



Appendix A Swansea Council Education Directorate Vulnerable Learners Service Inclusion Strategy 2023 – 2028

United Nations Educational, Scientific and Cultural Organisation (UNESCO) describe inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.

The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed”.¹

This approach is reflected in both Swansea Council’s corporate priorities of: Improving Education and Skills - so that every child and young person in Swansea gains the skills and qualifications they need to succeed in life and specifically:

- we want all children and young people to attend school regularly, to be safe, to be resilient and to be healthy.
- we want to encourage and support vulnerable learners and their families to be engaged in learning.

We have a **legal imperative** to deliver a fully inclusive education system.

The Welsh Government Inclusion and Support Guidance document² is issued under the Welsh Minister’s general powers to promote the education of the people of Wales detailed in Section 10 of the Education Act 1996 and Section 60 of the Government of Wales Act 2006. The document outlines responsibilities and approaches to meet requirements in relation to promoting inclusion. The document is informed by a range of legislation including:

- Human Rights Act 1998
- The Children’s Act 2004
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Wellbeing of Future Generations Act 2015
- The School Admission Code 2013

¹ [What is “inclusive education”? \(unesco.org\)](https://unesco.org)

² [guidance-inclusion-and-pupil-support_0.pdf \(gov.wales\)](https://gov.wales/guidance-inclusion-and-pupil-support_0.pdf)

The messages in the document have been strengthened further by the subsequent:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Curriculum for Wales Curriculum and Assessment (Wales) Act 2021

In addition to the requirements of legislation, and even more importantly, we have a **moral imperative** to provide an ***Excellent Education for All by Working Together***.

The Children's Commissioner for Wales document, *The Right Way*³ provides a framework for embedding Human Rights in education provision. The document states:

“Wales should be a country where every child experiences their human rights. For this to happen the human rights of children need to be part of our laws. But just as important is that human rights are understood, and are part of our culture and environment”.

For this reason, particular consideration should be given to:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Swansea Council have already established Swansea as a UNESCO City of Learning and have also embedded the United Nations Convention on the Rights of the Child (UNCRC) into the way policy is set. Swansea Council now aims to be the first Human Rights city in Wales recognising to achieve this will mean embracing a vision of vibrant, diverse, fair and safe communities built on the foundations of universal human rights. Our school communities will be a critical part of this.

In order to achieve this, we need to ensure we continue to develop and promote a culture with an ethos of true inclusion, and an entitlement to excellent education which is resourced in a way that maximises opportunities for a sustainable, resilient and equitable education for every learner.

The Vulnerable Learners Service has identified the following priorities to meet the aims and expectations outlined above:

- Promoting attendance
- Promoting inclusion
- Embedding effective universal provision while supporting sufficient specialist places
- Embedding a shared inclusion ethos
- Emotional health and psychological wellbeing (EHPW) whole school approach

³ [TheRightWayEducation_ENG.pdf \(childcomwales.org.uk\)](#)

Promoting attendance

What will we do?

- Produce a clear, concise guide to the work of the Education Welfare Service (EWS) and embed the recommendations of the 2019/20 consultation outcomes.
- Revise the attendance policy by September 2022.
- Establish an informed, targeted approach to supporting schools where attendance is below expected levels.
- Analyse attendance data and use proactively to target need and set targets.
- Consider the increase in Emotional Based School Avoidance (EBSA) and ensure this informs developments to support EHPW.
- Support schools to use attendance codes effectively and explore more effective monitoring of individual learner attendance particularly in relation to EBSA.
- Consider attendance holistically and ensure effective approaches are in place across the directorate and wider Council, for example, ALNIT, Early Help Hubs
- Ensure every school has an attendance policy which is regularly reviewed but which also reflects a holistic approach to behaviour, attendance, wellbeing and welfare thus setting the ethos where every learner can succeed.
- Ensure prevention and early intervention strategies linked to other priority areas to ensure children want to attend school.
- Support schools to develop engaging and exciting curriculum offer which meets the needs of all learners
- Develop authority wide communications on attendance via social media channels
- Support schools to engage with parents and carers on attendance strategies
- Communicate expectations to partners and stakeholders, particularly governing bodies

What impact is required:

- Improved attendance in all schools and pupil referral unit (PRU)
- Better outcomes for children and young people (CYP)
- Improve consistency across school settings
- Clear expectations in relation to attendance monitoring
- Reduction in EBSA

Promoting inclusion (reducing exclusion)

What will we do:

- Focus the work of the Prevention and Early Intervention and Behaviour Support Team to support schools to ensure whole school approaches to positive behaviour which are linked to ALN and curriculum developments and so reduce their fixed term exclusions.
- Work with headteachers and schools to maximise the opportunities to use the devolved EOTAS funding and enhance this provision further with the development of local authority (LA) coordinated bespoke packages of support.
- Use managed move data to identify trends and inform prevention and early intervention strategies.
- Monitor pastoral support plans (PSPs) in a proactive and supportive manner to ensure maximum attendance and bespoke solutions where children and young people need additional support to engage.
- Ensure the maximum potential of PRU provision is utilised by ensuring timely referrals which recognise the reintegration operating model. Increase reintegration rates from PRU back to school and reduce the number of permanent exclusions.
- Provide regular training to senior leaders and governors on exclusion processes and seek to reduce exclusions by earlier referrals to PRU provision.
- Develop quality assurance processes to support all schools to maximise the impact of in-house nurture provision and to promote trauma informed practice
- Implement the roll out of Emotional Literacy Support Assistants (ESLAs) by January 2023
- Finalise and share a language guide for schools to ensure that language and terminology promotes positive and healthy relationships.
- Implement the action plan written in response to the 2019 Estyn Report “We don’t tell our teachers”

What impact is required:

- Improved reintegration rates from the PRU
- At least maintain the positive all-Wales position in relation to fixed term exclusions
- A reduction in permanent exclusions within the authority
- Every school to have quality assured nurture provision which enables more learners to maintain good patterns of behaviour and attendance
- Central oversight of PSPs
- Completed Peer on Peer action plan

Embedding effective universal provision while supporting sufficient specialist places

What will we do?

- Articulate clear expectations in relation to both universal, targeted and specialist provision to meet the principles of ALNET 2018 and communicate to

all stakeholders and wider agencies to ensure that understanding and expectations are shared.

- Develop a communication strategy to ensure the vision and expectations around the universal provision model and principles of ALNET are continually shared and embedded.
- Develop and implement the use of a quality assurance tool and analysis of data in relation to provision for additional learning needs, linked to school improvement monitoring, to ensure there is consistency in expectation and challenge around both universal and specialist provision.
- Develop and implement a strategy for supporting learners with neurologically diverse conditions. Strategies such as ASD friendly schools' initiatives should be implemented to ensure environmental barriers are removed. A whole school change in approach is needed to support all learners.
- Work with identified clusters to design local, provision models, based on the findings of the STF review to take forward to implementation ensuring there are sufficient specialist places available and that learners can access them within their local communities.
- Develop an inreach / outreach model of support for schools to build resilience and sustainable systems of support for CYP with ALN.
- Ensure there is an accessible, affordable and high-quality professional learning offer for school and central staff in relation to supporting learners across the continuum of additional learning needs

What impact is required:

- An improvement in the quality and appropriateness of referrals for Individual Development Plans (IDPs)
- A consistent, quality assured, whole school approach to creating provision for neurologically diverse learners
- Quality assurance and consistency of inclusion approaches which are part of a school improvement focus
- School leaders and governors who recognise inclusive environments as a key measure of success.
- Delivery of universal, targeted and specialist provision as outlined in Appendix A and phasing out of current STF model underway.

Inclusion Ethos

What will we do?

- Develop a shared inclusion baseline to avoid variation of practice and approach ensuring a consistent and effective local inclusion offer and communicate this to all stakeholders.
- Provide clarity around the roles and responsibilities of all Vulnerable Learners Services' teams by producing team guides for stakeholders.
- Develop and support quality assurance processes for whole school approaches to key inclusion issues e.g. attendance, behaviour, additional

learning needs, emotional health and wellbeing, anti racism and promoting positive peer relationships.

- Ensure shared understanding of inclusion expectations and baselines are supported and that these are a focus for school improvement visits, governor training and development, NQT induction and our professional learning offer for schools.
- Work with the Planning and Resources Service to ensure that planning for resourcing takes into account key inclusion issues most notably the statutory guidance on Planning to Increase Access to Schools for Disabled Pupils⁴
- Produce a bilingual language guide for schools, education practitioners and stakeholders to embed positive, inclusive language to describe children and young people and address their needs.
- Maximise opportunities for pupil voice to influence decision making and policy development. Maximise engagement opportunities with parent/carers.

What impact is required:

- A communication strategy for all stakeholders to articulate the expectations of an inclusion baseline.
- Clear expectations for children and young people and their families of the support they should receive.
- i) a local authority must, in relation to a school for which it is a responsible authority, prepare, implement, review and update written accessibility strategies ii) the responsible body for a school must prepare, implement, review and update written accessibility plans.
- A quality assurance process that provides assurances that all schools meet the expectations of the inclusion baseline or are supported to improve where they do not.
- The completion, circulation and embedded use of an inclusion language guide.
- Decisions and policies which have been coproduced with children, young people and their families.

Whole School Approach to Emotional Health and Wellbeing

What will we do?

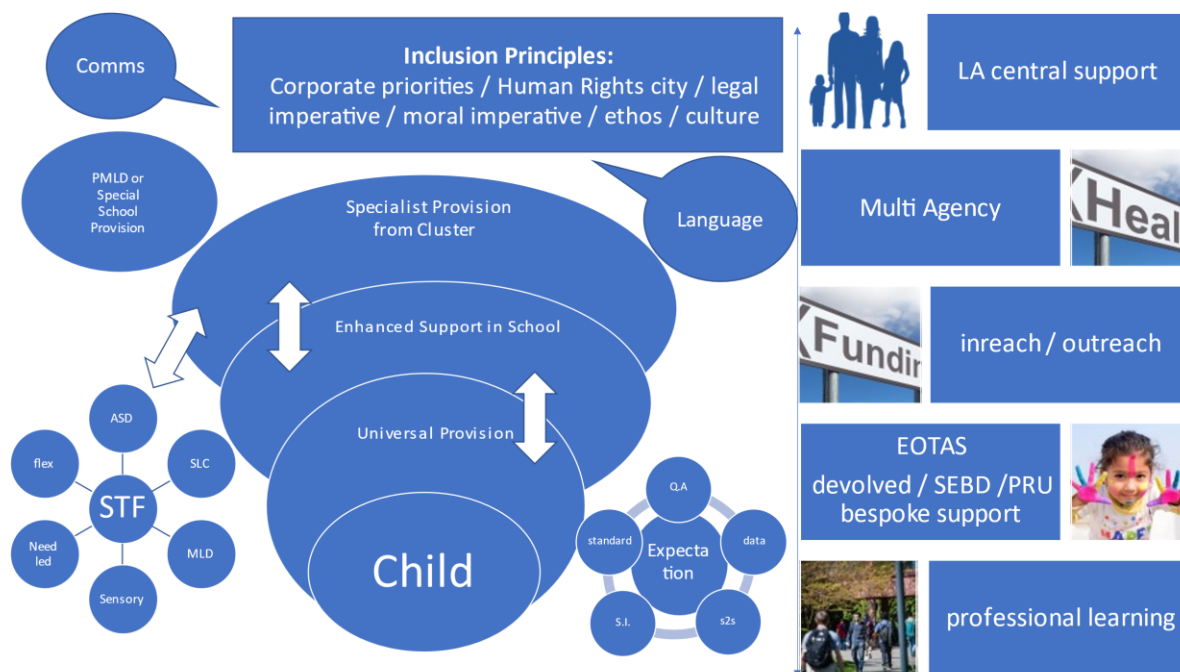
- Work with Public Health Wales on the implementation of the whole school approach to emotional health and wellbeing programme.
- Provide additional counselling to reduce waiting lists and ensure access for primary age learners.
- Provide additional resource within the Pupil Support Team to reduce learner anxiety around key transition points (Y6, Y11).
- Pupil Support Team to work with those children and young people with non-attendance due to emotionally based school avoidance and secure increased attendance for those learners.

⁴ [planning-to-increase-access-to-schools-for-disabled-pupils.pdf \(gov.wales\)](https://www.gov.wales/planning-to-increase-access-to-schools-for-disabled-pupils.pdf)

What impact is required:

- Ensuring children and young people receive counselling in a timely manner.
- A reduction in EBSA and improved attendance across all schools.
- Sustained attendance at key transition points.

Appendix A:



Appendix B

Impact Tracker

Measurable impact	Deadline	Lead officer	Progress update	Evidence	Outcome
Improved attendance in all schools and pupil referral unit to pre covid levels and sustained over a three year period.	September 2025	Helen Howells			
Reduction in EBSA across all settings and sustained over a three year period.	September 2025	Simon Rees Paul Rees			

Develop tracking mechanism to measure attendance progression for pupils with EBSA	September 2023	Helen Howells Simon Rees EP input			
Consistency in attendance rates across all schools in the LA i.e. all rates within a XX tolerance over a three year period.	September 2025	Helen Howells			
Improved reintegration rates from the PRU ensuring early intervention for new referrals.	September 2024	Amanda Taylor			
At least maintain the positive all Wales position in relation to fixed term exclusions.	September 2025	Helen Howells			
A reduction in permanent exclusions within the authority.	September 2025	Helen Howells			
Every school to have quality assured nurture provision which enables more learners to maintain good patterns of behaviour and attendance.	Sept 2025	Alison Lane			
Central oversight of PSPs.	September 2023	Helen Howells			
Completed Peer on Peer action plan.	September 2024	Rhodri Jones			
Produce model anti racism policy.	September 2024	Rhodri Jones			
An improvement in the quality and appropriateness	September 2024	Alison Lane			

of referrals for IDPs.					
A consistent, quality assured, whole school approach to creating provision for neurologically diverse learners.	September 2027	Kate Phillips			
Quality assurance and consistency of inclusion approaches which are part of a school improvement focus.	September 2025	David Thomas			
School leaders and governors who recognise inclusive environments as a key measure of success.	September 2027	Rhodri Jones			
Delivery of universal, targeted and specialist provision as outlined in Appendix A and phasing out of current STF model underway.	September 2027	Kate Phillips			
A communication strategy for all stakeholders to articulate the expectations of an inclusion baseline including clear expectations for children and young people and their families of the support they should receive.	September 2024	Alison Lane			

Prepare, implement, review and update written accessibility strategies for schools.	September 2023	Pam Cole and Rhodri Jones			
A quality assurance process that provides assurances that all schools meet the expectations of the inclusion baseline or are supported to improve where they do not.	September 2023	Alison Lane			
The completion, circulation and embedded use of an inclusion language guide.	September 2023	Helen Howells			
Coproduction of policy and decision making with children and young people.	September 2027	Rhodri Jones			
Increased engagement and co production with parent / carers.	September 2023	Kate Phillips			
Ensuring children and young people receive counselling in a timely manner.	September 2024	Paul Rees			