN INCREASE FROM 50% OF DUAL ROLL LEARNERS AND 36% SINGLE ROLL, FEELING LIKE THEY BELONGED WITHIN SECONDARY SCHOOL

The positive relationships with staff within AP settings not only support engagement with learning, but also help young people master the ability to develop positive relationships through mutual respect that is required for any successful transition back into mainstream education, or into the post 16 landscape and beyond.

*“I get on well with the staff. When I'm frustrated, they really help me get calmer and listen to me”.*

Please note: 90% of the interviewed alternative provision learners are male, 62% identify as white British and 46% have SEN identified.

According to [DfE \(2018\) Investigative research into alternative provision, London: DfE](#): AP pupil characteristics Nationally are: 70% boys; 40% receive FSM; 79% have SEN; 47% are aged 15-16; 4.5% gain grades 9-4 in Maths and English; 43% become NEET. \*Young people who are permanently excluded rarely return to mainstream schools (p. 28).

When considering on-site alternative provision, now available across the majority of schools, with more being developed, there is a varied approach, based around:

- each school’s vision of inclusion
- the creativity of the staff team
- the resource available to work with (as well as physical space).

*"Just setting up provision for our own AP at school – appointed 2 people to lead the development of this and sought advice from Kingsmead. This will reduce dependency on Kingsmead and DPA longer term."*

*"We do need to have more enhanced inclusion provision here if we are to cut our exclusions."*

There is a spectrum along which each school approach sits – at one end is the directive that all students remain in mainstream lessons as much as they can, with skilled educators who are inclusive in their delivery – all the way to full time timetables of AP in a separate on-site/community location, with bespoke timetables led by a myriad of staff roles. The majority of city schools are closer aligned with the latter, rather than the former, and base their decision for this on the 'communities they serve' and the extreme needs they 'manage'. Many schools offer a variety of levels of support and intervention and make use of third-party delivery where identified as beneficial.

The UNESCO (2017) *Guide for Ensuring Inclusion and Equity in Education* has key dimensions for establishing inclusive and equitable education systems and states under practices that 'Teachers and support staff are prepared to respond to learner diversity'. To do this, young people need to feel that their opinions and views are valued, which assists teachers in getting to know who their learners are and therefore considerate in how to be inclusive of their needs.

Remaining on roll with a school and undertaking a bespoke package of on-site provision appears to be a solid option, however what was equally clear is that for some learners they do not have time with specialist trained subject staff, contact with peers whilst on site is limited to only a small group and the emphasis of their curriculum is on life skills based learning and support for their emotional well-being, and less on rounded academic achievement. There are clear rationales behind every offer, and all are certainly approached with a view of retaining learners where possible. Throughout interviews two heads stood out, due to the fact that their vision was aligned with inclusivity within the classroom, as opposed to bespoke provision that can ultimately become exclusive.

#### **Definitions of successful inclusion:**

**'Inclusive education begins with the assumption that all children have a right to be in the same educational space'.**

(Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir, et al., 2016; Schuelka & Johnstone, 2012; UNESCO-IBE, 2016). This definition is helpful to retain in one's mind, so that every step taken around appropriate use of provision means that more young people are being supported more effectively and appropriately.

As outlined in the 2018 study by the Department for Education, *'Investigative research into alternative provision'*, schools are using one of two approaches:

- i) change or support the child, or
- ii) change the school environment to minimise behaviours that can lead to exclusion.

- Strategies that focused on the child include – family interventions, withdrawal programmes (nurture groups, confidence building programmes, gender specific programmes, behaviour programmes) and prevention strategies (AP on-site, Fixed Term Exclusions, fresh start/+).
- Strategies that focused on the school – changed the way they operated i.e. curriculum, climate/ethos/structure, pastoral care, teacher development and pupils' support.

The majority of schools within the city fell into the first category, combined with minor consideration of strategies aligned with the second. Schools wanted to advise of all they are doing to support the learners, however the focus was ultimately on changing the child and not on changing the existing classroom practice. The child had to change before they could re-enter the mainstream classroom, but the classroom practice would be unchanged, leading to a pattern of fixed term exclusions.

*"It is very easy to do a fixed term exclusion for a school, without looking behind the presenting needs or at the school itself."*

The above does not mean that schools have got it wrong, they are working within constraints of meeting need now and practice is indeed varied because there are a variety of needs that demand to be met and onsite is the approach of its time (previously it would be been permanent exclusion), however there is a need to re-group around the agenda and to fully understand what inclusion means and can look like.

The idea that a classroom can meet all the needs of the learners within it, is perhaps an idealistic one, but this is the aim for some.

*"The next step is the pedagogy – the training and CPD to implement the changes around accessing, not changing curriculum, and providing inclusion successfully."*

*"...there is a fixation on intervention and support packages and I would flip that stance and say that the school ethos comes first."*

*"If individuals are happy and attend, performance will come."*

*"We don't use city AP for full time provision as we can do it better ourselves."*

This research had an aim of capturing the voice of young people who have experienced exclusion and to listen to and convey their views; equipping decision makers to better understand the impact their decisions have, and help inform developments taking place around minimising the need to exclude or move learners.

Throughout the analysis there were three key themes identified: **Challenge; Support; Approach.** For each theme, a series of recommendations have been made for consideration.

# THEME 1: CHALLENGE

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As introduced previously, the appointment of key personnel and the development of a Behaviour Strategy has been fundamental to the way that inclusion is being viewed city wide and the additions of well-respected staff under 'Learning, Inclusion and Skills', who have seized the opportunity to understand the landscape in more detail and shape it, has resulted in some key aspects of work being developed and all of these are united by one key concept 'challenge'.

**Inclusion Dashboard:** Data gathered and shared through the inclusion dashboard, informs and creates a sound set of information that in its purest sense 'challenges' schools to look introspectively and externally and address key areas of practice.

**Fresh Start and Fresh Start Plus:** these processes require schools to present key information and provide a clear rationale for any referral and provides challenge of what 'doing all they can', actually looks like.

**In Year Fair Access:** Identifying the best school option for a child/young person coming into the area and provides the challenge to schools to provide opportunity.

All of the above are deemed to be well managed by those involved, however cross directorate working has been identified as a gap, has too the limited amount of resource dedicated to the above and the need for more. Links with SEND Officers within Local Authority was a pressure point for many schools.

The feedback from across stakeholders informs that there is an evolving picture:

*"The introduction of Fresh Start and Fresh Start Plus is moving the schools away from permanent exclusion."*

*"There is a joint approach and young people are starting to be at the heart and awareness and this includes recognition of family challenges."*

*"There is now challenge present between the schools in my opinion."*

*"We are all moving towards the ethos of improvement. This is because schools have worked well on it, rather than the LA themselves. School experience for young people is often more favourable than the involvement with LA - liaison for families with SEND team is a weakness."*

*"There is a total lack of appreciation for what we are dealing with."*

*"The Inclusion Dashboard – I like it – peels the layers away and undresses a school – it puts inclusion and outcome side by side and you can see things and recognise where work is being done or not."*

A significant element that currently is missing, is the young person's voice helping inform the processes and as these processes are ultimately about the person at the centre, this must be considered.

*"I would have liked to have had things explained to me a lot more. Actual help in lessons, helping me with my lessons a lot more. I would have liked more of a say in the help I got".*

From all the evidence offered by young people, parents/carers, and schools, having someone to assist the navigation a child makes from early identification of being at risk of exclusion, through the processes that follows, would be welcomed.

Young people expressed their feelings regarding their exclusions from school, showing how much impact this had on them; for many it was yet another '**rejection**' in a long line of turbulent experiences. This rejection however was not shared equally by DPA learners who had moved instead to a dual roll status and still remained in contact with the mainstream educator, though it was viewed that this 'isn't much'.

For learners who had experienced their exclusion under a previous headship, they felt that perhaps now they may not have been 'forced' out and wanted their views to help others.

*"Yeh, sure - happy to talk if it helps others."*

*"There is a need to re-educate teachers on consequences (there are more options than exclusions) and look at the presenting issues based on trauma and other influences."*

*"Yes, children can be difficult, but schools often have the power and this needs to be addressed as they have too much power over families (or feel they do). Schools don't see it as a partnership between family and schools when they educate a child."*



# RECOMMENDATION

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**Inclusion Advocates:** personnel who can represent a child's views and be the broker between the young person, family, and the process in which they find themselves – providing a valuable asset and one that would set Derby apart.



OF YOUNG PEOPLE FELT THEY HAD NO OPPORTUNITY TO TALK ABOUT THE CHANGES TO THEIR EDUCATION WITH STAFF AT THEIR SCHOOL.



ALSO FELT THAT THEIR THOUGHTS, OPINIONS OR VIEWS WERE NOT LISTENED TO. JUST 1% OF SINGLE STATUS YOUNG PEOPLE FELT THEY HAD BEEN REALLY LISTENED TO



OF PARENTS/CARERS STATED THAT THEY HAD NOT BEEN PART OF DEVELOPING PLANS FOR THEIR CHILD WITH THE SCHOOL - IT WAS A PROCESS 'DONE TO THEM'. LACK OF COMMUNICATION CITED AND INCONSISTENCIES WITH STAFFING.

When seeking information pertaining to what this role could look like, Inclusion Advocates exist for SEND young people. However, this recommendation is about inclusion for those who have no advocates available currently and the recommendation made is for someone who understands the processes, can clearly explain this to a child and their family, gather evidence and provide challenge to the schools around the steps they are making. (Suggested Person Specification is available in on page 55-57).

personnel who can represent a child's views and be the broker between the young person, family, and the process in which they find themselves – providing a valuable asset and one that would set Derby apart. Aiming to retain learners within the mainstream and to reduce the 60% of young people left feeling 'shocked' when they moved to alternative provision. Providing support to the young person, family, and school.

*"Clear explanation and agreement with the child and their family around what is happening is needed."- stakeholder*

*"Too many professionals are making decisions that are not explained to the child and their parents in an accessible way." - stakeholder*

*"While I was there, I had a governors meeting where I was told I was going to Kingsmead. I was given the chance to explain my actions, but the governors had made up their minds."*

*"I wanted to change school but didn't know where I was going. The taxi took me one day; I had no idea I was going there."*

# CASE STUDY - STUDENT B

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Student B was a Year 11 learner who was in their second year of being educated within Alternative Provision following a permanent exclusion from their mainstream school. When interviewed, the parent spoke about an unexpected home visit where the staff advised that there was to be an Ofsted inspection and was reportedly informed that:

***“They had to consider the reputation of the school” and requested that Student B “remain at home” and work would be sent.***

In their interview Student B discussed the fact that they had not anticipated the outcome of *“being permo’ed”*. Student B explained about the one member of staff that they felt they got on with and who understood them, but by suddenly being removed they didn’t get to see them again.

Student B talked about their experience of being brought back into the school solely for a governors meeting:

***“I walked into the room and it felt like millions of people, it was mad, I had to speak in the meeting and say why I wanted to stay – but it wasn’t good enough.”***

The parent was very grateful for the support of a Local Authority representative who attended the governors meeting with them, and who the parent felt *“had done their best, but a decision had been made.”*

Student B described the period of being in school prior to the exclusion:

***“I was put into a referral unit, like a PRU inside the school, turned up one day and not allowed back into my classes and then I was permo’ed.”***

Schools view is that *“They [learners] have all needs managed in the classroom and we rarely use external separate groups or rooms”*.

***“I never heard from them [mainstream school] again”.***

The whole process meant that Student B had been at home for 6 months and away from education, until a letter arrived telling them where they would be going.

The parent was very clear that they would have welcomed the opportunity to return to the mainstream school.

The most impressive element regarding the AP in the view of the parent, was the amount of contact and the relationships that had developed as a result, meaning that they had positives to discuss as a family as well as addressing other areas.

The parent had been very anxious about their child's future whilst at mainstream and now felt "hopeful".

From a school perspective they have a clear belief that  
*"We don't have a rigid behaviour structure and make reasonable adjustments."*

With an average permanent exclusion rate of 2-3 permanent exclusions a year.

This case highlights:

- The gap in clear communication and the support that would benefit students and families to better understand the process in which they find themselves.
- The lack of wider staff voice within a school on decisions being made.
- A lack of guidance on next steps.

Feelings experienced included:

- Shock.
- Being at a loss.
- Powerlessness – Student B felt:

*"There was nothing I could have done or said to change the decision."*

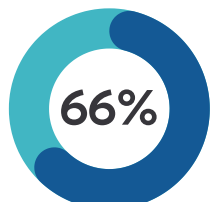
An Inclusion Advocate could:

- Improve communication between all parties.
- Assist students and their parent to be aware of the stages of an exclusion process.
- Look at restorative pathways - allowing Student B to see the staff member again who they had built a relationship with, even if it was just to say goodbye.
- Supported transition to new provision.
- Assist consistent approaches, and therefore experiences, to develop across schools.

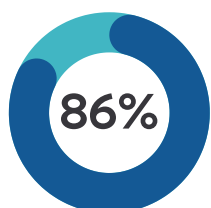


# RECOMMENDATION

**Restorative pathways:** Dual roll registration for all learners placed within a PRU setting (except in extreme circumstances) should be encouraged. Evidence from the young people identifies that they would better manage their feelings of 'rejection' and 'shock', if they believed the decisions made were in their best interest and considered their views around the importance of maintaining contact with their school.



INTERVIEWED HELD NO ILL WILL AGAINST THEIR FORMER SCHOOL



ACKNOWLEDGED WHY THEY HAD BEEN EXCLUDED AND HAD DEVELOPED A MATURITY AROUND THIS.

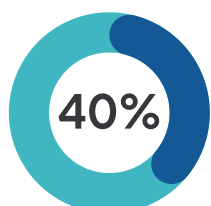
*"Pupil Voice – we don't do this: a young lady assaulted someone at school and walked out angry and never went back and that door is closed. Yes, there was a version from her for the exclusion meeting, but her view on her own educational future was not captured."*

*"Good thing is, I can't even say I'm that person anymore. Still got a really bad temper, but got it maintained."*

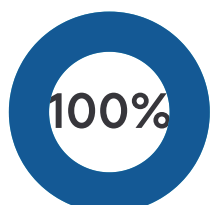
*"I was breaking things so I wasn't surprised I was asked to leave."*

*"It was a bad thing that I did though."*

However, the way in which the exclusion process was managed has left young people feeling 'shocked', 'rejected', 'hostile' and 'alone'. Leaving them more vulnerable than before and in extreme isolation in many cases – placing young people at significant risk of harm and exploitation.

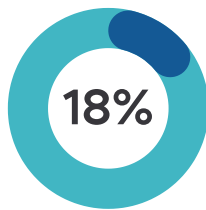


OF DUAL STATUS LEARNERS WERE GIVEN NO OPPORTUNITY TO VISIT THE AP PRIOR TO TRANSITION

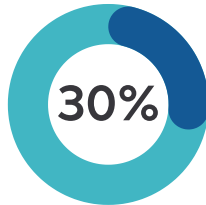


100% OF DUAL STATUS LEARNERS HAD HAD A BEST FRIEND AT THEIR SCHOOL, HOWEVER 20% OF THOSE FELT THEY HAD NO FRIENDS WHERE THEY CURRENTLY ARE

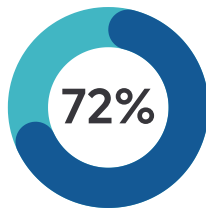
*"I didn't really know what was going on at the time. I just didn't want to lose my mates at the time".*



OF LEARNERS FELT THE LACK OF FRIENDS IMPACTED SETTLING INTO THEIR ALTERNATIVE PROVISION



OF DUAL STATUS LEARNERS HAD LEFT OUT-OF-SCHOOL ACTIVITY CLUBS AS A RESULT OF ATTENDING ALTERNATIVE PROVISION



OF SINGLE STATUS LEARNERS HAD LEFT OUT-OF-SCHOOL ACTIVITY CLUBS AS A RESULT OF ATTENDING ALTERNATIVE PROVISION

*"Friends are people who have your back when you are at your lowest, some of the teachers are nice here but I don't have any friends. I would like to though".*

*"I wasn't expecting to be permanently excluded, it just happened".*

*"I was totally surprised; I didn't know it was coming".*

*"I've lost all my mates by moving school".*

**'Having one good friend helps a sense of belonging and is a positive indicator for mental well-being. When a pupil moves to a new class/school, making a friend in the first month is a best predictor for later success' (Allen, K. and Boyle, C. (2018) Pathways to belonging. Contemporary research in school belonging, Leiden: Brill Sense)**

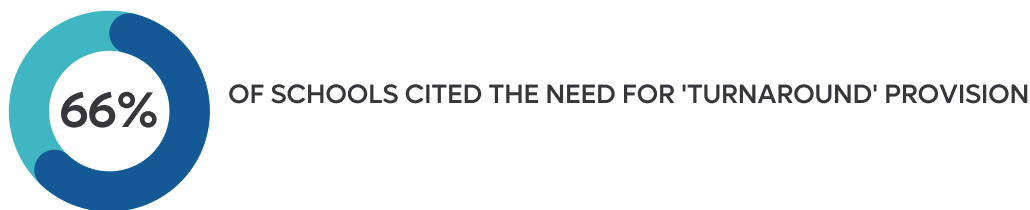
*"I was quite shocked as I wasn't told I was leaving school. Summer holidays after lockdown, I was supposed to go back. I was getting ready and got a phone call saying you don't have to come in as you are changing school. I have an EHCP but I don't know what it's for to be honest".*

Some learners did disclose that the uncertainty of being on dual roll made them anxious and some didn't want to 'go back', however those without this ability i.e. single status learners, felt strongly that this option was desirable.

Working with Kingsmead and DPA, The Early Help offer was (pre covid) set to include support for 'smooth transition back into the mainstream schools when the time for the AP was coming to an end – early help staff were to support the young person back into their school.' This was interrupted in its infancy due to the pandemic but is to restart.

It is clear that for dual registered young people on roll at DPA, the emphasis should be on young people moving back into mainstream schools and not being long term at AP. This may be the idea, but there remain lengthy periods for young people spent educated at DPA and contact with referring schools was deemed 'not much' by learners and stated that reviews that are not always attended by their mainstream school.

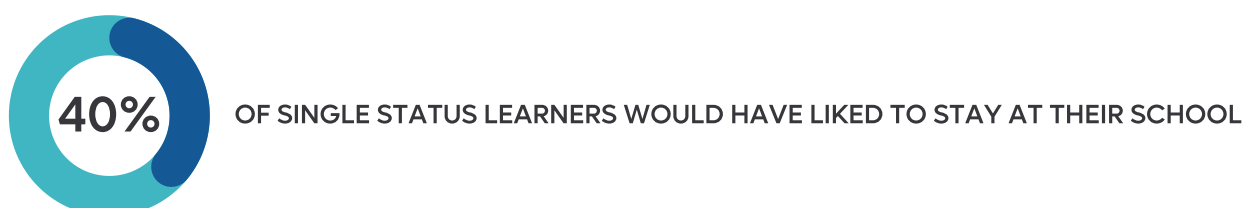
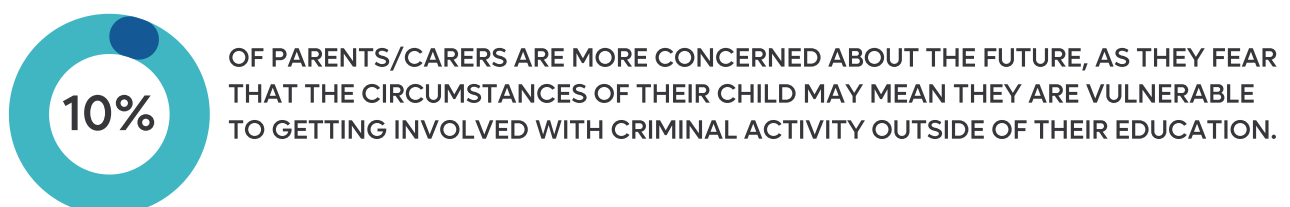
However, dual roll registration and the ability to raise a '[right to return/restore](#)' should be an offer available to all learners, except in the most extreme of circumstances.

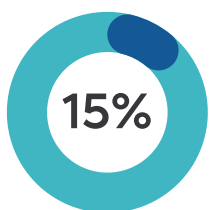


Schools saw the importance of this, therefore this could be extended to include PRU young people, who on a case-by-case basis are considered for dual role registration. Meaning that whilst looking at the needs of the learner, space for schools is provided to look at the way in which their provision offer could adapt. All schools described their permanent exclusion cases of often involving one off incidents, rather than a series of events, incidents, etc.

Many interviewees said they knew what they had done was 'wrong' and had now matured and felt better equipped to manage – therefore the opportunity to reintegrate would be a step forward and allow access to a greater range of qualifications, access to their friends and help regain their sense of belonging within mainstream.

The link between exclusion from education and leaving young people exposed and vulnerable to further harm is well documented and in the 2020/21 academic year, services in Derby supporting young people at the risk of Child Sexual Exploitation (CSE) has seen an increase in the number they are being referred who have either been excluded or who are at risk of exclusion and a decrease in the age of the child involved.





OF SINGLE STATUS LEARNERS EXPRESSED A REAL DESIRE TO BE ABLE TO RETURN TO THEIR MAINSTREAM SCHOOL

This planning for and identifying steps towards reintegration, with targets for all parties, allows a restorative approach to exclusion. And just as it currently works now under Fresh Start, the young person would remain on dual roll until reintegration was successful, or as fully embedded as it could be. For some there may not be an ability to return, or to do so would be detrimental or not suitable,

*“Being selfish, I can express myself more here and I don't want to go back into my shell”.*

However, this should be a pathway open for discussion where the views of the young person are heard.

*“We are much stronger than we were 2 years ago when Kingsmead and DPA were full – now they are much more of a turnaround and that is what DPA was set up to do”.*

This approach to restoration is equally important for learners within on-site alternative provision. However just 25% of schools shared examples of their success with this approach.

*“...young female learner, disengaged, abusive to staff and mum, non-conformist of rules and ‘kicked off’ when challenged, did AP and yes, she is still loud, but back in mainstream; she interacts positively and with respect for mum and staff”.*

*“Historically every single lesson was disrupted due to difficult/extreme behaviours, but now with the provision they have we are seeing re-integration take place for some learners”.*

Whilst on-site AP content differs according to need, packages offering full time support for learners should only ever be seen as a time limited programme with an emphasis on reintegration. To ensure resistance to this is managed, this intent should be transparent to the student, their parent/carers and the pertinent staff at the point of the first discussion and be reviewed regularly with clear milestones.

# RECOMMENDATION

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**On-Site AP Framework and Standards:** Continuing from the former discussion relating to restorative pathways, it is also recommended that a framework be established relating to on-site AP standards – this would set the framework of core elements that each school provides to a learner within their on-site provision and the flexible accommodation of tailored offers considered within this. The first standard and of utmost significance is expertise and this means using **qualified teachers to educate learners** and the wrap around care being provided by staff with **relevant training and expertise**. As one head said **'teachers teach and the manager, manages'**. This is the basics and is advised to be adhered to.

*"Other places offer work packs, one classroom and unqualified staff and are constantly re-branding provision to make it clear they are changing, but little in reality does".*

*"But wherever the children are educated, they have the full complement of subjects, support for post 16 transition and specialist teachers leading learning".*

*"The curriculum offered within the AP is equitable to the wider school and options provided are the same, whilst catering for SEMH, Behaviour, emotional needs and ensuring the academic success of their learners so they can progress".*

If one was to think of the whole school offer as a 'baggy t-shirt', where one size fits all, irrespective of need, this means having an equitable view of the whole school offer – so rather than AP support being seen to be 'additional' or 'different', it is just seen that the educational programme meets their needs, but perhaps the fit is slightly different. One way to do this very clearly, is to use the same staff to teach subjects, no matter where the learners are situated. Quite often with on-site AP, it is accommodated away from the main site, with different staff and therefore seen as being something else – part of school, but not really – but to make young people feel valued whatever their need, then perhaps all stakeholders need to start seeing it as just a part of the overall offer.

*"There has to be an individualised offer and personalised provision. Considered provision = inclusion".*

*"To do all we can for individuals to succeed and for some that is getting a full suite of 9 GCSEs and for others it's just getting through without being perm excluded and getting safely to the end of their education".*

*"Other schools have inclusion units, but they are lead by non teaching staff and not specialists".*

*"...and sit their GCSEs, so they are not disadvantaged. It also makes use of CBT / mindfulness / self-esteem building."*

*"It can be difficult to decide who will teach within our AP (some won't last 30 mins) but we have specialists who can and people with varied backgrounds of different key stages."*

By viewing the school offer as one, then just like the 'right to return/restore' review for those educated externally to the mainstream, the on-site offer should equally focus on changing how the school meets the learners needs and review how it 'fits'; providing the learner with the opportunity to be situated within mainstream lessons.

If the teaching staff are consistent across both onsite AP and mainstream lessons, staff are more likely to be on board with this change and support it effectively, as the learner has not been out of sight and out of mind. This can be phased and managed in whatever way is agreed by the staff, learner, and parent/carer.

This change is paramount to allow for capacity to be managed and availability for learners who are at risk, to utilise the onsite provision and not cause a 'block'. This then challenges the school, and equally the young person, to facilitate a return to the classroom.

*"We know that every move impacts grades and with the old system it would be a grade lower achieved for every move, now with the 1-9 system it is more and lots of the kids have had multiple moves. Therefore, exclusion should be prevented wherever possible"*

*"Our AP is connected by the staff to the main site, and there does have to be careful selection of who these are, they have to firstly be an outstanding teacher and secondly they have to understand the children otherwise they won't last. It helps transition, (reintegrate) as they are aware of what this provision offers and then they know the young people"*

There are a range of studies around Alternative Provision that would be useful, and will have been recommended as part of the review taking place, however, please refer to:

- Research and analysis. Supporting SEND', Ofsted - [www.gov.uk/government/publications/supporting-send](http://www.gov.uk/government/publications/supporting-send).
- 2018 DfE document 'Implementing inclusive education'
- 'Index for Inclusion' – this document remains relevant and provides 'audit' materials for schools to use when reviewing their practice and developing their own action plan.
- IntegratED – Alternative Provision Quality Benchmark Toolkit – 2021. (<https://www.integrated.org.uk/>)

# THEME 2: SUPPORT

There were overwhelming feelings of hope for the future expressed by learners interviewed and their parents/carers, however for many learners there was also a concern; feelings of being indoctrinated into the system and a recognition of challenges to come – coping once again within a mainstream, busier and less accommodating, setting for their post 16 destination being the main one.

*"I'm used to small classes now".*

*"I do worry about future employers and what they might think of him going there". - parent*

Aspiration needs to be nurtured for learners who find themselves progressing into post 16, for both those who have seen out their compulsory education in an alternative provision setting and for those who in future may be reintegrated more readily back into the mainstream with support.

There was a keenness across schools around using Careers to support aspiration building, to engage learners across the board and avoid the 'metaphorical scrapheap' - assuming that some learners wouldn't amount to much. Many named provision they felt complimented their school's ethos and that was a need for more of this to be done and further links with local employers – not large companies, but Small and Medium-sized Enterprises (SMEs) or 'grassroot' employers as they were referred to.

Based on the evidence of the future trajectory for excluded learners, it can be a significant challenge to identify and secure a post 16 offer, and then harder to sustain it. Therefore, there is a need to consider capacity and resourcing for support around transitions.

*"Transitioning to post 16 – we have a post 16 mentor – so they make sure they all have a progression plan and we have great links now and outcomes are resulting in role models".*



# CASE STUDY - STUDENT C

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Student C was in their second year of being educated within AP and was a year 11 student at the point of interview.

*Student C described “losing all of my mates through having to move schools”, and that they haven’t made the same level of connection with anyone within their current provider.*

Student C would have liked to go back, however was very aware that they would have some issues:

*“it’s mainstream though, so I’d be in the classroom with 30 people, and I am just used to small classes now”.*

They have positive relationships with staff where they are, but the lack of friendships is a significant part of what they are missing from being within the mainstream setting. However, being where they are has helped them to consider their future and now they feel ‘positive’ about the next steps.

The parent felt that they had been involved with the school prior to exclusion, but their child had been labelled as having “behavioural” issues and *“no one took time to look deeper into it”.*

The parent explained that the plan put in place, *“...was very vague, and I did not understand it”.*

The parent felt that there had been missed opportunities to diagnose need and felt that a diagnosis wasn’t sought, as *“the school didn’t want him”*. However, the parent accepted that without a diagnosis the reasons that their child was excluded was understood.

The parent felt that Student C would have achieved more if they had been educated within the current provider from Year 7, rather than being excluded to make it happen. There was a significant amount of praise for the communication experienced by the parent from the staff at the AP and the communication is set to continue post leaving date.

The parent felt that the provider *“understood who XXXX is and where XXXX is coming from”* and engaged with them in a way no one else had even tried to. They talked about the self-management of behaviours that are encouraged at the provider and allowing Student C the space required when things become difficult.

The parents is concerned around the image and reputation of the AP, stating: *“It worries me how employers and that will see XXXX going there and assume XXXX is bad”.*

The parent explained their own difficulties in the relationship with their child and how this had impacted Student C’s post 16 plans with opportunities being missed due to their issues impacting Student C’s ability to proceed with a recruitment process.

The parent was ‘fearful’ that the complicated relationship they have, could negatively impact any progression Student C would make and mean that their child would end up in ‘serious’ trouble.

This scenario, and the anxiety felt by parents regarding the post 16 plans and sustaining progressions, is just one example where a 'Transition Mentor' could have the stabilising effect for a young person and assist them to develop the resilience and self-management tools to aid success.



# RECOMMENDATION

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**Transition Mentors:** Mentoring has limited stigma attached to it (young people of varied capabilities are mentored and it is usual within any work setting) and can be easily introduced to young people and families, particularly where not provided through a statutory service. There are experienced and highly effective voluntary and community sector (VCS) organisations across Derby who have the ability to deliver this role competently and who can operate across pre and post 16 settings. Stability is also crucial; consistency of the mentors would be beneficial when working with young people who already feel rejected multiple times and lack stable relationships with adults.

*"I had a someone I could go to when I was getting angry and stuff, but then she left and then the other teacher left, and when I was angry, I couldn't go to that teacher cause she was gone and then I had no one".*

Mentoring can be poor in its execution but done well it can make a significant impact – the EEF - Education Endowment Foundation cites 'Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support'.

([educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring)).

The recommendation would be to commence working with learners the Easter time of Year 11 and continue until the following March, enabling a rolling co-hort of learners, again avoiding a block for those identified as being in need. Such professionals will walk side by side with their co-hort and empower young people to be their own advocate; developing the skills required to have a greater chance to succeed. Mentoring assists the learner to identify their own barriers, strategies to overcome these and are supported to take the required steps and develop an action plan, set targets and track progress with their mentors support; ensuring that each step is recognised, and the mentor can support with facilitating access to specialist services where needed. Providing ownership, perhaps for the first time, to the young person.

This recommendation, though involving a financial commitment, will assist the Not in Education, Employment or Training (NEET) figures and as cited in the 'House of Commons paper - NEET: Young people Not in Education, Employment or Training (July 2021)', a young person who was excluded in KS3/4 (which was 32% of the whole NEET cohort), would represent 35% of the NEET for a year cohort. Meaning that preventing NEET is easier than moving someone from NEET into EET.

The mentors also provide an access point to each young person, to be utilised by a myriad of other services, meaning contact can be streamlined.

'Relationships with trusted support workers that continue beyond the placement in AP can help young people to make positive transitions post-16 where their engagement can be fragile'. – DfE Alternative Provision: Effective Practice and Post 16 Transition January 2017

## CASE STUDY - SCHOOL VIEW

There are a number of schools who described reintegration and using support for short term periods or infilling timetables with needed interventions, as well as providing full time and longer programmes for those they felt required it. For learners who spent their allocated (often part-time) programme of education away from a school site, the lack of reintegration pathways also meant that more difficulties could be experienced in planning for post 16 transition.

Just as with Student C, there is a gap in the support that can work with a learner around their transition planning and where having a trusted individual to navigate this with them would be beneficial. Transition Mentors would therefore assist the city-wide NEET figures and as one head stated:

*"NEET in Derby should be seen as a shared responsibility and not blamed on a few".*

Others felt the same expressing:

*"If the school is identified as being the most appropriate to meet needs, but this cycle then continues of using the schools that 'can', leavers who become NEET in Derby should be seen as a shared responsibility".*

*"By setting a clear expectation for all schools, students could have a better choice of schools and the schools wouldn't feel like they are the only ones taking them on, or look at shared responsibility for NEET across the city and how to tackle it".*

If the narrative is, (as suggested earlier in the report), to move towards 'our' [Derby's] young people, then there should be a shared responsibility and funding framework for this piece of work. Using this to introduce Transition Mentors who can work alongside Careers Leaders, on-site AP and city wide AP's to support young people to identify, secure and sustain progressions.



# RECOMMENDATION

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**Key Stage 3 support and preventative strategies:** so far, the recommendations haven't included additional package resource and repeated pleas were made for further support for key stage 3 learners, and preventative approaches – to reduce exclusions within Key Stage 4 or the need for expensive packages longer term.

***"We all need A/P at KS3 – that can turn a child around and get back into mainstream – need cost effective solutions".***

There was a view that dependency on activities with limited impact and maintenance style delivery, was at the detriment of being able to source more effective support for learners; **"too much reliance on OA funding rather than change"** and many felt that the offer of 'nice to do' engagement activities that had been provided by the OA inclusion programme fell short of meeting need. Particularly around the deepening impact from Covid.

87% of Head Teachers felt work around boundaries and rules was needed and that this could assist in ensuring learners were ready to learn and happier within a school setting.

There appeared, to most head teachers, to be a gap in offer – high level need to low level engagement activities, with **"nothing of substance in the middle"**. This is an area where specialists from across the VCS could support.

When considering approaches, there were specific communities identified, unquestionably at greater risk of exclusion, and there was a view that there was an equity of 'voice' lacking across services and that specialists from community partners, within formal meeting settings, were 'drowned out' or 'dismissed'. The most pertinent of all quotes sums this up:

***"We are often the best informed, but don't have the strongest voice amongst the services".***

For schools serving 'new communities' they saw an added strain around not knowing who may be attending their site week to week and not knowing the needs the learners would present with and therefore the additional strain this can place on staff - the strategies around this used by schools are impressive. However, they need services that can be more responsive to need.

This transient cohort also impacts key performance indicators, and recognition of securing attendance from communities who value education less, would be motivating for schools. Heads described creating

***"memorable experiences in their provision, just to get students to attend".***

## CASE STUDY AROUND KEY STAGE 3 SUPPORT - SCHOOL VIEW

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Schools across the city are working tirelessly to develop offers to meet the needs of learners with complex needs, particularly around SEMH, as they have identified a gap in this area and are being creative in the solutions or part solutions they develop. Where this appears more successful is when schools also have a strategy around the offer that is focussed on integration.

One school has developed a way of phasing the induction of a learner to the mainstream setting, particularly for students transitioning from a primary alternative provision setting. By accessing the schools on-site AP for a term, the learners have the opportunity to develop the skills that will assist them in sustaining mainstream lessons, with integration into the main site planned. Parents/carers are invited to meet the team prior to transition and learn about the provision and how it will be delivered for their child. Though in its infancy, there is evidence of early success:

*“Young people are unrecognisable and go from saying ‘if a teacher shouts at me, I will smack ‘em, to managing to cope with standard timetable and mainstream. Staff check on them post move and pop into lessons”.*

Covid inevitably caused disruption across the education sector, however strategies such as the one identified above will continue to move ahead. For schools’ wider offer, there are a range of packages for their learners, though many identified capacity issues, resulting in further offers being made to cater for differing need with a variety of criteria.

The conclusion drawn is that schools can only do so much under their current arrangements and there is need for a city wide programme of support for Key Stage 3 learners.

Schools who had limited capacity and do not have an internal offer are left asking:

*“I have students who need ‘turnaround’ provision for 6-12 weeks and the ability to reintegrate after that – where is this?”*

Schools that lack the onsite support or the skills set across staff, and are dependent on external provision, advised:

*“I have 6 young people who all need places, but I have to prioritise who I can send to DPA due to prohibitive costs.”*

There was also a call for a sharing of on-site AP across schools, and purchasing places for short periods, but with many at capacity and a variety of Multi Academy Trusts in operation, this request is not one that is likely to provide a solution – at least not in the short term.

For learners where schools felt they couldn't provide what was required and were intent on retaining them on roll, funding and access to support was also raised. **75% of heads discussed the dependency on diagnosis to access more specialist support** and described the process as 'bureaucratic', 'painful', 'slow' and 'failing' and made calls for professional opinion of staff within schools to be trusted enough to access services.

Capacity issues within Local Authority was viewed to be preventing young people from getting the 'right support at the right time'; an element unanimous when describing inclusion. Without access schools are left with learners who are destabilising, with escalating behaviours and needs.

Multiple issues raised were around SEND identification and the dependency on an Education, Health, and Care Plan (EHCP), and it was felt that there was need for an opportunity to phase the access to support, with suggestions that

***"Having less emphasis on the EHCP to access provision and being evidence based from the school, should be enough to access support at the start of the EHCP process or even not require it at all".***

It was again viewed that support around SEMH needs in particular was required and if the school could evidence the need, (accepting that budgets are not infinite) and the evidence reached a threshold, funding should be made available.

Therefore, with evidence from across all city heads stating the same need, Key Stage 3 short term support must be a priority.



# RECOMMENDATION

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**Formalised Partnership:** Statutory services are inadvertently making their own jobs more difficult by not openly seeking and listening to the views of partners from across the voluntary and community sector, who have a knowledge base that exceeds many of the people within a formal meeting, as they often work at the very heart of communities and can be instrumental in identifying an approach that works.

*"There is a need for real community level work – this needs looking at – issues in schools are not separate from those in communities."*

*"I have a responsibility that is wider than the school gates."*

And yet partners expressed a frustration at not being heard when strategies of support are developed.

*"Biggest challenge is that I am not heard in meetings and I lack respect from some professionals".*

*"I am highly experienced and qualified and unfortunately this is often not recognised".*

*"...it would be good for people like me, who support the family, to know what the plan is, why it is happening in this way and then I can support it".*

Therefore, consideration around formalising a cross cutting partnership of services is advised; providing equitable input to meetings and making a considered list of who should be present for discussing/reviewing cases.

***"There are community issues that require support and longer-term wrap around care that is needed. This will make a major difference to inclusion and improve the standing of the school within the community".***

Early Help are re-framing the 'Team Around the School' to 'Team around the Community and School' to provide some contextual safeguarding and ensure that presenting issues in the community are considered to see if they are impacting the behaviours of the child. **"The links are always there"**. This presents an opportunity to provide an equality of representation within networks.

There were multiple examples of the community sector being invited to join a group established by the statutory services and a recommendation would be to shape a forum with a joint agenda and utilise the vibrant community provider representatives already engaged under the Inclusion programme, managed by DCCT.

*“When suggestions are made about what to try, it is often met with ‘we have done that - didn’t work’, ‘we tried and it didn’t work’....In reality this means they [statutory services] have tried strategies just once – these are families for whom change is difficult, meaning you may present a solution at one point and it doesn’t work, but if you did this again and again at later points, the families may respond differently as the relationships develop – the expected time to change is too short and solutions provided are restricted by how long they are given to work”.*

Cooperation and cross cutting approaches are proven to reduce service costs and improve outcomes

*“VCS organisations provide stability to families and this helps keep children in schools. They are community based and know the areas and issues... every service needs to be valued as highly as another”.*



# THEME 3: APPROACH

A repeated 'ask' was for information and access to information to be made easier: those raising it all felt reliant on existing knowledge and relationships to find anything out.

The request for an information portal to gain awareness of what was available in terms of support for schools, young people and families, has been answered and the development of a city-wide web based resource is welcomed, though maintaining currency and quality assurance was raised as a concern. The development of the '[resource directory](#)' aimed at a variety of audiences is a pivotal one and advisement around the ongoing maintenance of this is significant.

*"I am thankful that I don't have to navigate this as a user as it would be incredibly stressful".*

*"By offering lots of approaches to be inclusive, you can end up with a system where you are not sure who does what and how the pieces fit together".*

*"...just the number of roles and services out there – so many and all with different processes and systems and sometimes to see the differences is hard and people just don't work together."*



# RECOMMENDATION

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**Quality Training: Sharing Expertise and Identifying Talent:** Continued Professional Development (CPD) was an area of attention for all schools when interviewed, and many had full INSET days planned for training around Inclusion and to introduce new strategies around behaviour, particularly with the transition to MAT models of governance.

*“...knew that we needed to push ahead with establishing what our values were as a school - looking at the language we use, self-efficacy development and build children back up after the pandemic. There is an open door, but we need the skills to fulfil the brief, and this isn't their responsibility as individual staff, it's ours as a school to do this with them and make it manageable”.*

For others it was the need to upskill staff on a variety of areas.

The warning sticker was that each school / MAT was approaching the development of their staff differently, much like when developing their on-site AP. Some of this was trying to give their school a unique footprint in the agenda and for others it was a case of urgency due to need.

To assist, there is the new CPD framework, developed by the 'In-Year Fair Access & Exclusions Manager' that is in its infancy, and is responding to the need for shared learning. However, the cautiousness is around uptake and engagement with any training centrally delivered. A closer examination of the training would be advised, as would tracking any impact with regards to statistics collated on the inclusion dashboard and by sharing success, this would encourage other schools to see the value of participation. A strategy that is sure to be in development.

Adopting a shared vision of inclusion in Derby by establishing a '[shared language charter](#)' would be the recommendation as a starting point. Having consistent language would ensure that subsequent training was accessible and applicable across schools. With a definition and shared language in place, schools can then scaffold onto this for their own needs.

*“By the time he left it was the right thing. I believe if he had the support when he started at that school, he would have done better there” - parent*

As with the CPD offer that utilises the skills of individuals to provide peer development, the skills of the city provided AP staff could be utilised further, aiding not just skills development, but also an awareness and respect for the PRU provision itself.

In other areas of the country there is a more focused use of skilled practitioners from within PRU provision; observing mainstream delivery and offering peer challenge to staff and sharing skills to improve access to the taught curriculum for a wider number of learners. If talented staff are identified, this would be a sound use of this asset.

The move across secondary schools to have non-teaching heads of year means there is a recognition to support students more holistically; add to this the ability to use Advocates, Mentors and AP staff to upskill, plus a shared language charter, and you would be building towards a more consistent approach and support for all schools.

Schools all made statements around the willingness to either share their expertise, to learn from each other, or both:

“We are more than happy to share what we do with others, and then schools can look at areas that may benefit their learners and adapt their approaches”.

“Other schools are interesting around what are they doing and being part of the peer review triad helps”.

“XXXX school has a great programme that is of interest and I would like to learn more”.

“We have so much to learn from primary and SEND schools”.

The triad approach was discussed multiple times and due to disruption and a turbulent year, this has not yet fully developed. However there were schools who felt they had been incorrectly matched with others and whilst this is a good exercise to see what other schools are doing, heads needed to see a relevance in order to dedicate their time to it. Others were very much engaged, particularly newer heads who felt it was a welcomed part of their induction to the city. Whatever the view, the [sharing of ideas](#) and [showcasing](#) is a good step towards a [shared understanding](#) of the needs each school faces and the shared responsibility had, however caution was urged around the dependency of this shared learning being on heads alone:

*“...doing it only at head level is dangerous and people move on, so needs to be done across SLT, different roles, middle leaders and TAs”.*

To assist in this agenda of everyone being on the same page, the city is encouraged to look further at sharing expertise – [identify great staff](#) – teaching and non-teaching - showcase talent and [use the voice of young people within this](#) – identify where a change in approach has supported a young person to succeed. Many learners interviewed talked about ‘a teacher’ who understood and supported them, and they remembered this.

Therefore, in order to commence the sharing of expertise, go large - [hold a showcase](#) sharing what each schools approach is and share impact:

- what worked to support young people experiencing challenges to turn it around
- which teacher delivers their lessons in a way that engages all

(every head said there were certain staff who would have learners outside of their classroom routinely for poor conduct – flip the focus and celebrate those that don’t do this).

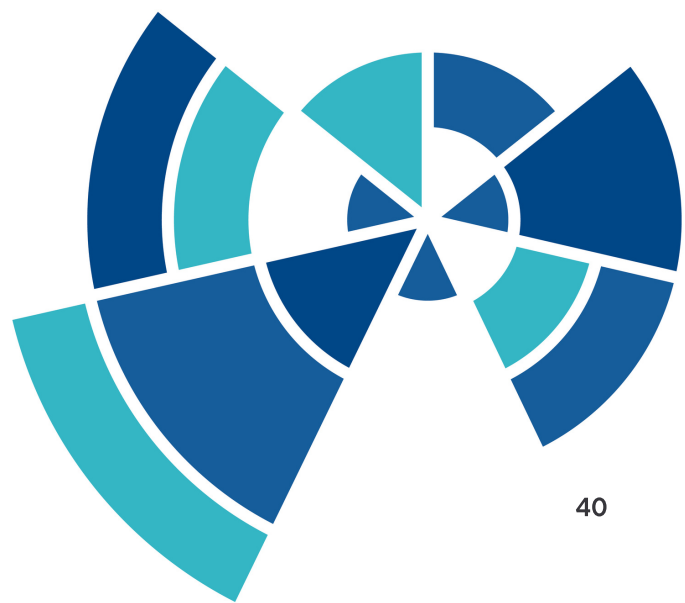
*“There needs to be a celebration of schools where we can visit and look and learn from what each other is doing and have eyes opened to the possibilities and be ready to accept that others may have a better approach. There is so much to learn from each other”.*

Whilst the image of the PRU is not favourable, use the passionate staff within the centres to share their stories of success with young people deemed incapable of fulfilling their education.

Engage with parents/carers who have a positive experience to share.

Use case studies of effective cross departmental / multi agency success and shout about it.

[‘Celebrate Success and Address the Rest’.](#)



# RECOMMENDATION

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**Move the focus:** Throughout the interviews with schools, there were opinions offered regarding the dependency on short term, paid for, external interventions, and as OA funding is ending, this presents the ideal time to change the focus.

*"We need to be able to reject what has been done, just because it's always been done that way and look at how we truly become inclusive".*

*"...more inclusion for the classroom – so that any learner can step into any classroom and access the lesson fully".*

Parents/carers expressed frustration that plans for their child 'had an emphasis on their child's behaviour only and there was no focus on their education or how the school would educate' their child. 'Felt one sided'. 100% felt that plans had not been robust.

The added value brought by externally delivered activities or support packages vary hugely and clear impact measures are available for the commissioned activity that has taken place via the OA Inclusion programme and provides a starting point to look at social return on investment, however tracking impact is key; identifying if changes last, if not why not – audit and randomly select participants to follow their journey on a half termly basis for a minimum of a year – assisting the identification of activities that have been impactful for both the young people selected and the schools referring students.

This would also assist in the identification of gaps in provision; mentioned earlier heads felt there was a gap in the support and many learners returning post covid are still experiencing issues around boundaries and routines and therefore activities that support the re-embedding of these skills would be welcomed across the school population.

What is currently consistent, is that the majority of the support delivered, or where a need is identified, the focus remains on changing the child; lets then look at how the schools' approach to management of behaviour can be examined.

*"Inclusion wasn't really at the heart of the school and definitely not perceived to be"*

by updating core values one school remains

*"focused on being a highly performing school, but also highly inclusive – something that people didn't think was possible and it is".*

If successful inclusion is at the best about 'all children having a right to be in the same educational space' then how can this goal be kept in mind and supported to happen for the majority of a child's educational experience.

If classrooms are more inclusive, they assist in developing a clearer understanding of the learners who have a higher level of need and where some additional input, turnaround or on-site provision, would be beneficial on a short-term basis, assisting such resource to be dedicated to those most in need.

When explaining permanent exclusions, most schools identified that these were typically for one off major incidents where there was a significant breach of rules that endangered the wider population. Though there was a difference in what constituted a permanent exclusion; where some schools permanently excluded, others chose retention through a bespoke package – identifying that by excluding the young person, they are placing them more at risk if out in the community.

*“We could issue FTE for behaviours here, but what good does it do having a young person at risk, supposedly at home, but in reality out in the community – they are better staying here, on site and we can look further at the situation and find out more”.*

For others experiencing a series of fixed term exclusions, many schools look to use their own on-site AP, come to an arrangement with another school within a trust, or access DPA for a dual role placement.

The proposal is that by changing some of the approaches taken within a teaching environment through training and development, then there would be less dependency on other strategies, and these again would be reserved for those in need.

Getting the whole school community on board is problematic, with multiple heads who had already implemented change, describing that this direction of travel had meant some staff had departed their school. For other staff, some remained sceptical and are yet to be convinced. By setting out the vision for the classroom experience to be fit for purpose for a variety of needs, having support staff present within the class (rather than delivering externally with learners and therefore without the subject knowledge to deliver comprehensively), plus a shared language in place, those staff who remain sceptical may recognise a difference in their experiences of teaching and stay, or choose not to engage with their own development and leave.

If nothing changes within a learning environment, young people’s views on their experiences shall continue to be:

*“School gave me help but not the right kind of help. I would have liked more of a say in the help I got”.*

*“I spent a whole year in a room by myself doing my work there”.*

*“If it wasn't for the school [AP] and the support and adapting to his needs, he wouldn't be going to college. If he was at the mainstream school, he would have gone under”. -parent*

*“He has an apprenticeship at Toyota. That wouldn't have happened at school, they didn't want to support him. I felt let down”. - parent*

## CASE STUDY MOVING THE FOCUS - SCHOOL VIEW

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Schools were all equally aware of the need to have staff who not only understood 'inclusion' but showed understanding and implemented it within their practice. Some schools are engaging with specialists to assist the development of school wide approaches and are working hard through CPD, vision days, re-launching policies etc to develop staff awareness and skill within behaviour management, inclusive teaching, trauma informed learning, de-escalation practice, childhood experiences, place based safeguarding, ELSA training etc , with the aim to develop skills to build positive relationships across the staff population with young people; ensuring that approaches are calm and consistent in every interaction.

*“School needs to have more differentiation at classroom level to allow all learners to access the curriculum and to be truly inclusive, that is what is needed. CPD for this is ongoing. We have also identified a need for TA staff to be upskilled and better trained.”*

As well as staff CPD, school leads talked about information and context and how reminders are helpful so that staff are aware that the children within their care are facing multiple challenges. The use of disadvantaged statistics remind staff why their students may present in certain ways and help to develop understanding, empathy, and a willingness to evolve their practice.

An ongoing issue for all schools is that some **staff want consequences handed out for poor behaviour, and schools described a negotiation around what this consequence looks like** – in several school's opinion, detention and fixed term exclusions have little impact longer term and engaging a learner in a conversation with staff about behaviour is seen as worse by learners, and some staff, but helps towards restoring the relationship. This was however **mainly focused on the student's conduct** rather than on the teacher's delivery or the learning environment itself. And when staff sought out 'punishment' for the student, they wanted someone else to issue this – alleviating them from any responsibility. Many heads knew which staff their behaviour management team would be called to support in school. **A restorative approach would require both student and teacher to identify the ways in which change was needed – each working to improve the situation.**

School representatives were also united in the need for consistency to some level; a cross schools agreement of what constituted a Fixed Term Exclusion vs a Permanent one, and the need to have some clarity on what each school should be providing in terms of support, provision, packages etc... dependent on the demographic of their learners. **Having a consistent 'tone' towards inclusion was deemed a necessity.**

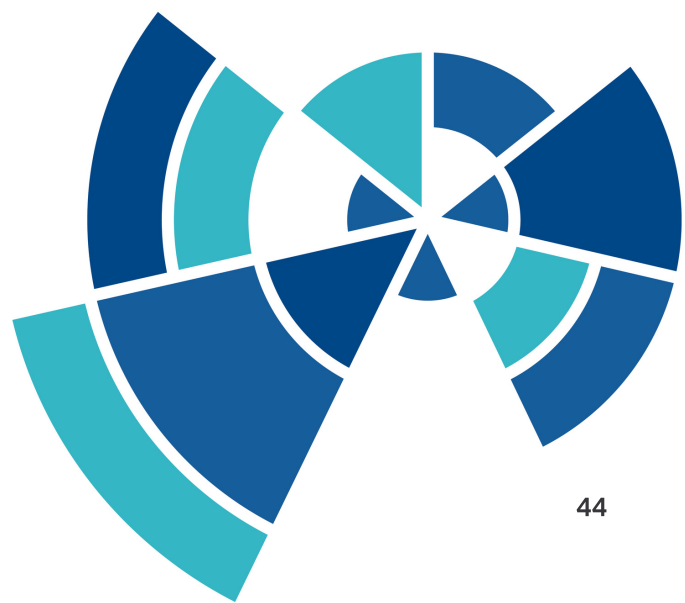
*“...for the process to be fair – different levels of tolerance and intervention within different schools makes this hard”.*

Schools talked about not being 'shy' about seeking the right staff – and schools with challenges talked about not 'hiding' the needs it has, as they aim to attract the right staff who share the vision and philosophy around inclusion. Consistency of staffing was also raised by young people and parents/carers as a factor – meaning that staff retention is beneficial for all parties.

*“This means having the best teachers and careers advice and providing the support needed to achieve”.*

By moving the focus to a joint approach of restoration, staff will be encouraged to engage more with the school's vision of inclusivity and equity, and address the need to look at both supporting a change for the child, but also implementing changes within a learning environment to minimise barriers and ease tension. By working to remove barriers for one learner, inadvertently other students may benefit, for whom concerns were not initially the focus.

*“In unpicking the curriculum, we need to ensure that all staff understand the difference between knowledge and skills and that the curriculum isn't altered for any learners and that teachers ensure that regardless of their starting point, any young person can fully access all schemes of work and this will, and is, taking training”.*



# RECOMMENDATION

No piece of research could ignore the value in **information sharing and communication** and in order to fully support secondary schools with their biggest challenge post pandemic, there has to be a real driver on transparent information sharing from primary to secondary phases. This was mentioned consistently as being an issue for schools – they didn't know what they were getting. Raised by many (92%) of key stakeholders was the lack of transparent information they received.

*“Some schools (primaries) will keep a child in their school at all costs, but should it be that way? They are doing it because they see that as inclusive, but having a child in school whilst separate from their peers, or on a part time timetable, is actually excluding them from their education. By trying to be inclusive, you are actually doing the opposite and what happens when they transition?!”.*

*“Transparency around information sharing is needed – this allows preparation and strategies to be put in place – being told a learner has no issues is unhelpful when they arrive and they clearly do and are running around the corridors”.*

Information could be factually correct, a child may not have received formal sanctions, but they had moved across three primary schools, been isolated from their peers for large portion of their time, or exhibited behaviours in certain settings. This awareness assists secondary schools to plan and prepare.

*“...informing secondaries of learners who have moved schools in KS1/2 so they know that they have already faced unsettling moves, even before transitioning to KS3. Not to excuse behaviour, but to understand the experience to date of their students”.*

*“...can get y/p starting school with no information provided – need a level of transparency not on offer currently. Transition portal needs to be populated”.*

*“Primaries wrapping them up for their primary experience and then letting them head into a large school knowing they won't cope; we are not always prepared”.*

This information is crucial if a school is to succeed in supporting the child. Parents/carers expressed exasperation that key information had not been shared, and many felt ill equipped to do this themselves as they couldn't understand how to or didn't feel able and young people shared experiences of the impact.

*“Primary school was basically the same; whenever I got pissed off to the point where I was gonna hit someone or break something, I'd take myself away and they were ok with that. They knew I needed a lot of space. I went to secondary, it was literally like, because there was so many of us they didn't really speak to us, they basically spread their respect out across everyone instead of having same amount of respect for everyone. It just wasn't good coz obviously someone would do something to piss me off and then when I get pissed off I'm the one in the wrong because I got pissed off, but I can't really help it. Whenever I tried to walk away people would follow me”.*

Therefore, the transition portal must inform; allowing for more needs to be discussed prior to moving, enabling time to be spent on preparation. Otherwise, children who could have, with some support, succeeded, will require more intensive input at a higher cost – financially and emotionally - than would have been needed with the knowledge exchange.

The added value by non-teaching heads of year also means communication is now more accessible between schools and parent/carers:

*“we have regular parent contact and those within onsite AP have daily contact (where possible) and are updated”*

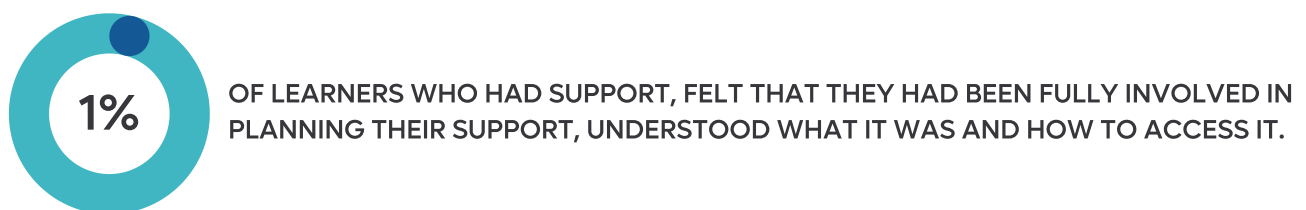
This draws a parallel with the city wide AP approach highlighted by 90% of parents/carers as a welcomed intervention.

*“Through this communication there is an emphasis on sharing positive feedback that has led to greater responsiveness and support when things go wrong. It has helped break the cycle of non-engagement from parents”.*

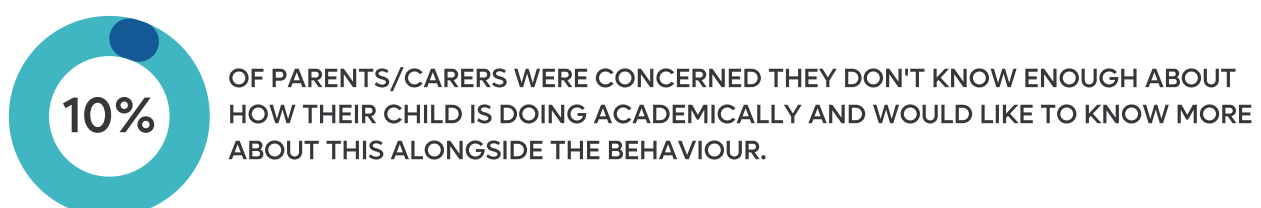
However, for some schools they had no such contact details to use.

It is not the only place at which transparent information is required, this is true of any school being asked to take a learner on to roll at any point, however the processes around this at secondary phase are deemed to be working or certainly a work in progress.

Communication was also key to making young people feel more involved:



For PRUs, communication can also be improved:



## CONCLUSION AND RECOMMENDATIONS

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*“The LA push to being a zero exclusion zone is the right ambition, but I am wary of the speed at which they want to move; the city needs to walk before they run”.*

This report is mindful that representatives across the city are concerned about the changes around inclusion and a focus being on getting to zero exclusions above all else.

Within this report, is offered a set of practical steps alongside a wider vision for change, that will not only improve the experiences for children and young people, but make education more enjoyable for those within it who every day strive to do their best.

*“Schools/education underestimate the impact on staff”.*

*“Mental health and well-being support is available – for staff as well as students”.*

*“We have a duty of care – happy staff are good staff”.*

However, inclusive education has been a subject of debate for decades and within Derby it was stated that:

*“There has been a behaviour strategy developed by the PRU in 2011, but nothing happened with it”.*

Whilst a care for educators is essential, there needs to be an acceptance that ‘happy students = happy staff’.

The aim of this report is not to proportion blame, what was heard was excessive care and consideration from all parties, and yet there are young people who feel ‘**alone and forgotten**’ and attention must be paid to the words/experiences of the people at the centre. The young people interviewed were able to articulate their views and spoke openly and honestly about their experiences as they saw it and explained the impact it has had on them.

*“I would have liked to have trusted someone enough to open up to, but I was scared of what people would have thought of me”.*

Just 1% of learners who had support felt that they had been fully involved in planning their support, understood what it was and how to access it.

*‘As educators we must be proactive in seeking out the knowledge and skills to enable every one of our students to be successful learners. I believe that when one child fails to learn, it may have a small impact on a school, but it represents 100% failure for that child and is unacceptable’. (Hattie, 2016: 2019)*

The below quote, from a participant within this research, explains in their own way, why inclusion is important:

*"I wasn't at the right place, but before I went there I didn't understand about other special needs, I used to whisper behind backs and call them names and that, and when I went there I started to understand them and it changed me – I stopped being scared of what I didn't understand. That was the good part. All people here go around calling the other kids in the nurture group names and that, and they don't get it. They do dumb shit and target them. I then step in and stop it, because I understand better – young people need to mix with lots of different people to help us understand".*



# ACTION PLAN - CHALLENGE

## PROVIDING RIGOUR TO THE PROCESS IN PLACE

Recommendation	Input	Impact	Timescale	Responsibility
Inclusion Advocates (Secondary specialist)	IA involved in exclusion cases alongside the 'In Year Fair Access and Exclusions Manager' (IYFA&EM) to actively support families and transition.	<p>Process of exclusion held to account – ensuring rigour</p> <p>Process is accessible for young people and parents/carers</p> <p>Considered and supportive processes in place</p> <p>More stable placements</p> <p>Appropriate use of city wide PRU provision</p>	Recruited for July 2022, induction and then commence September 2022	To sit within Education and Skills – managed by IYFA&EM
Restorative Pathways	<p>All young people to be dual registered</p> <p>Young people have a 'right to return/restore' mainstream education</p> <p>Schools undertake audit of practice &amp; approaches - preparation to restore education</p> <p>Compliment Early Help pilot around transitions back to mainstream from AP</p>	<p>Reduces feelings of rejection and retains families onboard</p> <p>Young people more engaged with the process</p> <p>School more likely to be able to stabilise learners and reduce Permanent Exclusions</p> <p>Additional resource for reintegration</p> <p>Appropriate use of city wide PRU provision and capacity available</p>	September 2022 - pilot phase with 12 learners to be initiated	<p>To work alongside the Fresh Start and Fresh Start Plus process</p> <p>Early Help offer and Inclusion Advocates to support</p>

On-Site Alternative Provision Standards	<p>(+ Consider AP review)</p> <p>LA to identify an appropriate audit tool around on-site AP.</p> <p>Seek pilot schools to self audit provision.</p> <p>Schools to be issued with a self-audit toolkit: how is the AP viewed What is provided Who are the delivery team Identify gaps</p> <p>Develop an action plan with the LA.</p> <p>Share learning with all secondary schools and develop cross city approaches.</p>	<p>LA has a clearer understanding of what the Derby offer is.</p> <p>Schools are confident in their offer and it is part of the 'whole' school.</p> <p>Young people and parents feel confident in the offer.</p> <p>Staff across school more engaged with inclusion and approaches.</p> <p>Learners have a robust and equitable offer to their peers.</p> <p>Improved onsite provision</p> <p>More schools able to support students through Fresh Start and Fresh Start Plus, less dependency on a few schools and ease dependency on city wide PRU provision</p>	<p>Preparatory work January 2022 to commence audit</p> <p>September 2022 standard launched</p>	<p>Secondary Strategy Group appoint lead.</p> <p>Review self-audit with schools and conduct audit and support schools to implement standards.</p> <p>+ Early Help team</p>
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## ACTION PLAN - SUPPORT

Recommendation	Input	Impact	Timescale	Responsibility
Transition Mentors	<p>To support pre to post 16 learners - pilot group of young people to secure and sustain progressions</p> <p>Identify young people within city wide AP and on-site AP, who will complete KS4 at AP and select a group for pilot cycle.</p>	<p>Young people supported to explore and secure post 16 progressions.</p> <p>Ongoing consistent contact for young people and families around planning for transition.</p> <p>Young people have a 'trusted' adult to support them for a year.</p> <p>Improved outcomes against NEET across the city.</p>	Commence April 2022 with cohort 1.	<p>To be employed via the VCS in Derby – suggest DCCT are well placed.</p> <p>To work with careers leads and AP leads to engage and support young people.</p>
Key Stage 3 – SEMH Provision	<p>Inclusion programme leads to identify suitable providers operating across Derby</p> <p>Service to be commissioned - cross city support.</p>	<p>Schools to be able to meet needs of learners through short term targeted support</p> <p>Learners to be supported around their needs and be able to sustain place on roll with school (no learner participating in this is to be subject to a school move or exclusion).</p> <p>Improved attendance and attainment.</p> <p>Reduced dependency longer term on PRU provision.</p>	To be commissioned for during 2021/22 school year and implemented from September 2022.	<p>Commissioned service to be tendered for - must show evidence of impact in previous delivery</p> <p>(Kingsmead/DPA joint provision)</p>

Formalised Partnerships – equity in partnership	<p>To provide ‘Team around the Child and Community’ approach with equitable partner representation</p> <p>Consideration and strategy for equitable engagement with the VCS.</p>	<p>Improved partnerships.</p> <p>Greater value and currency in information known around emerging needs at community level.</p> <p>More preventative and responsive action across stakeholders.</p> <p>More families identified and supported at earliest possible stage and via methods that are appropriate and considerate of their needs.</p>	Develop partnership during ‘21/22 year	Early Help to work with a lead VCS organisation to develop partnership membership and a mechanism for information sharing - suggest DCCT or Safe and Sound.
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## ACTION PLAN - APPROACH

Recommendation	Input	Impact	Timescale	Responsibility
Quality training: sharing expertise and identifying talent	<p>Every secondary school alongside LA and VCS contribute to the CPD framework.</p> <p>City AP is showcased</p> <p>Hold a celebrate success event or series of events/showcases across the year – use the triad model in the first year.</p> <p>Showcase MUST include the experiences of young people and families.</p> <p>Develop a shared language charter</p>	<p>Schools recognise the value of their staff.</p> <p>The image of PRU provision is improved and stigma reduced.</p> <p>School community can learn from each other and become consistent in approaches and thresholds.</p> <p>Supports schools to 'bring on board' their whole school communities.</p> <p>Young people and parents/carers have their views/experiences included and feel listened to and valued.</p> <p>Consistent language around inclusion that makes it accessible for all involved in the agenda, including young people and parent/carers.</p> <p>Reduced dependency on external provision and reduction in costs.</p>	<p>Use the March '22 conference to commence showcase of provision – starting with Kingsmead and DPA.</p> <p>Launch the shared language charter.</p>	<p>IYFA manager and Inclusion Advocates</p> <p>Use the experts under the CPD framework – seek others externally for gaps identified – Full programme of be ready for start in '22/23 year.</p>

Moving the focus - 'to us', not them	<p>Engage an expert in inclusive environments and use a train the trainer model and have a variety of staff or varying levels and experience, undertake the training, including support staff.</p> <p>Inclusion however is everyone's responsibility and should not be seen as one person's role.</p>	<p>Improving educational environments for all, not just the few. Improved attendance, behaviour, and attainment for schools in the longer term.</p> <p>Cross school community -staff and students feel engaged and valued.</p> <p>Less dependency on external providers and provision.</p>	<p>Training: September 2022 – July 2023</p> <p>Wider implementation September 2023</p>	Local Authority to tender for trainer.
Transparency of information	<p>Work with primary schools around the transition portal.</p> <p>Secondary schools to prepare data – qualitative and quantitative – around the successes of information sharing on cases of children and the missed opportunities and impact for others.</p>	<p>Schools are more prepared for their joiners.</p> <p>Students are better supported from the start</p> <p>Parents/carers' frustrations are eased.</p> <p>Transition is smoother for children.</p> <p>More stability for learners and preventative strategies in place rather than reactive.</p>	Academic year 2021/22.	Primary Strategy Group to work with Secondary Strategy group around Transition information and scrutiny.

**'Implementing inclusive education is not about increasing education budgets; but about systematic and sustained transformation of education design, cultures and values' (Schuelka, 2018: 7)**

# INCLUSION ADVOCATE POST

## A RECOMMENDED JOB DESCRIPTION

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### Job description (specialising in 'behaviour')

We are looking for someone who has a passion for all children/young people being enabled to succeed in mainstream schools and experience of positively influencing inclusive education practice.

The post requires someone whose excellent advocacy and communication skills can bring educational professionals and wider stakeholders together to translate a strategy of diversity, equity and inclusion into deliverable plans that impact schools' practice to increase inclusion, consolidate excellent practice and demonstrate measurable change.

### Job duties

# INCLUSION ADVOCATE POST

## A RECOMMENDED PERSON SPECIFICATION

### Personal Specification (\*DEI = Diversity, Equity and Inclusion)

Attributes	Essential	Desirable
Knowledge	<p>Secure knowledge of Equality legislation</p> <p>Secure understanding of the broad DEI* education and social agenda</p> <p>Working knowledge of the challenges schools face in providing inclusive education</p> <p>Excellent understanding of the importance of valuing all children/young people's well-being, dignity and contribution in schools</p> <p>Clear understanding of the issues arising from application of labels given to children/young people and the impact on their behaviour, aspirations and school experience</p> <p>Knowledge of ways in which schools can be made more inclusive and welcoming to children/young people with diverse learning requirements</p>	<p>Knowledge of national/international reports and research on inclusive education (e.g. UNESCO (2017), OECD (2015), OFSTED (2021))</p> <p>Knowledge of international best practice in inclusive education and understanding how elements of these could be applied in UK schools</p>
Skills	<p>Excellent communication skills with an ability to clearly communicate ideas and concepts to multiple audience groups</p> <p>Ability to form effective working relationships with senior school leaders</p> <p>Ability to form effective working relationships with range of education stakeholders</p> <p>Excellent ability to advocate for children/young people and their families</p> <p>Ability to develop self-advocacy skills in others</p> <p>Ability to strategically develop inclusive cultures and practices in schools</p> <p>Ability to review and further develop DEI strategy</p> <p>Ability to raise aspirations of students and staff about inclusive education</p>	<p>Ability to speak languages additional to English</p> <p>Effective conflict resolution skills</p> <p>Excellent influencing skills</p>

Experience	<p>Experience of translating DEI best practice within an education setting</p> <p>Experience of working effectively with senior education leaders</p> <p>Experience of influencing inclusive education practice and eliminating barriers to learning</p> <p>Experience of managing a balance of external and internal pressures</p> <p>Experience of advocating for children/young people and their families</p> <p>Experience in achieving positive outcomes with children/young people who find mainstream schooling difficult</p> <p>Experience in developing education professionals' ability to work inclusively with children/young people who present with behaviour they find challenging</p> <p>Experience of positive engagement with external stakeholders, families and/or community groups</p>	<p>Expertise of translating DEI best practice within a range of education settings</p> <p>Experience of developing self-advocacy skills in children/young people and/or their families</p> <p>Experience of reviewing inclusive practice in schools</p> <p>Experience of holding a senior leadership post in a school</p> <p>Experience in developing self-advocacy skills in children/young people and/or their families</p>
Qualifications	<p>Teaching qualification</p> <p>Leadership qualification</p>	<p>NPQH</p> <p>Specialist qualification in an area of DEI</p> <p>Coaching qualification</p>

## Points to consider

- 1.If the focus is on increasing inclusive practice with children/young people with behaviour that schools find challenging, the person appointed needs to be acutely aware of other intersectionality issues like gender, ethnicity, poverty etc. as these jointly and individually impact on schooling situations.

\*It is usual to encourage applicants from diverse backgrounds for such posts – but for this post, it is important they also have knowledge and understanding of a broad range of DEI issues, not only the background for which they have direct experience.

- 2.It doesn't matter what policies a school has, if the staff aren't doing them
- 3.Possible interview task or interview questions topics

- What are your core values of inclusion?
- What are your core values about advocating for others?
- What one key action can schools take to make a difference to their inclusive practice?
- Clarity – where would you start?
- In your experience – what works and what doesn't – and why?

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Timpson Review of School Exclusion (May 2019)

# APPENDICES

The following pages are the data sets used for the interviews.

## Data set 1.

### DERBY OA INCLUSION PROGRAMME - QUESTIONS FOR STAKEHOLDERS

Name:

Role:

Responsibilities specific to inclusion/exclusion:

How you are involved directly in inclusion?

**1. What are the current approaches being taken to ensure inclusion for learners across the city of Derby?**

a) What specific localised approaches are in place?

**2. What does successful inclusion look like? (What does that mean to you?)**

a) How successful, on a scale of 1-5, do you believe the process across Derby to be?

i. Not successful, with major inconsistencies

ii. Successful for a minority of stakeholders in the whole

iii. Somewhat successful and mostly consistent

iv. The process considers every stakeholder consistently

v. The process is centred on the needs of the learner and ensures full support for all stakeholders

b) How would you rate your own organisation against the same definitions?

**3. Have the staff discussed and agreed a joint vision of what inclusion will/does look like?**

**4. What do you think could be done to improve the inclusion/exclusion process? (name your top 3)**

**5. Where exclusion from mainstream education is identified as the most appropriate action – what could be done to improve this process for young people?**

**6. How should any improvements identified for the inclusion process be implemented and who would be fundamental to their success?**

## Data set 2.

### DERBY OA INCLUSION PROGRAMME – INTERVIEWS WITH STUDENTS (PRU ONLY)

Name:

School:

Current year group:

Year when transitioned to current school:

Previous school(s):

**1. I was surprised/shocked to learn I was having to change schools.**

- a) I was totally surprised/ shocked
- b) I was a little surprised/ shocked
- c) I was not particularly surprised/ shocked
- d) I was not surprised/ shocked
- e) Neither

**2. It was fully explained to me why I was changing schools.**

- a) I fully understood why I was changing schools
- b) I understood fairly well I was changing schools
- c) I understood a bit about why I was changing schools
- d) I didn't really understand why I was changing schools
- e) I had no idea why I was changing schools

**3. I had good relationships with staff at my previous school.**

- a) I had good relationships with all the staff at the school
- b) I had good relationships with some of the staff at the school
- c) I did not have good relationships with any of the staff at the school, and that was OK
- d) I did not have good relationships with any of the staff at the school, but I wanted to
- e) I used to have good relationships with the staff, but by the time I left the school I did not

**4. My previous school could have done more to support me to stay there.**

- a) The school gave me no help at all
- b) The school gave me very little help
- c) The school gave me some help
- d) The school gave me a lot of help
- e) The school gave me as much help as they could

**5. I feel that I was given many chances to remain in my previous school.**

- a) I was given no chances
- b) I was given very little chances
- c) I was given some chances
- d) I was given a lot of chances
- e) I was given every chance

**6. I was given support at my previous school (e.g. Individual Education Plan, Learning Plan or Pupil Passport).**

- a) I was fully involved in planning my support, understood what it was and what I had to do
- b) I was told about the support I had, I understood what it was and what I had to do
- c) I was told about the support I had but I did not understand what it was or what I had to do
- d) I'm not sure if I had any support
- e) I did not have any support

**7. I was given the opportunity to talk to staff at my previous school, about the changes that were going to happen, regarding my future education.**

- a) No opportunity to talk was offered
- b) Very little opportunity to talk was offered
- c) Some opportunity to talk was offered
- d) A lot of opportunities to talk was offered
- e) Every opportunity to talk was offered

**8. I felt that I was listened to, and that my thoughts, opinions and ideas were taken into consideration.**

- a) I feel that I wasn't at all listened to
- b) I feel that I wasn't listened to
- c) I feel that I was slightly listened to
- d) I feel that I was listened to
- e) I feel that I was really listened to and my thoughts, opinions and ideas were taken into consideration

**9. I had plenty of opportunities to visit where I am currently before the transition took place, helping me prepare to attend.**

- a) No opportunity to visit was offered
- b) Very little opportunity to visit was offered
- c) Some opportunity to visit was offered
- d) A lot of opportunities to visit were offered
- e) Every opportunity to visit was offered

**10. It was easy for me to settle into this establishment.**

- a) Not at all easy
- b) Not very easy
- c) Quite easy
- d) Very Easy
- e) Extremely easy

**11. When I was at my previous school, given the choice I would have liked to stay there.**

- a) Would very much have liked to stay at my previous school
- b) Would have liked to stay at my previous school
- c) Would have quite liked to stay at my previous school
- d) Would not really have liked stay at my previous school
- e) Would not have liked to stay at my previous school at all

**12. Given the choice now, I would like to return to my previous school.**

- a) Would very much like to return to my previous school
- b) Would like to return to my previous school
- c) Would quite like to return to my previous school
- d) Would not really like to return to my previous school
- e) Would not like to return to my previous school at all

**13. I keep in contact with my peers from my previous school.**

- a) I am very much in contact with peers from my previous school
- b) I am in regular contact with my peers from my previous school
- c) I have some contact with my peers from my previous school
- d) I do not have much contact with peers from my previous school apart from a few close friends
- e) I have no contact with anyone from my previous school

**14. I have a best friend or several friends in school.**

- a) I had a best friend/friends at my previous school and I have a best friend/friends in my current school
- b) I had a best friend/friends at my previous school but I don't have a best friend/friends in my current school
- c) I didn't have any friends at my previous school but I have a best friend/friends in my current school
- d) I didn't have any friends at my previous school or in my current school, and that's OK
- e) I didn't have any friends at my previous school or in my current school, but I want friends

**15. I am involved in groups/activities outside of school time.**

- a) I was involved and continue to be involved
- b) I was involved but I don't go anymore
- c) I wasn't involved at my last school but now I am
- d) I'm not involved but that's ok
- e) I'm not involved, but I would like to be

**16. At my current school, I have been able to form good relationships with staff.**

- a) I have formed very good working relationships with staff here
- b) I have formed good working relationships with staff here
- c) I have a reasonably good working relationship with staff here
- d) I have not really developed a working relationship with staff here
- e) I do not feel happy about working with the staff here

**17. I feel that I 'belong' in my school – I feel part of the school and included, people care about me and value me.**

- a) I felt that I 'belonged' in my previous school and I 'belong' in my current school
- b) I felt that I 'belonged' in my previous school but I don't 'belong' in my current school
- c) I felt that I didn't 'belong' in my previous school but I do 'belong' in my current school
- d) I don't often feel that I 'belong' in school
- e) I don't ever feel that I 'belong' in school

**18. I think about what other people say about me going to my current school.**

- a) I never worry about what other people say about me going to my current school
- b) I sometimes worry about what other people say about me going to my current school
- c) I worry a lot about what other people say about me going to my current school
- d) I used to worry about what other people said about me going to my current school, but now I don't
- e) My family worry about what other people think about me going to my current school

**19. When I was at my previous school, I felt positive about my future.**

- a) I felt very positive about my future
- b) I felt positive about my future
- c) I felt fairly positive about my future
- d) I did not feel very positive about my future
- e) I did not feel at all positive about my future

**20. At my current school, I feel positive about my future.**

- a) I am very positive about my future
- b) I am positive about my future
- c) I am fairly positive about my future
- d) I am not very positive about my future
- e) I do not feel at all positive about my future



### Data set 3.

#### DERBY OA INCLUSION PROGRAMME – INTERVIEWS WITH STUDENTS (DUAL ROLL STATUS)

Name:

School:

Current year group:

Date when started attending PRU:

Mainstream school on roll with:

**1. I was surprised/shocked to learn I was having to attend this school.**

- a) I was totally surprised/ shocked
- b) I was a little surprised/ shocked
- c) I was not particularly surprised/ shocked
- d) I was not surprised/ shocked
- e) Neither

**2. It was fully explained to me why I am attending this school for now.**

- a) I fully understand why I am attending this school
- b) I understand fairly well I am attending this school
- c) I understand a bit about why I am attending this school
- d) I don't really understand why I am attending this school
- e) I have no idea why I am attending this school

**3. I have good relationships with staff at my mainstream school.**

- a) I have good relationships with all the staff
- b) I have good relationships with some of the staff
- c) I do not have good relationships with any of the staff, and that is OK
- d) I do not have good relationships with any of the staff, but I want to
- e) I used to have good relationships with the staff, but I don't now

**4. My mainstream school could do more to support me to stay there.**

- a) The school give me no help at all
- b) The school give me very little help
- c) The school give me some help
- d) The school give me a lot of help
- e) The school give me as much help as they can

**5. I feel that I have/am been given many chances to remain in my mainstream school.**

- a) I haven't been given any chances
- b) I have been given very few chances
- c) I have been given some chances
- d) I have been given a lot of chances
- e) I have been given every chance

**6. I was given support at my mainstream school (e.g. Individual Education Plan, Learning Plan or Pupil Passport).**

- a) I was fully involved in planning my support, understood what it was and what I had to do
- b) I was told about the support I had, I understood what it was and what I had to do
- c) I was told about the support I had but I did not understand what it was or what I had to do
- d) I'm not sure if I had any support
- e) I did not have any support

**7. I've been given the opportunity to talk to staff at my mainstream school, about the changes that are happening, regarding my future education.**

- a) No opportunity to talk was offered
- b) Very little opportunity to talk was offered
- c) Some opportunity to talk was offered
- d) A lot of opportunities to talk was offered
- e) Every opportunity to talk was offered

**8. I felt that I was listened to, and that my thoughts, opinions and ideas were taken into consideration.**

- a) I feel that I wasn't at all listened to
- b) I feel that I wasn't listened to
- c) I feel that I was slightly listened to
- d) I feel that I was listened to
- e) I feel that I was really listened to and my thoughts, opinions and ideas were taken into consideration

**9. I had plenty of opportunities to visit where I am currently, helping me prepare to attend.**

- a) No opportunity to visit was offered
- b) Very little opportunity to visit was offered
- c) Some opportunity to visit was offered
- d) A lot of opportunities to visit were offered
- e) Every opportunity to visit was offered

**10. It has been easy for me to settle into this establishment.**

- a) Not at all easy
- b) Not very easy
- c) Quite easy
- d) Very Easy
- e) Extremely easy

**11. Before I started attending this school, given the choice I would have preferred to stay just at my mainstream school.**

- a) Would very much have preferred to stay at my mainstream school
- b) Would have liked to stay at my mainstream school
- c) Would have quite liked to stay at my mainstream school
- d) Would not really have liked stay at my mainstream school
- e) Would not have liked to stay at my mainstream school at all

**12. Given the choice now, I would prefer to be at my mainstream school.**

- a) Would very much like to be at my mainstream school
- b) Would like to be at my mainstream school
- c) Would quite like to be at my mainstream school
- d) Would not really like to return to my mainstream school
- e) Would not like to be at my mainstream school at all

**13. I keep in contact with my peers from my mainstream school.**

- a) I am very much in contact with peers at my mainstream school
- b) I am in regular contact with my peers at my mainstream school
- c) I have some contact with my peers at my mainstream school
- d) I do not have much contact with peers at my mainstream school apart from a few close friends

**14. I have a best friend or several friends at this school.**

- a) I have a best friend/friends at my mainstream school and I have a best friend/friends at this school
- b) I have a best friend/friends at my mainstream school but I don't have a best friend/friends at this school
- c) I didn't have any friends at my mainstream school but I have a best friend/friends at this school
- d) I didn't have any friends at my mainstream school or at this school, and that's OK
- e) I didn't have any friends at my mainstream school or at this school, but I want friends

**15. I am involved in groups/activities outside of school time.**

- a) I was involved and continue to be involved
- b) I was involved but I don't go anymore
- c) I wasn't involved at my previous school but now I am
- d) I'm not involved but that's ok
- e) I'm not involved, but I would like to be

**16. At this school, I have been able to form good relationships with staff.**

- a) I have formed very good working relationships with staff here
- b) I have formed good working relationships with staff here
- c) I have a reasonably good working relationship with staff here
- d) I have not really developed a working relationship with staff here
- e) I do not feel happy about working with the staff here

**17. I feel that I 'belong' to this school – I feel part of the school and included, people care about me and value me.**

- a) I feel that I 'belonged' in my mainstream school and I 'belong' at this school
- b) I feel that I 'belonged' in my mainstream school but I don't 'belong' at this school
- c) I feel that I didn't 'belong' in my mainstream school but I do 'belong' at this school
- d) I don't often feel that I 'belong' in school
- e) I don't ever feel that I 'belong' in school

**18. I think about what other people say about me going to this school.**

- a) I never worry about what other people say about me going to this school
- b) I sometimes worry about what other people say about me going to this school
- c) I worry a lot about what other people say about me going to this school
- d) I used to worry about what other people said about me going to this school, but now I don't
- e) My family worry about what other people think about me going to this school

**19. When I was just at my mainstream school, I felt positive about my future.**

- a) I felt very positive about my future
- b) I felt positive about my future
- c) I felt fairly positive about my future
- d) I did not feel very positive about my future
- e) I did not feel at all positive about my future

**20. At this school, I feel positive about my future.**

- a) I am very positive about my future
- b) I am positive about my future
- c) I am fairly positive about my future
- d) I am not very positive about my future
- e) I do not feel at all positive about my future



## Data set 4.

### DERBY OA INCLUSION PROGRAMME – INTERVIEWS WITH PARENTS/CARERS (PRU ONLY)

Name of parent/carer:

Name of young people:

Relationship to young person:

School:

Current year group:

Year group when transitioned to current school:

Previous school(s):

#### 1. When were you made aware that ---- was to be changing schools?

- a) I was not made aware until after ---- was excluded
- b) I was made aware only at the point when ---- was excluded
- c) I was made aware, only when the process of exclusion was underway
- d) I was involved and made aware at the start of the process of exclusion
- e) I was kept fully informed of the difficulties that ---- was having in school and was constantly involved in discussions regarding the options available, including exclusion.

#### 2. I had good relationships with staff at the previous school.

- a) I had good relationships with all key staff at the school
- b) I had good relationships with some of the key staff at the school
- c) I did not have good relationships with any of the staff at the school, despite trying
- d) I did not have good relationships with any of the staff at the school
- e) I used to have good relationships with the staff, but by the time ... left the school I did not

#### 3. The previous school could have done more to support ---- to remain there

- a) The school gave me no help at all
- b) The school gave me very little help
- c) The school gave me some help
- d) The school gave me a lot of help
- e) The school gave me as much help as they could

#### 4. Do you feel that ---- received adequate support in the previous school and that plans were put in place, such as an Individual Education Plan, a Learning Plan or a Pupil Passport.

- a) No plans or support were put in place at the previous school
- b) Very few plans were put in place at the previous school
- c) Some plans and support were put in place at the previous school.
- d) Many plans and support were put in place at the previous school
- e) Every possible plan and strategy was put in place at the previous school

**5. Do you feel that ---- and you were both involved in any support planning in the previous school**

- a) No support was planned at the previous school
- b) .... and I were both fully involved in any support planning at the previous school
- c) .... and I were not involved in any support planning at the previous school, but we were told about it and understood what it involved
- d) .... and I were not involved in any support planning at the previous school, we were told about it but didn't understand
- e) .... and I were not involved at all in any support planning at the previous school

**6. I received the school's evidence that explained the reasoning as to why mainstream education was no longer an option for ----**

- a) No evidence was received
- b) Very little evidence was received
- c) Some evidence was received
- d) A lot of evidence was received
- e) All evidence was received

**7. It was fully explained to me why ---- was changing schools**

- a) I fully understood why the change was happening
- b) I understood fairly well why the change was happening
- c) I understood a bit about why the change was happening
- d) I didn't really understand why the change was happening
- e) I had no idea why the change was happening

**8. When you became aware that ---- was moving schools, were you given the opportunity to provide your views and opinions?**

- a) No opportunity to provide my views was offered
- b) Very little opportunity to provide my views was offered
- c) Some opportunity to provide my views was offered
- d) A lot of opportunities to provide my views was offered
- e) Every opportunity to provide my views was offered

**9. My young person and I had suitable opportunities to visit the new school, before the transition took place**

- a) No opportunity to visit was offered.
- b) Very little opportunity to visit was offered
- c) Some opportunity to visit was offered
- d) A lot of opportunities to visit were offered
- e) Every opportunity to visit was offered

**10. If you were given the opportunity to attend the new school, did you ....**

- a) Both attend
- b) My young person attended but I didn't
- c) I attended, but my young person didn't
- d) Neither of us attended

**11. Attendance at the current school has had a positive impact.**

- a) No positive impact at all
- b) Very little positive impact
- c) Some positive impact
- d) A lot of positive impact
- e) Every possible positive impact, in and out of school

**12. When ----- was at their previous school, given the choice I would have liked to stay there.**

- a) Would very much have liked to stay at their previous school
- b) Would have liked to stay at their previous school
- c) Would have quite liked to stay at their previous school
- d) Would not really have liked stay at their previous school
- e) Would not have liked to stay at their previous school at all

**13. Given the choice, I would like ---- to return to their previous school.**

- a) Not at all
- b) Return occasionally
- c) Return for some lessons
- d) Return for the majority of lessons
- e) Return full time

**14. The current school has been communicating with us effectively.**

- a) No communication at all
- b) Very little communication
- c) Some communication
- d) A lot of communication
- e) Every possible communication

**15. I feel that ---- has received good support from the school.**

- a) The same good level of support for ... is provided in their current school, as it was in their previous school
- b) Better support was provided in the previous school
- c) Better support is provided in their current school
- d) Better support is provided in their current school because they have identified more of ...'s needs
- e) The level of support wasn't good enough in the previous school, nor in their current

**16. I feel that ---- is in a better learning environment now compared to the previous placement:**

- a) A worse learning environment
- b) Slightly worse learning environment
- c) The same level as the previous placement
- d) A better learning environment
- e) A far better learning environment

**17. At ----'s current school, I have been able to form good relationships with staff**

- a) I have formed very good working relationships with staff here
- b) I have formed good working relationships with staff here
- c) I have a reasonably good working relationship with staff here
- d) I have not really developed a working relationship with staff here
- e) I do not feel happy about working with the staff here

**18. I think about what other people say about my young person going to their current school.**

- a) I never worry about what other people say about them going to their current school
- b) I sometimes worry about what other people say about them going to their current school
- c) I worry a lot about what other people say about them going to their current school
- d) I used to worry about what other people said, but now I don't
- e) My young person worries about what other people think about them going to their current school

**19. When ---- was at their previous school, I felt**

- a) Very positive about their future
- b) Positive about their future
- c) Fairly positive about their future
- d) Not very positive about their future
- e) Not at all positive about their future

**20. Now ---- is at their current school, I feel**

- a) Very positive about their future
- b) Positive about their future
- c) Fairly positive about their future
- d) Not very positive about their future
- e) Not at all positive about their future



## Data set 5.

### DERBY OA INCLUSION PROGRAMME – INTERVIEWS WITH PARENTS/CARERS (DUAL ROLL STATUS)

Name of parent/carer:

Name of young people:

Relationship to young person:

School:

Current year group:

Date whe started attending PRU:

Mainstream school on roll with:

#### 1. When were you made aware that ---- was to start attending this school (PRU)?

- a) I was not made aware until after---- started
- b) I was made aware only at the point when ---- started
- c) I was made aware, only when the process was underway
- d) I was involved and made aware at the start of the process
- e) I was kept fully informed of the difficulties that ---- was having in school and was constantly involved in discussions regarding the options available, including attending this school.

#### 2. I have good relationships with staff at the mainstream school.

- a) I have good relationships with all key staff
- b) I have good relationships with some of the key staff
- c) I do not have good relationships with any of the staff, despite trying
- d) I do not have good relationships with any of the staff
- e) I used to have good relationships with the staff, but by the time ... started attending this school I did not

#### 3. The mainstream school could do more to support ---- to stay there.

- a) The school give me no help at all
- b) The school give me very little help
- c) The school give me some help
- d) The school give me a lot of help
- e) The school give me as much help as they can

#### 4. Do you feel that ---- received adequate support in the mainstream school and that plans were put in place, such as an Individual Education Plan, a Learning Plan or a Pupil Passport.

- a) No plans or support have been in place at the mainstream school
- b) Very few plans have been in place at the mainstream school
- c) Some plans and support are in place at the mainstream school.
- d) Many plans and support are in place at the mainstream school
- e) Every possible plan and strategy is in place at the mainstream school

**Do you feel that ---- and you are both involved in any support planning in the mainstream school?**

- a. No support has been planned at the mainstream school
- b. .... and I are both fully involved in any support planning at the mainstream school
- c. .... and I are not involved in any support planning at the mainstream school, but we were told about it and understood what it involved
- d. .... and I are not involved in any support planning at the mainstream school, we were told about it but didn't understand
- e. .... and I are not involved at all in any support planning at the mainstream school

**6. I have received evidence from the mainstream school that explains why attendance at this school (PRU) might be a better option for ----**

- a. No evidence received
- b. Very little evidence received
- c. Some evidence received
- d. A lot of evidence received
- e. All evidence received

**7. It was fully explained to me why ---- was to start attending this school (PRU).**

- a) I fully understand why it is happening
- b) I understand fairly well why it is happening
- c) I understand a bit about why it is happening
- d) I didn't really understand why it is happening
- e) I have no idea why it is happening

**8. When you became aware that ----- was to start attending this school (PRU), were you given the opportunity to provide your views and opinions?**

- a) No opportunity to provide my views was offered
- b) Very little opportunity to provide my views was offered
- c) Some opportunity to provide my views was offered
- d) A lot of opportunities to provide my views was offered
- e) Every opportunity to provide my views was offered

**9. My young person and I had suitable opportunities to visit this school (PRU), before the transition took place.**

- a) No opportunity to visit was offered.
- b) Very little opportunity to visit was offered
- c) Some opportunity to visit was offered
- d) A lot of opportunities to visit were offered
- e) Every opportunity to visit was offered

**10. If you were given the opportunity to attend this school (PRU), did you ....**

- a) Both attend
- b) My young person attended but I didn't
- c) I attended, but my young person didn't
- d) Neither of us attended

**11. Attendance at the current school (PRU) has had a positive impact.**

- a) No positive impact at all
- b) Very little positive impact
- c) Some positive impact
- d) A lot of positive impact
- e) Every possible positive impact, in and out of school

**12. Before ----- started attending this school (PRU), given the choice I would have preferred them to stay just at their mainstream school.**

- a) Would very much have preferred to stay at their mainstream school
- b) Would have liked to stay at their mainstream school
- c) Would have quite liked to stay at their mainstream school
- d) Would not really have liked stay at their mainstream school
- e) Would not have liked to stay at their mainstream school at all

**13. Given the choice now, I would like ---- to be at their mainstream school.**

- a) Not at all
- b) Return occasionally
- c) Return for some lessons
- d) Return for the majority of lessons
- e) Return full time

**14. The current school (PRU) has been communicating with us effectively.**

- a) No communication at all
- b) Very little communication
- c) Some communication
- d) A lot of communication
- e) Every possible communication

**15. I feel that ---- has received good support from the school (PRU)**

- a) The same good level of support for ... is provided in this school, as it is in their mainstream school
- b) Better support is provided in the mainstream school
- c) Better support is provided in this school
- d) Better support is provided in this school because they have identified more of ...'s needs
- e) The level of support isn't good enough in the mainstream school, nor in this school

**16. I feel that ---- is in a better learning environment at this school (PRU) compared to their mainstream school:**

- a) A worse learning environment
- b) Slightly worse learning environment
- c) The same level
- d) A better learning environment
- e) A far better learning environment

**17. At this school (PRU), I have been able to form good relationships with staff**

- a) I have formed very good working relationships with staff here
- b) I have formed good working relationships with staff here
- c) I have a reasonably good working relationship with staff here
- d) I have not really developed a working relationship with staff here
- e) I do not feel happy about working with the staff here

**18. I think about what other people say about my young person attending this school (PRU)**

- a) I never worry about what other people say about them attending this school
- b) I sometimes worry about what other people say about them attending this school
- c) I worry a lot about what other people say about them attending this school
- d) I used to worry about what other people said, but now I don't
- e) My young person worries about what other people think about them attending this school

**19. When ---- was at their mainstream school, I felt**

- a) Very positive about their future
- b) Positive about their future
- c) Fairly positive about their future
- d) Not very positive about their future
- e) Not at all positive about their future

**20. Now ---- is attending this school (PRU), I feel**

- a) Very positive about their future
- b) Positive about their future
- c) Fairly positive about their future
- d) Not very positive about their future
- e) Not at all positive about their future



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- Secondary School leaders
- Support services
- Local Authority representatives

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### Please note:

Due to the wealth of information provided by the young people throughout the interview process, there is a secondary document that accompanies this report. Therefore please refer to the [‘In their Words’](#) document that amplifies the ‘voice’ of young people further.

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