



NORTH WEST CHANGE  
PROGRAMME  
PARTNERSHIP

MANCHESTER OLDHAM ROCHDALE TRAFFORD

Supporting Inclusion in Mainstream

# SEND & AP Change Programme – 12-month extension

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Moving towards inclusive & sustainable systems

May 2025



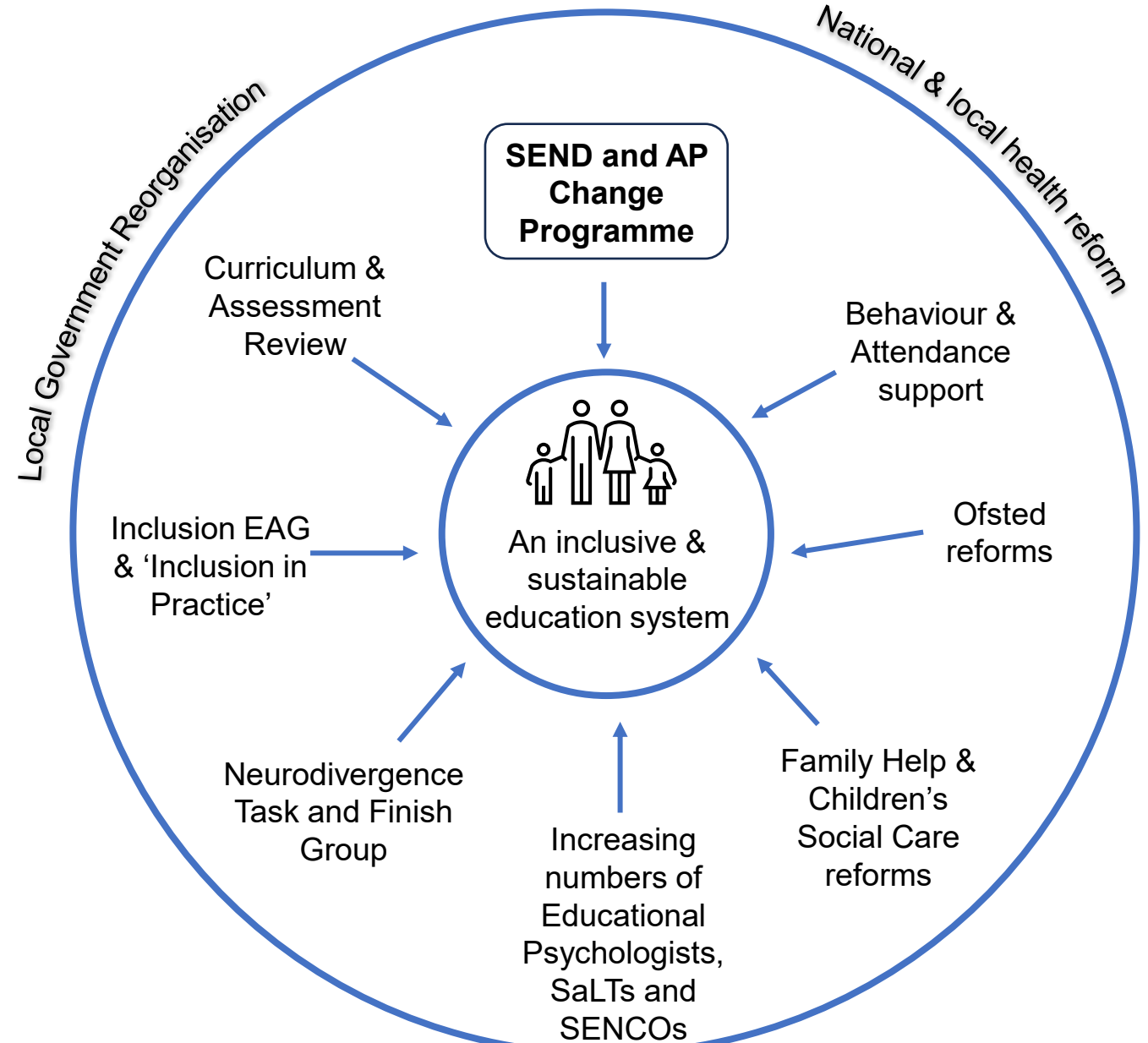
**REACH**  
Reaching Excellence and Ambition  
for all Children

  
Department  
for Education



# Creating an inclusive & sustainable national system

- The Change Programme will continue to work in parallel with other DfE programmes to deliver the change that is required to improve outcomes for children within a financially sustainable system.
- By testing and refining key SEND and AP reforms, the Change Programme seeks to understand what it takes to deliver these as a complete system, across different local areas, highlighting any unintended consequences.
- We also recognise your wider context is one of considerable change for local authorities and key partners such as Health.



Spending Review 2025

# Learning from Phase 1 of the Change Programme

Insight guides now available on the CDC website:

[Change Programme Learning and Insights from the REACh Consortium](#)



**Strengthening partnership working & collaboration**

There is room to improve the breadth and depth of collaboration between local partners, particularly in relation to mainstream provision available for children and young people with SEND or those who need AP. While some areas already do this well, most need to invest in this and ensure all partners understand their role in its success



**Building trust & confidence with parents**

Strength of existing co-production and engagement with parents, children and young people correlates to the pace of change. Clear communication is critical, and parents expect a higher degree of transparency, as well as access to trusted information about support available.



**Effective & targeted use of Alternative Provision**

Alternative Provision (AP) should play an important role in the support available both within and alongside mainstream schools. Many local areas are seeing positive results from working together to commission AP that is better targeted and designed to offer structured, short-term support—such as outreach services that help children stay in or return to mainstream education.



**Using data on outcomes & experiences**

Many local areas have worked with their mainstream settings to agree what good support for children with SEND should look like and all have pockets of good practice to build upon. However, collaboration with the local authority is mostly voluntary for settings, making it difficult to ensure ongoing participation and monitor effectiveness.



**Accessing specialist capacity in mainstream education**

Specialist capacity in the SEND system is often heavily utilised by assessment and planning for statutory support. However, programmes like ELSEC are highlighting different ways to use this workforce to build capacity of mainstream staff to meet needs, as well as creating pathways that provide targeted support for groups of children and young people below statutory threshold.



**Supporting the quality of inclusive practice in education**

Bringing data together and using it across services is a sign of a well-developed local system. To improve inclusion in mainstream schools, more work is needed to agree on the most important measures—and to link long-term data on local needs (like Joint Strategic Needs Assessments) with real-time operational data.

# Supporting inclusion in mainstream

## What does good look like?



School leaders' **buy-in, knowledge and experience of SEND**, including a clear shared definition of inclusion, is vital for ensuring schools can provide what is set out in the local offer.



**Strong partnership working** via robust SEND & Alternative Provision (AP) Partnership Boards and strong relationships with schools, both Multi-Academy Trusts and maintained, underpinned by a shared vision of inclusion, consistent communications, and involving school leaders in strategic conversations and initiatives.



**Training and workforce development** ensuring consistency of inclusive mainstream practice and overcoming current challenges around recruitment and retention of a skilled workforce.



**Peer to peer support** and the role of SENCO network groups in ensuring schools share best practice across mainstream, AP and specialist provision, and consistently meet expectations around inclusion.



**Robust team around the school** model with sufficient universal and targeted support including AP and ELSEC.



**Co-production with all stakeholders** on local offer and OAP documents, and close working relationships with parent carer and children and young people voice groups.

## Manchester Inclusion Strategy 2022-2025

Building a safe, happy, healthy, successful and independent future for children and young people



### Our Inclusion Statement:

We believe it is important that every child and young person in our early years settings, schools and post-16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.

### 1. Inclusive Universal Provision We will:

- Improve approaches to listening and responding to children and young people.
- Deliver the Inclusion Strategy Toolkit, providing a cycle of thematic training.
- Promote whole-setting nurturing principles and trauma-informed approaches.
- Develop model relationship-based behaviour policies.
- Promote equality and diversity, particularly in relation to race, gender, sexual orientation and disability.
- Implement virtual school duties for the education of children and young people with a social worker.
- Relaunch our approach to school attendance.
- Further promote good-quality assessment and planning for children with disabilities and physical and mental health needs.
- Continue to expand our SEND community offer.
- Clarify the ordinarily available provision in school for children with additional needs.
- Develop a co-ordinated response and support for refugee children.
- Further promote approaches to address poverty and health inequalities.
- Implement statutory changes to elective home education.
- Consolidate the multi-agency THRIVE Framework to promote emotional health and mental wellbeing.
- Develop a head teacher wellbeing offer with the Manchester Schools Alliance.
- Further reduce the number of young people not in education, employment, or training.
- Ensure high-quality careers education, information, advice and guidance.
- Embed citywide approaches to support transitions at every stage.
- Relaunch Skills for Life.
- Become a UNICEF Child-Friendly City and promote schools and settings becoming Rights Respecting Schools.
- Enhance good-practice guidance for the use of the internet and social media.

### Our Priorities

- Work in partnership in strength-based ways to support inclusive practice
- Listen and respond to children, young people and their families
- Promote equality and diversity with a particular focus on race, LGBTQ+ and disability (SEND)
- Reduce health inequalities
- Develop the aspirations and skills of children and young people
- Improve social, emotional and mental health and wellbeing
- Positive transitions between settings, schools and post-16 provisions
- Identify needs early and protect vulnerable children and young people
- Maintain a highly skilled and well-supported workforce
- High-quality continuum of intervention, use of alternative provision and specialist support
- Promote good attendance
- Exclusion as a last resort.

### Guiding Principles for Inclusion. We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first, working with an ethos across all education settings that promotes strong relationships with all parties.
- It is important to take a non-judgemental, curious and empathetic attitude towards behaviour and learning, regarding children and young people presenting with additional needs as vulnerable and not troublesome.
- We all have a duty to explore children and young people's needs and provide appropriate support.
- Finding solutions is often a complex process. It is important we are open to learning and willing to share knowledge and effective practice.
- Being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity).
- Exclusion should be the absolute last resort.

### 2. Early Intervention – Identify needs and protect vulnerable children and young people

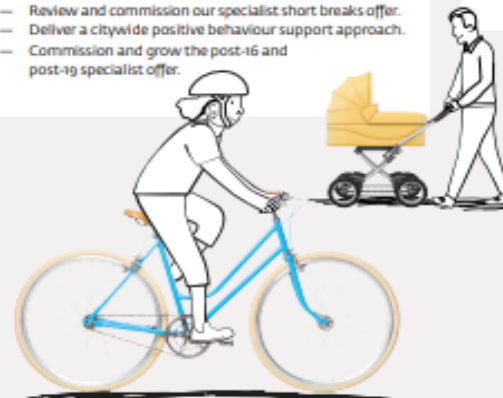
#### We will:

- Promote timely conversations and effective partnerships with parents and carers.
- Embed the All About Me conversation to ensure children, young people and families only tell their story once.
- Promote and monitor the new Alternative Provision Framework.
- Commission and implement the SAFE Taskforce interventions.
- Develop good practice guidance and quality assurance for on-site alternative provision and inclusion spaces.
- Review practice guidance on the use of managed moves.
- Monitor use of reduced timetables and share good practice.
- Promote multi-agency approaches to reduce persistent school absence.
- Review school cluster arrangements to strengthen links to social care and early help.
- Embed multi-agency approaches to promote the education, employment and training of young people supported by the Youth Justice Service.
- Embed Mental Health in School Support Teams model and promote the M-Thrive approach.
- Embed the Team Around the School approach.
- Monitor Section 19 medical offer and pilot other approaches.
- Continue supervision for Designated Safeguarding Leads.
- Review specialist outreach offer, targeting where it is most needed, eg. at transition points.

### 3. High-quality continuum of provision and specialist support

#### We will:

- Implement the PRU restructure, repurposing and accommodation plan.
- Implement Phase 2 of special school places expansion.
- Define continuum of provision for children and young people with social, emotional and mental health needs.
- Improve commissioning of provision for children and young people with a high level of need.
- Implement with social care a specialist locality offer for children with SEND.
- Review and commission our specialist short breaks offer.
- Deliver a citywide positive behaviour support approach.
- Commission and grow the post-16 and post-19 specialist offer.



### 4. Exclusion as a last resort

#### We will:

- Share school exclusion data and monitor use of suspension and exclusion.
- Monitor the number of children returning to school from Pupil Referral Units following exclusion.
- Utilise the learning from the AP Taskforce.
- Review the use of Inclusion Panels.
- Review exclusion training for governors.
- Work with parent/carer champions to develop an exclusions advocacy offer for other parents/carers.
- Develop best practice in the prevention of post-16 exclusion and withdrawal.



**Our Manchester Behaviours**  
in everything we do we'll make sure that...

> We work together  
and trust each other

> We're proud and passionate  
about Manchester

> We take time to listen  
and understand

> We 'own' it and aren't  
afraid to try new things

> We show that we value our  
differences and treat people fairly

Manchester Local Offer SEN Support page:

- [SEN Support in Mainstream Schools | Help & Support Manchester](#)

Matching Provision to Need Tools. Three documents for 0-5 years, aged 5-14 years and 14-25 years:

- [Matching Provision to Need for Children with SEND | Help & Support Manchester](#)

Manchester Ordinarily Available Provision documents for Early Years, Primary, and the Manchester Ordinarily Available Provision Good Practice Guidance document:

- [The Manchester Ordinarily Available Provision for Early Years Document | Help & Support Manchester](#)
- [Manchester Primary Ordinarily Available Provision | Help & Support Manchester](#)
- [OAP Good Practice Guidance](#)
- Greater Manchester Ordinarily Available and Inclusive Provision will be available soon on the Manchester Local Offer

Emotional Barriers to School Attendance (EBSA) Guidance and Planning for Change documents:

- [Emotional Barriers to School Attendance | Help & Support Manchester](#)

The Engagement Model is used to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS2:

- [Engagement Model](#)

## Planning for Change

An Assess, Plan, Do, Review (APDR) Toolkit for Emotional Barriers to School Attendance (EBSA)



# Manchester Local inclusion Support Offer (LISO)





# Testing a prototype inclusion support offer

- Our vision is for an inclusion support offer to help **bridge the gap** between what a **mainstream setting will be expected to provide** from its own resources/capacity, and a smaller, more stringently focused **specialist tier**.
- The service offer will be **based in the LA** and be **available to Early Years settings**, and **Mainstream Primary and Secondary Schools**, with potential to incorporate Further Education settings.
- The inclusion support offer will build capability to more effectively identify and meet needs in mainstream settings through **improving whole-setting approaches** rather than continuing with the current individualised model of support.





- **Training:** upskilling setting staff in targeted SEND approaches and interventions focussed on presentation of need. This will build on the CPD already available which gives staff a baseline understanding of supporting CYP with SEND.
- **Advice:** providing expert advice and support for settings to better meet CYP needs.
- **Direct delivery:** delivering direct SEND support to CYP (at both cohort and individual level).



Local Inclusion Support Offer  
(LISO)  
Training Calendar Autumn  
Term 2025

Date	Event	Timing	Booking details	Service	Contact
01/10/2025	Travel Trainer Training	All day		SEND Team	<a href="mailto:tracy.feeley@manchester.gov.uk">tracy.feeley@manchester.gov.uk</a>
02/10/2025	EBSA Consultations	12:00 - 13:00	Please email to book	One Education	<a href="mailto:sarah.ward@oneeducation.co.uk">sarah.ward@oneeducation.co.uk</a>
06/10/2025	Moving and Handling training	All day	Please email to book	SEND Team	<a href="mailto:lois@lancasterian.manchester.sch.uk">lois@lancasterian.manchester.sch.uk</a>
07/10/2025	Understanding Motor Skills	See booking form	<a href="#">Behind the Behaviour: 2025 - 26: Course Bookings</a>	Healthy Schools	<a href="#">Behind the Behaviour Training Programme 2025 - 26</a>
08/10/2025	Virtual School New Designated Teacher Training	13.30 - 16.30	Please email to book	Virtual School Team	<a href="mailto:virtualschool.education@manchester.gov.uk">virtualschool.education@manchester.gov.uk</a>
09/10/2025	New SENCo Part 1	9:00 -12:30	<a href="https://forms.office.com/e/JSBWqdrNz7">https://forms.office.com/e/JSBWqdrNz7</a>	SEND Team	<a href="mailto:julie.hicklin@manchester.gov.uk">julie.hicklin@manchester.gov.uk</a>
09/10/2025	Grange Outreach training EYFS	9.30 - 10.30	Please email to book	Grange	<a href="mailto:outreach@grange.manchester.sch.uk">outreach@grange.manchester.sch.uk</a>
10/10/2025	Recognising and Responding to Eating Disorders	See booking form	<a href="#">Behind the Behaviour: 2025 - 26: Course Bookings</a>	Healthy Schools	<a href="#">Behind the Behaviour Training Programme 2025 - 26</a>
13/10/2025	Grange Outreach training EYFS	3.30 - 4.30	Please email to book	Grange	<a href="mailto:outreach@grange.manchester.sch.uk">outreach@grange.manchester.sch.uk</a>
15/10/2025	SEND Support Employment Forum	9:00 -12:30	<a href="https://forms.office.com/e/ZrhKlvBMQx">https://forms.office.com/e/ZrhKlvBMQx</a>	SEND Team	<a href="mailto:julie.hicklin@manchester.gov.uk">julie.hicklin@manchester.gov.uk</a>
16/10/2025	Language Approaches in the Classroom ONLINE	16:00 - 17:30	<a href="#">CoMLP Training Booking Form</a>	Bridgelea	<a href="mailto:outreach@bridgelea.manchester.sch.uk">outreach@bridgelea.manchester.sch.uk</a>

16/10/2025	SEMH Consultation Session	11:00 - 12:00	Please email to book	One Education	<a href="mailto:Lydia.dyer@oneeducation.co.uk">Lydia.dyer@oneeducation.co.uk</a>
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## Manchester Healthy Schools

### Health Improvement for All Learners

The Healthy Schools team supports over 180 schools to promote health and wellbeing, including tailored support for pupils with SEND.

### Dedicated SEND Practitioner

A specialist health improvement practitioner works directly with schools to embed inclusive health education and address SEND-specific needs.

### Whole-School Approach

Schools receive bespoke action plans that reflect the needs of their communities, ensuring SEND is integrated into health priorities.

### Multi-Agency Collaboration

The team liaises with services such as CAMHS and the Healthy Child Programme to provide joined-up support for children with SEND.



[Click here to access: Manchester Healthy Schools](#)

- **Wide-ranging CPD offer**
- **Delivered by expert teams**
- **Flexible formats:** in-person, virtual, twilight sessions, in-reach tours
- **Supports whole-school improvement**
- **Linked to DfE priorities:** early intervention, mainstream capability, inclusive practice

# Advice

- **Access to specialist teams:** SEMH, autism, sensory, medical, and communication needs
- **Solution circles and consultations** to support inclusive problem-solving
- **Tailored advice for cohorts and individuals**, reducing reliance on EHCPs
- **Support for transitions and reintegration** (e.g. EBSA, PRU, outreach)
- **Collaboration with families and professionals** to co-design inclusive strategies
- **Empowers SENCOs and staff** to confidently meet diverse learner needs



## Medical and Mental Health Needs Support

### EBSA Support Services

Schools can access EBSA advice through the coproduced 'planning for change' tool and regular solution circles creating opportunities to collaborate and address challenges.

### Outreach Services

Manchester Hospital School offer outreach for pupils with medical or mental health needs which are impacting on their ability to engage in education

### Virtual Learning

Manchester Hospital School coordinate the use of AV1 robots to allow pupils to access the classroom virtually. [AV1 Robots – Manchester Hospital School](#)

[Click here to access: Manchester Hospital School](#)

## Supporting pupils with Autism or on the Social Communication Pathway

### Specialised Outreach Support

Grange School Outreach provides targeted support for pupils on the autism spectrum and social communication pathway.

### Training and In-Reach Opportunities

Schools can access in-reach visits, virtual consultations, and expert-led training sessions covering topics such as EYFS, curriculum design, structured environments, communication, and sensory processing.

### Building Capacity in Schools

The Outreach Team helps schools develop autism awareness and implement autism-specific approaches to meet the needs of autistic children and young people.

[Click here to access: Grange Outreach Support](#)



# Direct Delivery

- **Targeted interventions** at both cohort and individual levels
- **In-reach and outreach models** from specialist teams
- **Use of assistive technology** like AV1 robots for pupils with medical/mental health needs
- **Speech and Language Therapy (SaLT)** workshops and virtual consultations
- **Occupational Therapy and sensory support** embedded in classroom routines
- **Support for transitions and reintegration** (e.g. EBSA, SEMH outreach)



## Supporting Pupils with Medical Conditions and/or Physical Disabilities

### Inclusive Support for Schools

Lancasterian Outreach and Inclusion Service (LOIS) provides advice, support and training to mainstream primary and secondary schools to meet the needs of pupils with medical conditions and/or physical disabilities.

### Access and Participation

The service ensures pupils can access the physical school environment, engage with the curriculum, and be fully included in all school activities.

### Specialist Training and Assessment

LOIS offers moving and handling training and supports early years settings through seating and equipment assessments.

[Click here to access: LOIS Overview](#)

## Sensory Support Service

### Assessment and Advice

Schools can request assessments and receive expert advice to adapt learning environments for sensory needs.

### Staff Training

Training for school staff on sensory-friendly strategies improves support for pupils who are Deaf, have hearing needs or vision impairments.

### Inclusive Classroom Accommodations

The service helps implement accommodations that create accessible classrooms fostering sensory development and participation.

### Promoting Equity in Education

Supporting pupils with sensory impairments removes learning barriers and promotes equity and inclusion in schools.

[Click here to access: Sensory Support Service](#)



Local Inclusion Support Offer - NWADCS learning circle delivered by Change Programme Partnership team on **18<sup>th</sup> November 10.30 - 11.30**. [Joining link - LISO](#)

Shared resource for all Manchester schools

Schools can borrow and trial AT equipment before buying

Reserve and book items through the website

Collect from two sites – Lancasterian and North Site (TBC)

Supports access, communication, learning, and regulation

Training and guidance available from the AT Outreach team

How are you supporting  
inclusion in your area?