

Inclusion
Conference –
Emotionally Friendly
Setting

Autumn Term 2024

Inclusion is at the
heart of our trust

Oak Learning Partnership

Inclusion at the heart of our trust

- We are where we are . . . Children only get one go . . . We have a responsibility to make inclusion ***tangible*** for all.
- We are committed to improving the life chances and outcomes of all learners
- We are committed to developing working relationships, developing partnerships and making a difference on a wider scale

Coordinating a strong SENCO network across the authority through our 'One for All' offer



Bury LA with OakLP

Inclusion Network Commitment

If not knowing
the answer
hinders
learning,
please **ask**
straight away



Autumn Inclusion Conference Agenda

Presenter	Content	Role
9:00 – 9:20 Nicola Pemberton	Welcome	Director of Inclusion
9:25 – 10:15 Jawad Shah	Are you an emotionally friendly setting?	Principal Educational Psychologist
10:20 – 11:00 Nicola Pemberton and Natalie Edgar	Developing a wellbeing curriculum at Spring Lane School	Director of Inclusion Education Mental Health Practitioner
11:05 – 11:30 Lucy Kildunne and Helena Grennan	Strategic development and impact of the wellbeing curriculum at Elms Bank	Nurture Pathway and Pastoral Lead Pastoral Lead – Elms Bank College
Break		
11:50 – 12:30 Tracey Hamilton Hall	Emotionally Friendly School – whole school approach	Whole Education Approach Co-ordinator
12:35 – 13:30 Sarah Jane Bowater	All about PACE	Bury CAMHS Multi-Agency Pathway Lead
Closing Remarks/Feedback and Next Steps		

Educational Statistics

- > Number of pupils with an EHC plan has increased by over 80% since 2016
- > The most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD)
- > One in three pupils with an EHC plan are identified with a primary need of ASD (33.0%).
- > The primary need identified for **one in four pupils is speech, language and communication needs** (25.6%). This is followed by **social, emotional and mental health needs** (22.3%) and **moderate learning difficulty** (15.8%)



Bury LA with OakLP

Inclusion Network Commitment – Our Vision

An education system where every child can thrive, no matter what their background.



The role of the SENCO is multifaceted



SEND and Inclusion

Five principles for inclusion

Dignity, not deficit

Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by dignity and high expectation, not deficit and medicalisation.

Greater complexity merits greater expertise

All children deserve a high-quality education – where extra support is needed, it should be expert in nature.

Different, but not apart

Encountering difference builds an inclusive society – children with different learning needs should be able to grow up together.

Success in all its forms

Success takes many forms – we should value and celebrate a wide range of achievements, including different ways of participating in society.

Action at all levels

Change happens from the bottom-up as well as top-down - everyone has the agency and a responsibility to act.



Correspondence

NHS Greater Manchester Integrated Care **Hey, how are you feeling?** Thriving IN BURY

I just feel so alone. I really need some support now.

We care, and we are listening...

If you're feeling sad, worried, lonely or upset

WE ARE HERE FOR YOU.

<https://padlet.com/ThriveinBury/YoungPeople>

- <https://padlet.com/ThriveinBury/YoungPeople>
- <https://padlet.com/ThriveinBury/ParentandCarers>
- <https://padlet.com/ThriveinBury/Professionals>
- <https://padlet.com/ThriveinBury/Education>

Supplies of the Thriving in Bury posters and business cards distributed to schools and services earlier this year can be requested by contacting marina.nixon@nhs.net



Senior Mental Health Lead Training

Senior mental health lead training equips school and college leaders with evidence-based strategies to promote and support the mental health and resilience of their pupils, learners and staff.

82% of education staff completing the training would recommend it and say they feel equipped to embed an effective approach to promote and support pupil and staff wellbeing.

Don't miss out! [Click here](#) to claim your school or college's £1,200 grant before 31st December 2024 for a course that starts before the end of the Spring term 2025.

Department for Education

"There was time to clarify ideas through the support of a dedicated coach and deep dive into our provision and support"

"The training has been hugely helpful in identifying areas where more work is needed over the next year"

"I enjoyed the mix of practical tips, modelling and academic research"

Find a course that meets your needs and claim your grant for in 3 simple steps:

Step 1: Research the need	Step 2: Choose and book your course	Step 3: Upload evidence of your booking to secure a grant
c100 ONE routes to choose from	Beginner, Intermediate and advanced courses, delivered online or face to face	College leads to help you select the right course for you and your setting

All courses will help the mental health lead to develop a **whole school or college approach** to mental health and wellbeing.



Thank you

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