



TRAFFORD
COUNCIL



TRAFFORD **INCLUSION CHARTER**

Definition of Inclusion

Our definition of Inclusion is intentionally broad so that it reaches all children and young people in our schools.

In Trafford we believe that our Inclusive ethos will promote equal opportunities for all children and young people, whatever their age, gender, sexuality, disability, ethnicity, attainment and background. We recognise that we need to be mindful of the provision made for each individual child and young person so that they are able to achieve their best outcomes.

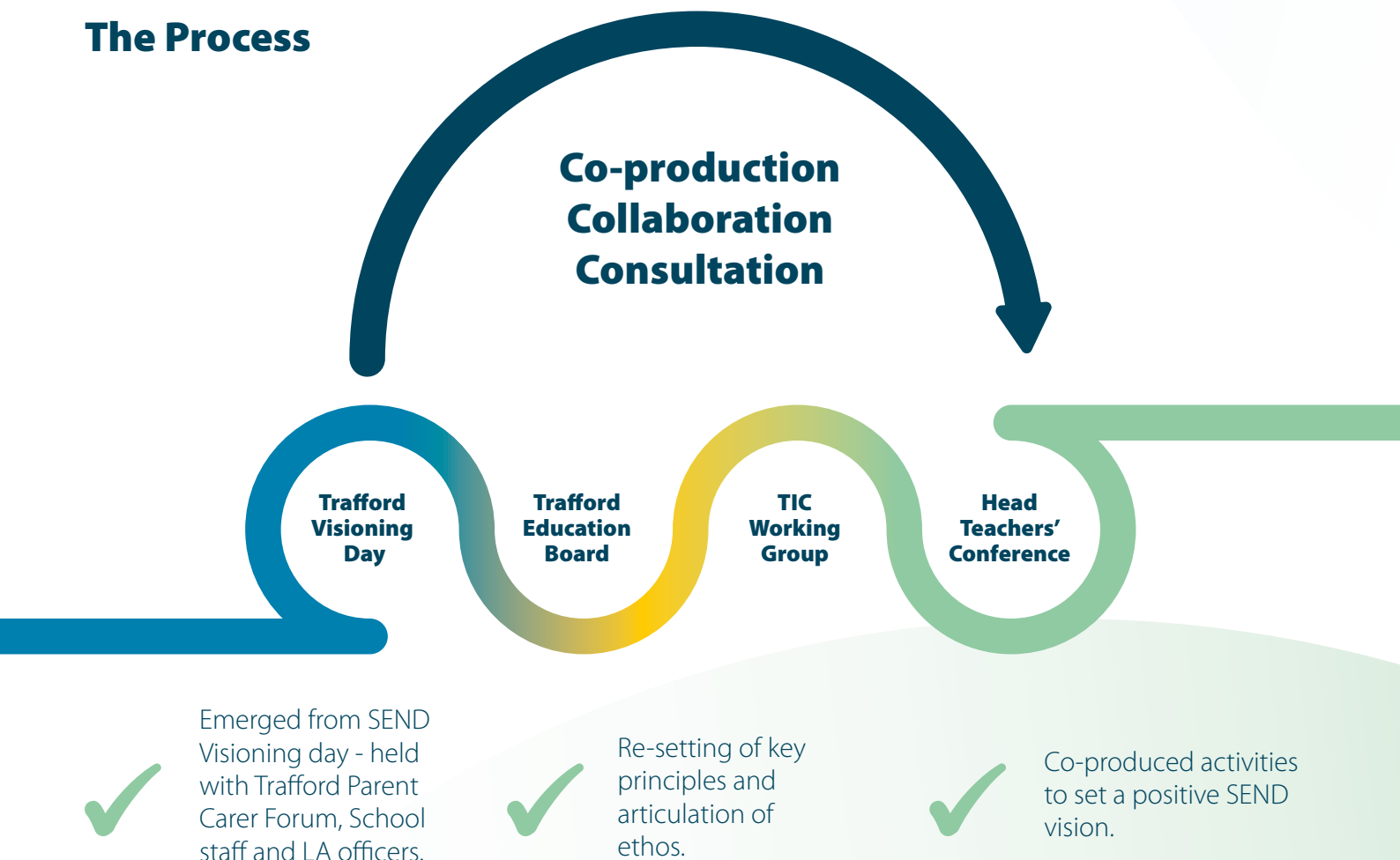
In this pack you will receive;

- The Trafford definition of inclusion
- The 5 principles of the Trafford Inclusion Charter
- A 'we will' so 'you can' set of statements
- A commitment agreement as part of the sign up process
- A set of resources and links to support ongoing reflective practice on how inclusion is developing in your setting

We are delighted to announce the launch of Trafford's Inclusion Charter for all schools and settings in the Local Authority.

We are also very proud of how this charter was developed. In September 2019 we held an Inclusion visioning event with parents, carers, head teachers, SENCOs and a wide range of Local Authority officers and we were able to share our ambitions for inclusive practice in Trafford. The five principles that make up the charter are drawn directly from the words that we used to describe how we would like inclusive practice to look in our schools and settings.

The Process



Trafford Inclusion Charter

5 Principles

Our five Trafford Inclusion Charter principles were developed from the conversations started at the visioning day and continued with parents and professionals during a series of developmental meetings.

They are

Local schools and educational settings in Trafford are committed to meeting the needs of children and young people in their local community.

Outcomes are child centred, measurable and achievable.

Communication is regular, clear and appropriate.

We are all **A**ccountable and responsible for supporting inclusion in Trafford.

We are mindful of how we use **L**anguage to include, describe and involve all.

We Will... So You...

Local Provision

We Will Ensure

Access for all to a full, broad, balanced and appropriate curriculum.

We will work with you to ensure that provision can be flexible to meet individual need through consultation and collaboration with you.

So You

Are fully engaged in all meaningful and purposeful experiences as a valued member of our learning communities.

Outcomes

We Will

Work with you to identify your strengths and agree with you what you want to change.

So You Are

Confident that the outcomes and provision agreed are focused on what you want to achieve.

Comms

We will ensure our communications are

- Two Way
- Regular
- Honest
- Consistent
- Timely

So You

Know that your views are valued and central to decisions that are made with you.

Accountable Language

We Will Ensure that in our work

We are fair, accountable and responsible.

We will look to how we can add value and work in a solution focused and courageous manner.

So You Feel

- Safe
- Protected
- Treated Fairly
- Respected
- Supported & Considered

We Will

Ensure that the language we use to communicate with you is clear, simple and accessible

So You Can

Feel empowered and included when we have discussions with you, about how best to support you.

Commitment statement

By signing up to Trafford's Inclusion Charter we are committed to delivering on the 5 key principles in our work.

We understand that to develop our inclusive practice it is essential to evaluate and reflect on how we work in school.

As part of our commitment to the Charter we will ensure that this reflection and evaluation is carried out on an annual basis by relevant staff in school. Our school will be outward facing, working in partnership with members of our wider school community and collaborating with other schools in a school-school support system with guidance and support from Local Authority colleagues.

Recommended Evaluation Resources

As inclusion is a dynamic process not a fixed state schools will be developing, sharing and evaluating their good practice. Inclusion is wider than SEND as demonstrated by our definition of Inclusion. The resources below are focussed mainly on SEND but this recommended list will be reviewed and added to for different areas of inclusive practice.

Whole School SEND (WSS) is a consortium of SEND focused organisations including NASEN and Contact. Since the last SEND reforms DfE funding has enabled the production of a range of free SEND review guides.

The suite of SEND review guides includes:

• SEND Review Guide • Effective SENCo Deployment Guide • Demonstrating Inclusion Tool • Preparing for Adulthood from the Earliest Years Review Guide • SEND Reflection Framework • Teaching Assistant Deployment Review Guide • MAT SEND Review Guide • Early Years SEND Review Guide • SEND Governance Review Guide

The whole school SEND Review Guide is a helpful starting point.

The intention is for SEND reviews to act as a catalyst for driving change and improving provision, so it is common for reviews to lead to an action plan.

The DfE has funded a contract to support school workforce development leading to free online training as a SEND Reviewer with REAL training-see SEND Gateway. The LA can pair up your school with a partner school to trial a review as part of this training. Full reviews from an experienced reviewer can be commissioned through local partners.

The Demonstrating Inclusion Tool is for leadership teams to use and is also based on SEND

<https://www.sendgateway.org.uk/resources/demonstrating-inclusion-tool>

Schools may want to consider looking at an aspect of inclusive practice as a line of enquiry through the School's Partnership Programme (SPP).

Links to DAQM:

Good for all children, not just dyslexic children. Aim is inclusion and celebration of difference. DAQM also begins with an Audit/Review of current practice then formulation of an Action Plan. Parents and pupils are partners in the process and consulted throughout.

Trafford Dyslexia Quality Mark-Contact Emma.Farr@trafford.gov.uk

Equality Duty Guidance for Schools in England (equalityhumanrights.com)

reasonable_adjustments_for_disabled_pupils_1.pdf (equalityhumanrights.com)

The Rights Respecting Schools Award | UNICEF UK (There is a cost to this Award)



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