

LIGHTHOUSE SCHOOLS PARTNERSHIP

Inclusion Strategy and Plan



A recent (2022) review of SEND and Inclusion within the Lighthouse Schools Partnership (LSP) highlighted strength in practice in inclusion for some schools but also highlighted issues that needed to be addressed in the short term whilst we await the outcomes from the SEND review nationally.

Across our Trust, various needs were outlined:

- **Increasing Social Emotional and Mental Health (SEMH) needs.**

2022 dashboard figures for North Somerset SEND indicate that SEMH is the highest area of need for the locality. There are 525 EHCPs and 664 children with SEND support (Top Up) in this area. This is on top of the lower level SEMH needs being managed within schools without EHCP / funding. In one of our Secondary schools alone, there are 60 students not currently attending school due to anxiety needs.)

- **Challenges to accessing specialist advice when needed.**

- **Differing approaches to identifying SEND and deciding who goes on the SEND register.**

- **Different offers of Universally Available Provision in our schools.**

Universal Provision is the provision that every child accesses within school without the additional funding of being on the SEND register. This is High quality teaching alongside adjustments in the classroom and school environment.

- **Challenges of financing SEND support**

- **Lack of specialist provision across North Somerset / Bath and North East Somerset (BANES).**



The Vision for Inclusion for LSP schools

As a Trust, our schools strive to work together to enable all to flourish: ‘A mature partnership dedicated to the flourishing of our pupils, our colleagues and our whole communities.’ ([LSP Vision Statement 2024](#))

For all children and young people to flourish in LSP schools, our schools need to be intentionally inclusive. Inclusion is a process and, as such, needs to be continually worked upon. Sadly, there is great cost to not being inclusive both to the individual and to society as a whole. Research indicates that children with SEND, particularly boys, those with additional barriers such as children in care (CIC) (children with a social worker) group are more likely to be excluded from school and be taught in an Alternative Learning Provision (AP). Timpson 2019 (Review of School Exclusion) states,

‘Over one third of children who completed Key Stage 4 in AP go on to be NEET (Not in Education, Employment or Training). Exclusion is a marker for being at higher risk of becoming a victim or perpetrator of crime - 23% of young offenders sentenced to less than 12 months in custody, in 2014, had been permanently excluded from school prior to their sentence date.’

So, the argument for schools to be inclusive is a strong one. A fully inclusive school contains highly skilled staff, which leads to good and effective provision. This in turn leads to higher levels of progress for all children and young people. Intentionally inclusive schools have leaders who prioritise pupils with additional barriers ensuring that they give the best provision to those that need it most.

‘Crucially, schools which are inclusive are also highly skilled in recognising and meeting the needs of all pupils as individuals, and this more personalised approach to learning can, in turn, enable far higher levels of progress for all.’ Marc Rowland 2021 (The Essex Way)

Positive Relationships are key and underpin inclusive schools. To be successful, disadvantaged (and SEND) pupils will need to feel like they belong in our schools and classrooms. For the many children who have suffered multiple ACES (Adverse Childhood Experiences) our schools need to be places of welcome and safety with staff who are trauma informed and understand the importance of relationships.

‘Strong pastoral care is the foundation stone of a successful strategy. It should be seen as the bedrock of any efforts to tackle disadvantage.’ Marc Rowland 2021 (The Essex Way)

The LSP three-year strategy aims to grow the culture of inclusion across all of our schools, aiming towards 'Excellent Inclusion' in all LSP schools. We are now in Year 2 of this strategy.

What does 'Intentional Inclusion' across LSP schools look like?

- Consistent identification and provision (based on robust evidence or expertise) for SEND/disadvantaged children and young people across all schools within the Trust.
- Development of a highly skilled and effective staff team within each of our schools.
- Developing deep and authentic relationships with pupils and families, leading to schools becoming centres of belonging and delivering trauma informed practice aligned to the 6 principle of nurture.
- Easily accessible advice and support from specialist professionals to support our schools in delivering effective SEND practice.
- Effective and efficient use of SEND resources to meet the needs of children and young people.
- LSP working in partnership with their serving local authorities to try and ensure that the needs of all pupils can be met within the local community (including those needing specialist provision).
- Strong partnerships with stakeholders (incl parent /carers) leading to effective provision for children and young people.
- Children and young people are fully prepared for the next stage of their education/life.



Support for SENDCOs and School Leaders

Excellent inclusion can only take place if our SENDCOs are well trained and well supported:

- Experienced mentor provided within the first year of post with LSP school.
- Support to complete the SENDCO qualification.
- Termly network meetings to provide updates and training and support for SENDCOs.
- LSP agreed Intervention Programmes for differing areas of SEND need.
- LSP agreed diagnostic tools available to support assessment.
- Trust-wide SEND policy.
- Provision Map software used across the Trust to make transition communication more effective.
- 5 x visits per school with a SEND / Inclusion focus from the Trust Lead Teacher for SEND.
- Support and advice from the Director of Inclusion.

Additional Nurture Specific support:

- Termly Nurture Lead Networks
- Regular visits for advice and support from the LSP Advisor for Nurture and Behaviour to support whole school development aligned to the six Nurture principles.
- LSP Pastoral Support Process.
- Boxall Profile licensing to enable assessment of SEMH needs.

Year 2 Priorities

Year 2024-2025	Goals
Effective deployment of Teaching Assistants (TAs)	School Leaders in cohort 2 understand the research base in how best to deploy a TA. TAs are deployed in an effective way to build for student independence. Cohort 1 schools have clear plan to implement.
Specialist Provision	SNRB for speech and language is fully open and being led in partnership with a specialist provision. Bristol Schools - 2x Resource Bases. (Fishponds (Autism)/ Easton (SEMH)) Ensure these are delivering effective education and meeting the needs of SEND pupils on roll.
Inclusion Team growth	Core Offer service of Lead Teacher for SEND and Advisor for Behaviour and Nurture to ensure alignment to 6 principles of nurture and effective SEND practice.
Schools continue to develop effective universal provision	Core visits from Lead teacher for SEND support and develop schools in widening their universal provision
Schools have developed a graduated response for SEMH needs	Use of Boxall profile screeners to establish useful whole class strategies as wave 1 provision, interventions for wave 2 and hub provision/ individual provision for Wave 3 SEMH graduated response toolkit is effectively rolled out across LSP schools.
Use of Boxall Profile Assessments to determine support level on transition for students.	Effective transition for Y6-7 students from vulnerable groups Gordano and Backwell use Boxall assessments to determine Nurture Groups for the year. These students make progress on Boxall Profile assessments and transition back to main school well.
Nurture Hubs for schools with perceived needs	Schools in LSP to offer wave 2 intervention group for SEMH needs Five LSP schools offer effective Wave 2 provision via the Nurture group set up. (Portishead, Yatton, St Andrews, Gordano and Backwell)

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
<p>Effective Deployment of Teaching Assistants</p> <p>Ensure that learning partners help pupils to develop independent learning skills and manage their own learning.</p>	<p>a. Training and development with Sally Franklin</p> <p>b. School leaders to audit the current practice within their own schools with the support of the lead teacher for send.</p> <p>c. School leaders to develop action plan for implementation with training and development plans for staff.</p> <p>d. Review and further training to be developed in partnership with lead teacher for SEND.</p> <p>e. Schools access MITA webinars to support ongoing development.</p>	5K	<p>Schools Starting in Cohort 2: Whiteoak, Yatton, Portishead, High Down, Northleaze</p> <p>Thursday 7th November 24 1-4pm MITA 1(Leaders)</p> <p>Thursday 16th Jan 25 1-4pm MITA 2 (Leaders)</p> <p>Thursday 6th Feb 25 1-4pm MITA 3 (Leaders)</p> <p>Audit -T3 25 Implementation and training plan - T4/5 4th June staff meeting online</p> <p>Inset for Learning Partners (8 schools to include St Peters, Flax, Golden Valley) 2 Sept 25</p>	SD	<p>SD- to ensure audits completed in each school T3</p> <p>Review training and development plans with schools T4 / T6.</p>	
<p>Continued: Effective Deployment of Teaching Assistants</p> <p>Ensure that learning partners help pupils to develop</p>	<p>a. INSET training for Whitchurch staff Sept 24.</p> <p>b. Training and implementation plan held by school leaders and supported by Lead teacher for SEND.</p>		<p>Whitchurch LP training Sept 24.</p> <p>Review current needs and develop training plan with school leaders. (T1)</p> <p>SIP Visit Spring Term to review effectiveness of practice in</p>	SD	<p>SIP Visit Spring Term to review effectiveness of practice in SEND including the deployment</p>	

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
independent learning skills and manage their own learning.			SEND including the deployment of support staff.		of support staff. Pupil / Staff Surveys at start and then at end of year	
Specialist Resource Base provision. Ensure that LSP resource bases provide an effective education for pupils on roll.	a. Training sessions for new team in partnership with Ravenswood.	Training costs covered by NS	T1 - Sept 5 x half days support provided in partnership with school leaders	SD	Termly visit notes by Lead teacher for SEND.	
	b. Regular support and review visits by lead teacher for send. Advice and recommendations to be provided to ensure education effective.		At least termly	SD		
	c. Liaison with LA to fill additional places once Base fully open			SD		
	d. Re Bristol Schools with RBs- SEND review / audits completed Spring term.		Spring Term Jan - March 25	SD/ DC		
	e. Action plan / Training and development plan developed for each Resource Base in collaboration with schools. Monitoring plan included with plans		March 25	SD		

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact	
Continued development of HQ universal provision for schools.	a. Termly SEND /Nurture training sessions delivered as staff meetings for schools to opt into.	Included in core offer	Termly - delivered by Lead teacher for SEND or Advisor for Nurture and Behaviour	SD/ LOR	Reviews of progress to be plotted by Lead Teacher for SEND regularly throughout the year. Visit notes shared with school SIP and school leaders.		
	b. Lead teacher for SEND to work in partnership with school leaders/ SENDCOs to develop clear implementation plans to meet clearly defined goals to improve the effectiveness of universal provision.	Included in core offer		SD			
Graduated response to SEMH Each LSP school has a clearly identified graduated response for SEMH needs which effectively meets the needs of pupils reducing the nos of suspensions across the trust.	a. School have assessed vulnerable pupils in each cohort at primary to identify SEMH needs for individuals and cohorts	NA already covered		LOR			
	b. School leaders have ensured that suggested curriculum adaptations from BP have been implemented in each cohort.			LOR	LOR visits		
	c. Schools have identified pupils for wave 2 interventions which are time limited- clear entry and exit criteria is in place.				LOR		
	d. School leaders have appointed a BP champion. There is an			Nurture UK audit tool reviewed at least 3 x per year. Implementation and training plan updated at the same time.	LOR	Visits notes LOR	

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
Graduated response to SEMH continued	implementation and training plan in place. Audit of whole school alignment to the 6 principles of nurture is regularly reviewed. Clear progress towards meeting the 6 principles.					
	e. School Behaviour Policies have been reviewed and are aligned to the 6 principles.		By January 26	HT / LOR	Ongoing by LOR	
	f. School's have a fully functioning graduated response for SEMH which is publicized and communicated to parent/carers and stakeholders		By T5 document on website and evidence of clear communication with stakeholders.	LOR	T6 website check	
Effective transition for vulnerable pupils between Year6 -7	a. Y6 cohorts from LSP primaries data sent across the LSP secondaries.		LOR to check T1	HTs and BP champions		
	b. Vulnerable pupils flagged for wave 2 SEMH intervention / place in Nurture Hub. These interventions take place in T1/2 and are reviewed. BP assessment review end of T2 Reported to Advisor for Nurture and Behaviour	0	T1 meeting with BP champion to check and review progress on this.	Nurture leaders / SENDCO/ LOR		
	c. Explore best way to review progress of cohort		T3	Nurture leaders		

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	using Boxall Profile. Support secondary schools to review progress.			for secondary and LOR.		
Ensure that the 5 LSP Nurture Hubs lead to good progress for pupils with SEMH needs and successful reintegration back into class.	a. Nurture Hub Leaders network for training and development.		Termly	LOR		
	b. Advisor for Nurture and Behaviour visits for support and advice		Termly	LOR		
	c. Nurture Hub leaders - clear implementation plan in place. Pupils have been assessed Each pupil has an individualized plan. Clear communication to stakeholders and main school of progress.		ongoing	NH leaders		
	d. Clearly defined plan of reintegration for pupils at the end of the intervention in the nurture hub. e. Training and development has been delivered by school leaders to increase the success of reintegration.		T2 - reintegration plans shared with LOR. LOR has checked that school leaders have organized training and development of school staff to enable success for reintegration	HTs and Nurture Hub leaders	Progress reports by LOR to Director of Inclusion following each cohort.	

Year 3 Priorities:

Year 3 Goals	Potential Actions
Further develop the strong transition process between Y6 and 7 for LSP schools.	Schools will make early identification of vulnerable pupils on transition and seek to meet needs efficiently. Nurture Hubs in all secondary schools explored.
Ensure that learning partners help pupils to develop independent learning and skills for learning.	Cohort 3 schools will be training and developing learning partners
Further develop the graduated response to SEMH needs	Explore the need for an LSP ALP.
Ensure that each SEND area has an LSP agreed graduated response toolkit to support schools in effectively meeting needs.	Working group to develop Sensory need grad response And language and communication.
Ensure that LSP schools build positive and effective relationships with all families.	Development of Parent Partnership Plans to ensure that building authentic relationships with families from all backgrounds. <i>(see work of Lee Elliot Major (Equity in Education))</i>