

Education & Inclusion Plan

2022-25



North Lincolnshire
One Family Approach

**North
Lincolnshire
Council**

www.northlincs.gov.uk

In North Lincolnshire

We are ambitious for our children, families and communities. We want North Lincolnshire to be the Best Place to live, learn, work and visit.

We want children to thrive in flourishing communities, and for people to be enabled to help themselves through their family and friends, community or trusted worker.

We want strong schools and settings which have high standards and accessible provision that meets the needs of their children and community

We invest in a resilient community of schools and settings which work together to share excellence and model high expectations through system leadership.

We are committed to supporting parents as first educators, enabling children to remain resilient and overcome barriers

We want a high quality, accessible leisure, culture and heritage offer outside school which builds cultural capital and enriches all children's lives

Our improvement priorities

- Improving equalities in children's health, educational entitlement and outcomes
 - Reducing absence and exclusions
 - Working with partners to improve timescales for neurodiversity assessments
 - Improving outcomes in the early years and at Key Stage 5
 - Building children's cultural capital through accessible community, leisure and culture
- Leading standards, transforming improvement
 - Embedding system leadership through assured, sector led accountability
 - Enabling place leadership and resilience in a changing educational landscape
 - Investing in the sector through a well-defined workforce strategy
 - Ensuring quality over time through effective governance and succession planning

Ambition

We all want to live in a place we call home, with the people and things that we love, in communities where we look out for one another, doing things that matter to us. This is at the heart of the [One Family Approach](#).

As children, young people and families, we want to be:



Resilient



Self regulating



Positive



Inspired



Interested



Ambitious



Informed



Individual



Empowered



Enabled

So we can all be **SAFE, WELL, PROSPEROUS** and **CONNECTED**.

Building on shared ambitions for children, through a One Family Approach, we have articulated what successful outcomes will look like:

SAFE

where children and families are safe and feel safe

Where children and families:

- Have a sense of belonging and feel safe/are safe in their home, school and community
- Are supported to withstand adverse impacts and change behaviours including through early help
- Are empowered and supported to develop their strengths and achieve their aspirations
- Know how to keep themselves safe in person and on-line

WELL

where children and families enjoy good health and emotional wellbeing

Where children and families:

- Are a healthy weight, make positive choices and live active lives
- Build sound brain architecture, positive attachments and healthy relationships; enjoy positive emotional wellbeing and mental health
- Receive the education, health, care and support they need in their community
- Learn resilience and self-regulation through high quality provision in effective settings and schools

PROSPEROUS

where children and young people have excellent education and improved skills

Where children and families:

- Have equal access to high quality, ambitious education which meets their needs and enables social mobility
- Develop their individual skills and abilities; develop good speech, language and communication skills
- Have equal and fair access to high quality education in local schools and settings
- Are enabled through effective curriculum and personal development to make positive transitions into adulthood
- Achieve their individual potential

CONNECTED

where children and families live in flourishing communities

Where children and families

- Have an accessible curriculum which meets their language and development needs
- Are empowered and enabled to participate and achieve excellent outcomes from their individual starting points
- Have equality of opportunity and access to flexible support at the earliest point in the right place by the right people
- Benefit from engaging in accessible positive activities, build resilience and find resolutions for themselves
- Are able to connect with friends, learning, community, and work so they make positive onward journeys
- Have access to learning, information and resources online and social media
- Are able to travel confidently to their schools and setting, in their communities and beyond

Our shared education priorities :

- Further improving children's outcomes, particularly in the early years, at Key Stage 5 and for children with SEND support
- Improving and maintaining high standards and resilience in schools and settings in a changing education landscape
- Further developing sector led improvement and system leadership
- Improving children's, families' and communities' resilience through accessible and inclusive learning and leisure and employment
- Improving transitions into and within schools and settings, and onwards to education, employment and training
- Developing the workforce, and investing in succession planning through an integrated One Family Approach

Our Principles:

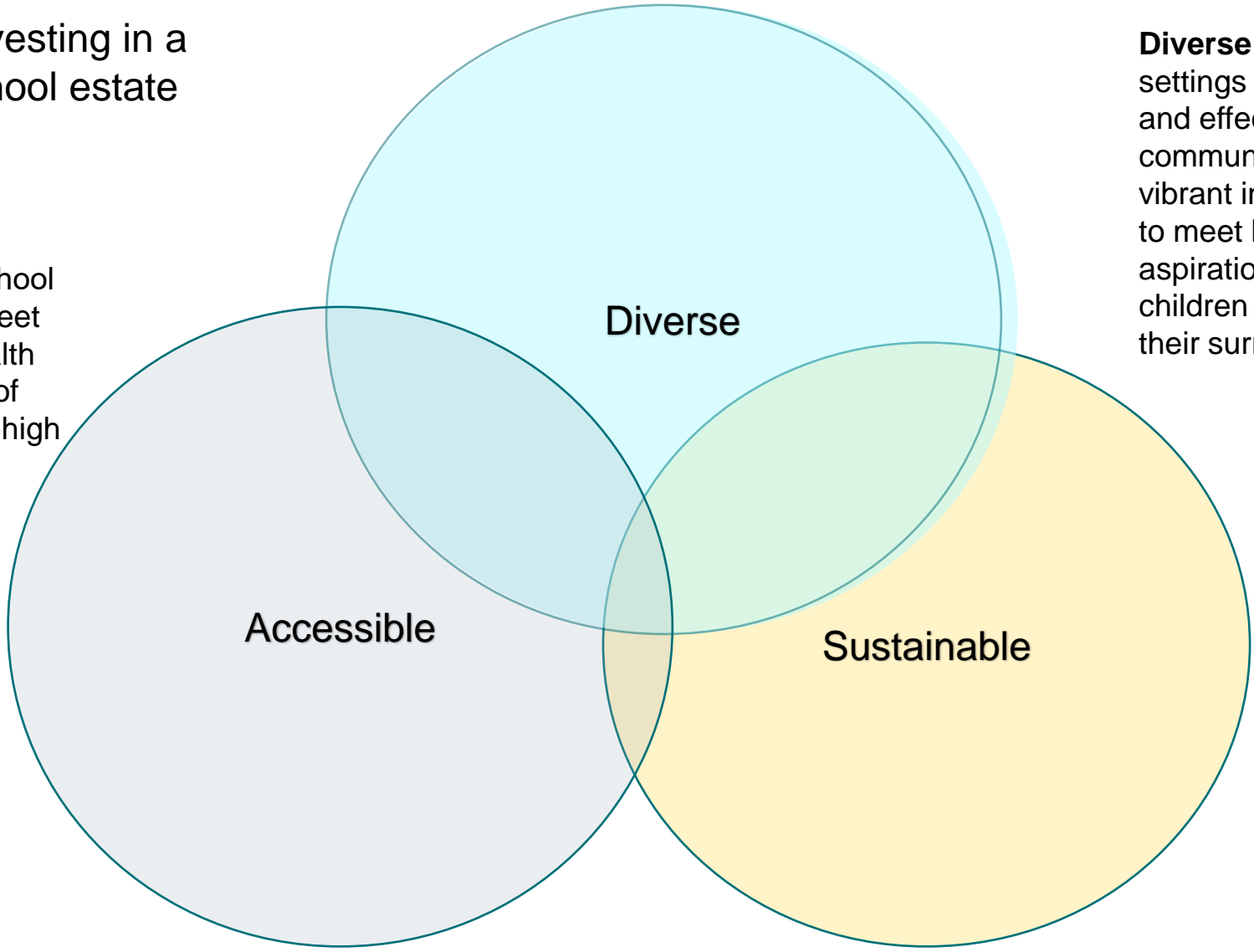
- Driving inclusion
- Strengthening Leadership
- Challenging Standards and Performance

How will we do this?



Through investing in a resilient school estate which is...

Accessible... schools and settings meet the learning, health and care needs of children through high quality provision



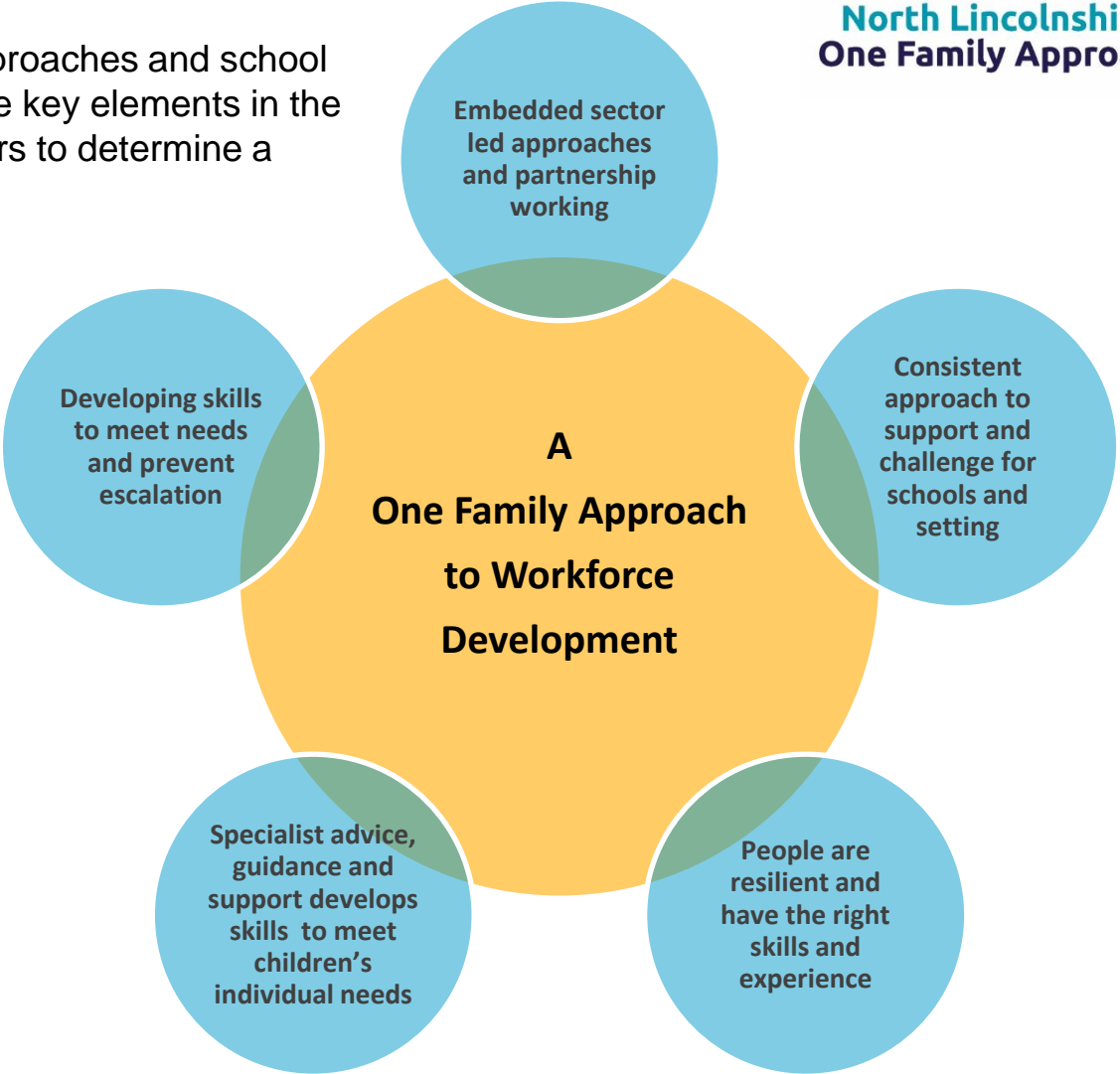
Diverse... schools and settings form a strong and effective education community, offering vibrant inclusive learning to meet local needs and aspirational to enable children to think beyond their surroundings

Sustainable... resilient schools and settings, which attract and retain children and staff; schools in the heart of their communities

Vision and Strategy

Specialist advice, training, challenge and support, sector led, partnership approaches and school to school support, including through Research and Teaching School Hubs are key elements in the diverse workforce offer; we will work in partnership with leaders and governors to determine a bespoke approach to meet each school's and setting's context.

- All professionals have access to a range of high quality information guidance and resources
- Apprenticeships enable staff development and routes into the sector through schools and settings
- Every early years setting has a qualified early years practitioner or teacher to level 4 or above
- Partnership and sector led approaches improve provision and develop leadership at all levels across the sector
- Schools and settings access training, advice and guidance to meet children's additional needs including attachment, and through this develop accessible whole-school approaches
- Approaches to improving children's outcomes are rooted in the science of how children learn, child development, and evidence based research
- Specialists support the development of expertise across and within schools and settings, including through sector led approaches
- Partnership approaches with Health, social care and community ensures effective support for children's attendance, learning and development, health and wellbeing
- Children and their families are able to access an diverse and inclusive community offer



Driving inclusion, ensuring equity

We will ensure

1. Specialist advice and support and assessment is timely and well matched to children's individual needs
2. Evaluations of schools or setting performance sharply focus on equalities in outcomes for children including performance, exclusions and attendance; including practice and provision and quality of education in its totality, curriculum intent and delivery, and extra-curricular offer and take-up
3. Specialist advice and support, informs best practice and whole school or setting approaches to enable children's needs to be met in local schools and settings
4. Accessible quality first teaching and additional support or intervention is carefully planned to match children's individual needs, tangibly improving outcomes and enabling positive destinations
5. Solution focussed approaches swiftly remove barriers so that children thrive and feel a sense of belonging in their families, their schools and settings, and their communities
6. Professional development impacts on improving the quality of curriculum and learning for vulnerable children and enables them to achieve their full potential
7. Early help provides right time support, enabling a deeper understanding of wider barriers to learning and whole family issues

Strengthening Leadership

We will ensure:

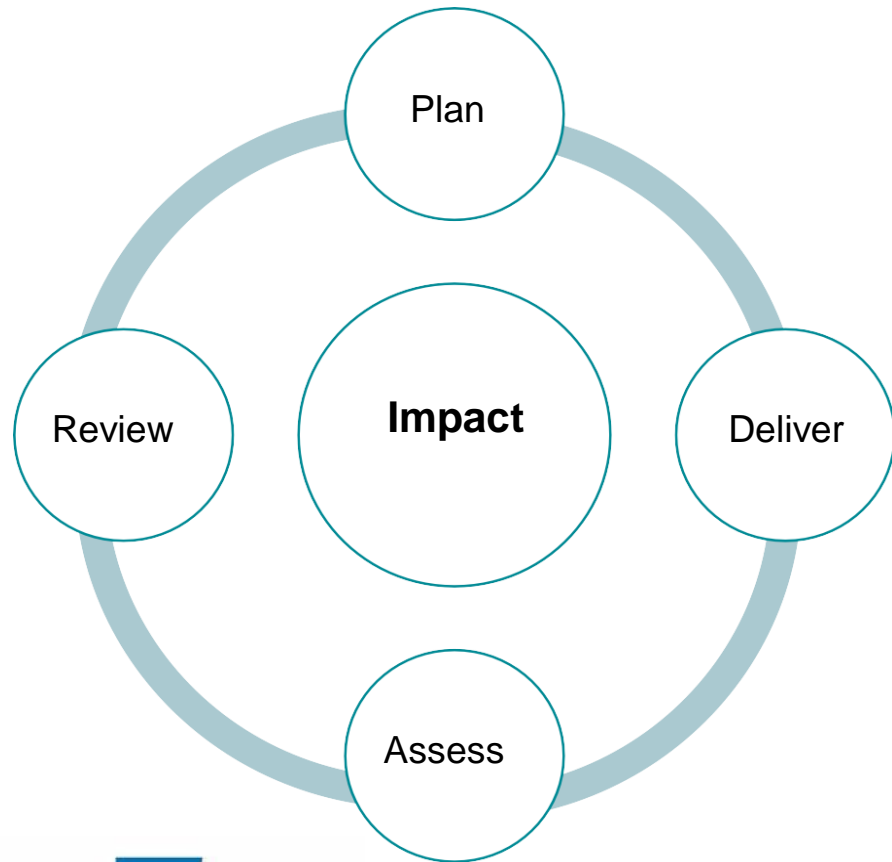
1. Partnership working across specialisms with schools and settings is well-matched and that timely challenge and support is bespoke, meets needs and improves outcomes for children and their schools and settings
2. Strengthened, broadened and deepened sector-led approaches develop leadership at all levels, sharing best practice
3. Succession planning and investment in leaders ensures resilient and accessible schools for all children
4. Targeted specialist challenge and support further strengthens leadership in schools
5. Governors are developed and supported to ensure school strategic leadership and oversight is robust
6. Partnership approaches to initial teacher training and the development of early career teachers ensures teachers and future leaders have a deep knowledge of child development and the science of how children learn, giving every child the best start to their schooling
7. An effective, well thought-through workforce development strategy, including through professional partnerships, ensures excellence in leadership at all levels, subject and curriculum development

Challenging Standards and Performance

We will ensure

1. Multifaceted, bespoke challenge and support targets schools' and settings' current and emerging needs
2. Effective assurance processes ensure early identification of drift and declining performance
3. Intelligence led approaches, utilising a broad range of information, ensure evaluations are robust
4. Leadership of and best practice in provision for children with additional needs inform whole school and setting approaches to ensure an accessible curricular and extra-curricular offer
5. Transparency and openness underpin challenge and support so that when improvements are too slow, leaders understand processes and escalation routes
6. Structural mechanisms and statutory powers are used where the evidence shows continual decline or systemic weaknesses
7. Considered structural solutions, matched to community and school and setting needs, are used to prevent and tackle school or setting failure

How will we know whether it's working?



We will

Rigorously quality assure advice, challenge, support and intervention to ensure it is timely, well matched to need and bringing about the necessary improvements at pace

Annually review the support and challenge across all schools and settings with school and setting leaders to understand how we can improve it

Evaluate the impact of support, across all areas and measures so that the pace of improvements can be demonstrated

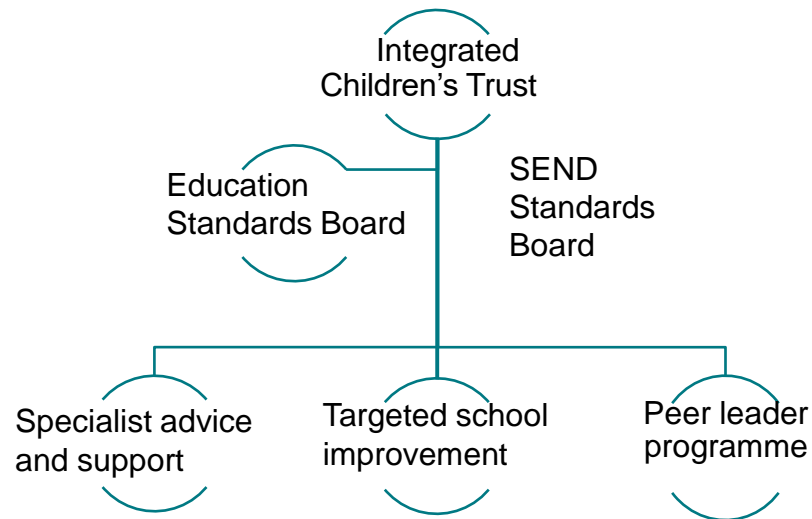
Work together taking a One Family Approach - listening, learning, reviewing and adapting

Ensure our approaches are bespoke, matched to need leading to improved outcomes and experiences where children, young people and families are **SAFE, WELL, PROSPEROUS** and **CONNECTED**.

Governance, accountability and partnerships

Our ambition for children is for them to feel safe and be safe in their families, in their schools and settings, and in their communities. In North Lincolnshire, our **One Family Approach** aims to create a system that works for all children, young people and families where we work together to provide and commission integrated services for children and young people. A vital key to this system is high quality, inclusive schools and settings which achieve excellent outcomes for children.

Our strong diverse resilient education estate is supported through specialist and partnership approaches. The impact of these approaches at child, school and setting, and at system level are accountable to and assured by our governance structures.



Learning and building on our achievements during COVID-19

The challenges organisations, schools and settings, children and families, and communities faced in the early part of the Covid pandemic necessitated rapid change to how we educated and cared for children. This enabled strong local responses with schools and settings at the heart of their communities. Effective practice and solution focussed approaches included

- Removing geographical and structural barriers; accelerating impact
- Improving communication both with and between schools and settings, and within the Council, Health, Voluntary and Community partnerships
- During lockdowns, a solution focussed, enabling rapid response to emerging challenge and change – schools and settings closing for face to face learning, free school meals, schools transport
- Partnership approaches and relational working – greater alignment of working across specialisms to support, challenge and evaluate
- Responsive, bespoke, pro-active, child and family centred – one family approach

Progress against our priorities for All Our Children

We have:

- Improved outcomes for children at end of primary and secondary school so that they are at least in line with national benchmarks
- Developed and embedded sector led approaches to school improvement, sharing excellence and improving provision across schools of all designations
- Developed a Best Start plan and improved partnership working across the early years to improve children's early outcomes in their broadest sense
- Invested in school resilience and succession planning through developing aspiring and new leaders
- Developed accessible support in schools for children's wellbeing through Mental Health Support Teams
- Refreshed the North Lincolnshire Children and Young People's Emotional Health and Well-Being Transformation Plan 2015 - 2022
- Worked with education leaders regarding the re-commissioning of Alternative Learning Provision (ALP) for young people at Key Stages 3 and 4 and introduced various initiatives (including provision development and Early Help Networks) to support quality inclusion
- Continued to commission education, health and care provision for children and young people with complex needs as close to home as possible so that they can remain within their family and community setting

