

The background of the slide features a light blue-to-white gradient. On the left side, there is a vertical strip of white stars of varying sizes, some of which are semi-transparent and overlap the gradient. The main title is centered in a large, black, sans-serif font.

The Revised Inclusion Strategy in Leeds 2007 – 2010

Achieving Excellence by
Inclusion

National Drivers

- Equality Legislation – Race Equality Ammendments Act; Disability Discrimination Act;
- Every Child Matters – Change for Children agenda & Children Act 2004
- ‘New Ofsted Framework’ + revised JAR framework
- Green Paper - Working Together
- Select Committee report – future role of Special Schools
- PM report – ‘Improving the life chances of disabled people’ 2005
- Education Bill – White Paper
- School Partnerships in relation to Behaviour and Attendance
- 14 – 19 Strategy

Purpose

- To bring coherence between initiatives under the banner of inclusion including the SILC's Strategy, 'No Child Left Behind,' our SEN and disability strategy and vulnerable children's strategy
- To bring coherence with Every Child Matters, Change for Children, Extended Schools/Services and Children's Centres and Building Schools for the Future
- To improve children and families life chances by delivering against our key principles (see handout)
- To actively promote Equality, Diversity and Cohesion

Our revised Strategy Aims to

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- Build upon existing good practice
- Put children and young people and families at its very heart
- Incorporate all children that are at risk of achieving poor outcomes
- Focus on raising achievement and attainment
- 'Narrowing the gap' in relation to outcomes, access and opportunities of target groups hence improving their life chances
- Improve significantly the well-being of all our children and young people
- Ensure Education Leeds and its partners meet statutory requirements and safeguard regulations
- Focus on continually improving the performance of all our universal, targeted and intensive services that support children, young people and families
- Focus on ensuring a 'joined up approach' across all services, particularly in relation to target groups

Key Principles

- Promoting the values we all believe in
- Personalisation – with a particular focus on underpinning learning goals with individualised packages of support
- Partnership and Collaboration
- Front line integrated service delivery
- Supported by a robust monitoring and accountability framework
- Actively promoting Equality, Diversity and Cohesion across an Inclusive system

Key Outcomes

- Measurable improvements across the 5 outcomes
- Raised achievement and attainment of pupils with SEN and disabilities
- Raised achievement and attainment of all target groups – hence narrowing the gap
- Increased opportunities of equality of access and life long learning
- Underpinning all of the above are our agreed targets (LPSA etc) in relation to admissions; attendance; unauthorised absence; exclusions
- Continuously improving services
- Improved life chances

Target Groups

- All children and young people at risk of not achieving the 5 outcomes with a particular focus on :
 - Looked After Children
 - Children and young people with SEN (learning and behaviour) and disabilities
 - Children and Young People from Black and Ethnic Minority communities
 - Young carers
 - Children and young people from the most deprived neighbourhoods in Leeds
 - Children at risk of falling into patterns of anti-social behaviour and/or committing crime
 - Children at risk of exclusion and non-attendance
 - Children at risk of not developing healthy life styles and emotional well being
 - Children Missing Education

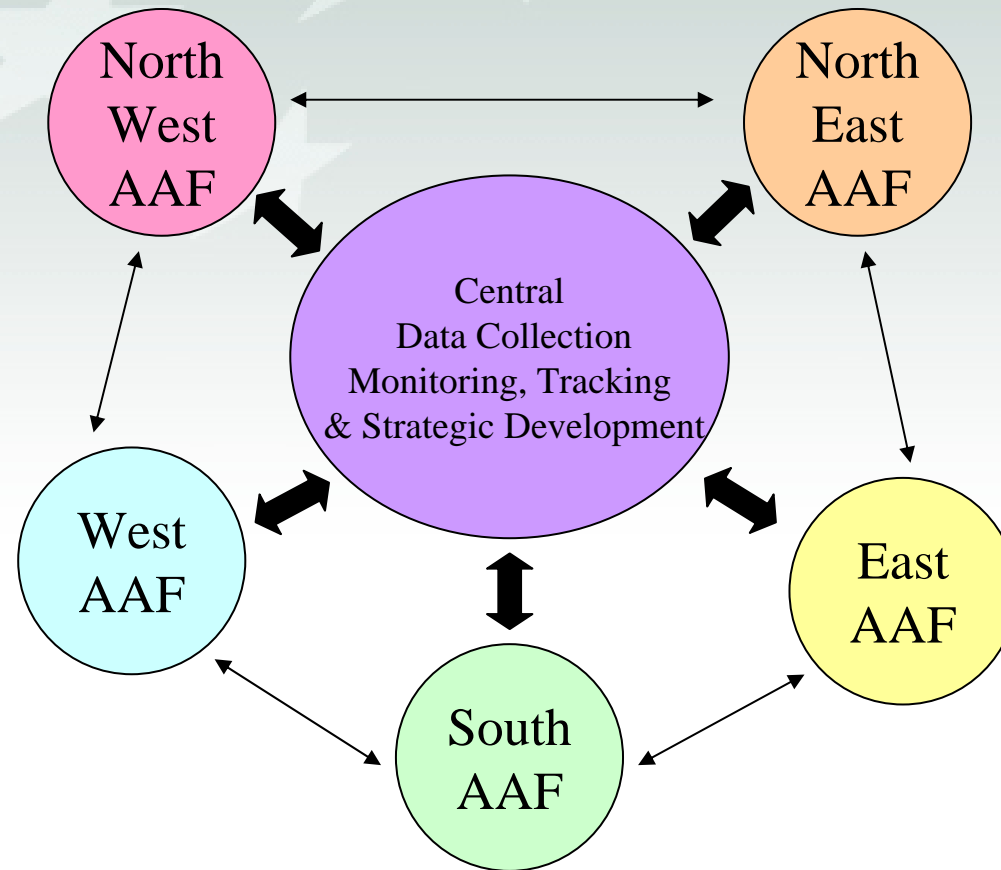
Coherent Infrastructure

- Whole system design' for the City that reflects diversity and localities
- Equality of opportunity and entitlement across an inclusive system
- Maximum resource to individual schools, localities, partnership arrangements and collaborative groups
- Locality based accountability for children, young people and families and the available resource
- Individual, school, cluster, locality, area and whole city targets
- Focus on joint commissioning and service level agreements

Key Features

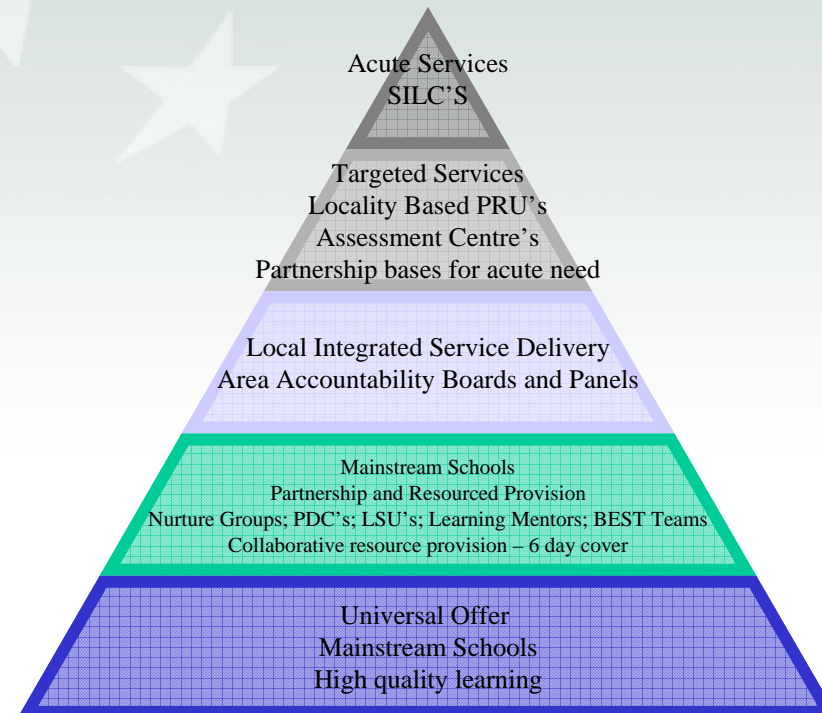
- Transparency across the system
- Central data collection, tracking, monitoring and accountability framework
- Local collaboratives sharing data, targets and the resources available
- Localised delivery models supported by secure leadership and governance arrangements
- Focus on 'Results Based Accountability Framework to measure progress

Accountability Framework



AAF = Area Accountability Framework

Area Based Provision



Implications

- Re-focussed central services
- Clear assessment framework
- Clarity, transparency and consistency around funding
- Extended partnerships working in each locality
- Increased accountability on outcomes for children
- Improved partnership with parents and carers
- Increased emphasis on the voice of the child

Timeline

- Consultation with key partners to form strategy – Summer term 2007
- Scrutiny Board – June 2007
- Finalise Strategy and write key activity strands to support
- Publish and launch – Sept/Oct 2007
- Re-align central resource to new models of delivery September 2007 – July 2008