

Inclusive Pathways Framework

Birmingham City
Council

Contents

1. Introduction

| | |
|---|---|
| The Vision for an Inclusive Birmingham..... | 3 |
| Key principals of Inclusion..... | 4 |
| The Inclusion Charter | |
| What are Birmingham's Inclusive Pathways | |
| National Exclusion Context | |
| Birmingham's exclusion context | |
| The impact of permanent exclusion | |
| The impact of non-school attendance | |

2. Strategy Alignment

| | |
|---|--|
| Birmingham's SEND strategy | |
| Birmingham's Attendance Strategy | |
| Birmingham's Graduated Approach | |
| Birmingham's Alternative Provision Strategy | |

3. Inclusive Pathways

| | |
|---|--|
| Families First Transformation Partnership | |
| District Operating Models | |
| Team Around the School Approach | |
| Tiered Model of Support | |
| ○ Level 1 – Universal Access | |
| ○ Level 2 – Targeted Support | |
| ○ Level 3 – Intensive Support | |

4. What works “Whole setting approaches to embedding inclusive pathways”

| | |
|---|--|
| The importance of Well-being | |
| The Well-being offer | |
| The role of policies in supporting Inclusion and Well-being | |
| Nurture and Resilience approaches | |
| Trauma Informed Approaches | |
| Mental Health Support | |
| Support for Transitions | |
| Restorative Practice | |
| Training and CPD | |

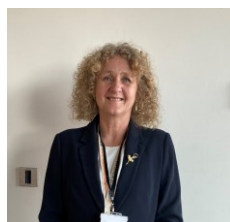
5. Inclusive Pathways, Screening and processes

| | |
|---|--|
| Purpose of Risk and Need Screening Tool | |
| Risk Indicators | |
| Protocol & Process | |
| Responses to need | |

Foreword



Cabinet Member for Children, Young People and Families - Birmingham City Council



Director for Children and Families - Birmingham City Council

Input from elected representatives and directors

We would like to thank everyone that has contributed to this framework. We are committed to working in partnership, as a whole system, so that all our children and young people thrive.



BIRMINGHAM
Education
Partnership



BIRMINGHAM
CHILDREN'S TRUST

ForwardThinking
Birmingham



1. Introduction

What Are Birmingham's Inclusive Pathways?

Every child deserves the chance to thrive in education. Birmingham's Inclusive Pathways provide a structured, flexible framework to support children and young people at serious risk of exclusion. By offering timely, tailored guidance, the Pathways remove barriers to learning and ensure equitable access to support.

They pay particular attention to children with care experience, those previously excluded, young people re-entering education after custody, primary-aged children at risk of exclusion, and those needing alternative provision for health or medical reasons.

Grounded in an understanding of each child's lived experience, the Pathways help schools develop whole-school strategies that build resilience, strengthen relationships, and promote wellbeing. By investing in inclusive support today, Birmingham is creating a city where all children and young people can thrive.

Vision for an Inclusive Birmingham

Birmingham's Inclusion Strategy is the overarching strategy which set out the vision for inclusion across the city with the ambition that Birmingham is a great place to grow up... and we are **THRIVING**

DELIVERED THROUGH OUR OVERARCHING PRINCIPLES:

- Children and young people are at the heart of everything we do
- We are ambitious for every child & young person in Birmingham
- We are one partnership with one set of priorities
- We are relationship based and restorative in our approach

OUR VALUES:

- **OPENNESS** - We are open and honest as with each other, and with children, young people, families, and communities.
- **INTEGRITY** - We take responsibility for our actions, and we keep the commitments we make to partners and to children, young people, and their families.
- **BOLDNESS** - We support and challenge each other to take risks, and we are committed to action, and making things happen.
- **COLLABORATION** - We value the contribution made by all our partners; we build and maintain good quality relationships with children, young people, and families.
- **LEARNING** - Our partnership will achieve the best possible outcomes for children and young people if we create opportunities to learn together as a system.

Together we are putting Birmingham's children at the heart of everything we do: this means we need to be person and family centred. We want all of Birmingham's children, young people, and young adults to be connected, confident, included, safe, healthy, happy, and respected. Some will need extra help to achieve this.

We want our young people to have a voice, be heard, and be part of decision making in matters affecting them. We want them to be as independent as possible, through opportunities throughout their whole life. course, to have a sense of belonging and be able to connect to trusted support at the right time, right place. including access to universal services, when and where they need it.

Developed and endorsed by a wide range of partners, this five-year strategy aims to drive system-wide improvements in inclusion. It aligns closely with the broader vision of Birmingham's Children and Families Directorate and the Birmingham Children's Partnership's *Change for Children and Young People* programme. [Birmingham-Inclusion-Strategy-Easy-Read.pdf](#)

The Inclusion Strategy is closely linked to the Change for Children and Young People Programme 2023–2028 (CYP Plan) and complements other key frameworks, including the SEND Strategy 2023–2028 and

“Inclusion is a deliberate and conscious commitment to embracing diversity. It reflects our collective value of creating environments where everyone feels welcomed, supported, and able to thrive. It is essential to ensuring that all children, young people, and families—regardless of their circumstances—have access to the best possible life chances.”

Our ways of working:

relationships-based, strengths-based, restorative, trauma- informed & responsive, developmentally aware, and whole system.



Practice that matters to our people & our workforce in Birmingham:

The people of Birmingham have told us what is important to them, and we have aligned these in our practice commitments. Many of the principles of practice identified are individually supported through a range of different strategies, where a wider system of work supports these changes. These principles of practice are being brought together, built upon, and promoted through the Inclusion Strategy and wider place strategies and agreed and signed up to by partners.

Practice that matters to our people & our workforce in Birmingham:



Key Principles of Inclusion

Birmingham City Council are committed to upholding the UN Convention on the Rights of the Child and have identified key articles—through local engagement and needs analysis—that form the foundation of the inclusion strategy.

Supporting children, young people, and young adults to thrive is a shared responsibility. Achieving this goal requires strong, collaborative partnerships. Tackling inequality and improving outcomes cannot be done in isolation—it demands a unified approach with shared priorities, placing children and families at the heart of everything we do.

This means:

- Working together across services and sectors
- Sharing data, insights, and best practices
- Learning collectively to better support families within their communities

By embracing these principles, we can build a more inclusive Birmingham where every child and young person can succeed.

Some children and young people currently face greater challenges in thriving and achieving parity with their peers. Over the next five years, we will strengthen coordinated partnership approaches to ensure timely, targeted support for priority groups.

The Inclusion Charter

The Education System Leaders Strategic Advisory Group, also known as the HTs Advisory Group, have spearheaded the development of an Inclusion Charter. The aim is to foster a shared commitment across Birmingham schools, settings, and services to embed inclusive values, reduce barriers, and ensure that

every child and young person has equitable opportunities to thrive.

The Charter’s guiding principles align with the Inclusion Strategy

- They are at the heart of everything we do.
- We are ambitious for every learner.
- We support through strong partnerships and shared priorities.
- We are relationship-based and restorative in our approach.

The Charter provides a robust framework to guide our actions, strengthen accountability, and foster a culture where every learner is welcomed, valued, and supported to thrive. It calls upon all educationalists to champion these principles, ensuring that inclusion is not an aspiration, but a daily reality for every child and young person in our city.

National Exclusion Context

The Department for Education (DfE) set out the context behind the recent rise in permanent exclusions nationally in England:

Headline DfE Statistics (2023/24)

According to the latest [DfE report](#):

- 10,900 permanent exclusions were recorded — a 16% increase from 9,400 in 2022/23.
- Suspensions rose by 21%, reaching 955,000.
- The rate of permanent exclusions increased from 0.11 to 0.13 per 100 pupils, equivalent to 13 exclusions per 10,000 pupils.

Key Drivers Identified by DfE

- Persistent disruptive behaviour remains the leading cause:
 - 39% of permanent exclusions
 - 51% of suspensions

Other common reasons include:

- Physical assault against pupils or adults
- Verbal abuse or threatening behaviour

Disparities and Vulnerable Groups - DfE data highlights significant inequalities:

| Group | Increased Risk of Exclusion |
|--|-----------------------------|
| Pupils on Free School Meals | 6.5x more likely |
| Pupils with SEN (Support) | 5.2x more likely |
| Pupils with EHCPs | 3.6x more likely |
| Ethnic minorities (e.g. Black Caribbean, Gypsy/Roma) | Disproportionately affected |

Systemic Pressures and Post-Pandemic Impact

The DfE acknowledges several contributing factors:

- Behavioural challenges intensified post-Covid, especially in younger pupils.
- Mental health needs and SEND provision gaps are straining school capacity.
- Resource limitations in schools hinder early intervention and inclusive practice.

Understanding Permanent Exclusion Trends in Birmingham (2022–2024)

In recent years, Birmingham has faced a persistent and troubling challenge: too many children and young people are being permanently excluded from school. Since 2022, the number of exclusions has risen by approximately 30%, prompting concern across the education sector and within the Local Authority.

This issue is not isolated to one phase of education — it spans primary, secondary, and special schools — and places Birmingham among the highest-excluding local authorities in the West Midlands.

According to the most recent comparative data, Birmingham ranks:

- 13th out of 14 for primary school exclusions — one of the highest excluding LA in the region
- 4th out of 14 for secondary exclusions — a relatively better position, but still high
- 10th out of fourteen for special school exclusions
- Fifth overall for total exclusions across all settings

These figures underscore a systemic issue that disproportionately affects vulnerable groups of children and young people (CYP).

Who Is Being Excluded?

A closer look at the data from 2022–2023 and 2023–2024 reveals consistent patterns in the characteristics of excluded students:

- **Special Educational Needs (SEN):** In both years, around half of all excluded students were receiving SEN support (49% in 2022–2023, rising to 51.4% in 2023–2024). The proportion of students with an Education, Health and Care Plan (EHCP) also increased from 5.3% to 7.8%, highlighting the vulnerability of neurodiverse learners.
- **Free School Meals (FSM):** A significant majority of excluded students were eligible for FSM — 65.8% in 2022–2023 and 56.1% in 2023–2024 — indicating a strong link between exclusion and socioeconomic disadvantage.
- **Summer-born Children:** These students, who are often younger and less developmentally mature than their peers, made up 17.4% of exclusions in 2022–2023. This figure dropped slightly to 14.3% the following year but remains a notable trend.
- **Ethnic Disparities:** The most frequently excluded ethnic group was White English (33.8% in 2022–2023, decreasing to 28.2% in 2023–2024). Other overrepresented groups included Black Caribbean, White and Black Caribbean, and Other Pakistani children. While the proportions of these groups declined slightly year-on-year, they remain disproportionately affected when compared to their representation in the wider school population.

What Does This Tell Us?

The data paints a clear picture: permanent exclusions in Birmingham are not evenly distributed. They are concentrated among children with additional needs, those from lower-income families, and specific ethnic backgrounds. These patterns suggest that exclusion is often a symptom of deeper systemic issues — including unmet needs, lack of inclusive practice, and insufficient early intervention.

While there was a modest reduction in the proportion of summer-born and FSM-eligible children excluded in 2023–2024, the overall number of exclusions continued to rise. This indicates that while some targeted efforts may be having an effect, broader structural change is still urgently needed.

The Impact of Permanent Exclusion

Permanent exclusion has a detrimental and far-reaching impact on a child's future. Research shows that vulnerable students, including those with special educational needs, mental health issues, or from disadvantaged backgrounds, are disproportionately affected. Instead of solving the underlying problems causing a student's behaviour, exclusion often exacerbates them, leading to a cycle of poor outcomes in health,

education,

and

social

mobility.

Educational Impact

- **Academic outcomes suffer:** Only **7% of permanently excluded pupils** achieve a grade 4 or above in GCSE English and Maths.
- **Interrupted learning:** Excluded pupils often face delays in accessing alternative provision, such as Pupil Referral Units (PRUs), leading to gaps in education.
- **Reduced future opportunities:** Lower qualifications limit access to further education, apprenticeships, and employment.

Emotional and Social Consequences

- **Isolation and stigma:** Exclusion can lead to feelings of rejection, shame, and disconnection from peers and school communities.
- **Mental health risks:** Excluded pupils are more likely to experience anxiety, depression, and behavioural disorders.
- **Loss of routine and structure:** Being removed from school disrupts daily stability, which is especially harmful for vulnerable children.

Increased Risk of Criminal Involvement

- **Link to youth offending:** 23% of young offenders sentenced to less than 12 months in custody had been permanently excluded.
- **Exposure to risky environments:** Exclusion can push pupils toward peer groups involved in antisocial or criminal behaviour.
- **Substance misuse:** Excluded pupils are more likely to misuse drugs and alcohol, often as a coping mechanism.

Economic and Societal Costs

- **Lifetime cost per excluded pupil:** Estimated at **£170,000**, including lost earnings, welfare dependency, and criminal justice costs.
- **Strain on public services:** Excluded pupils are more likely to require support from social care, mental health services, and youth justice systems.

Disproportionate Impact on Vulnerable Groups

- **Pupils with SEND:** Face higher exclusion rates due to unmet needs and lack of appropriate support.
- **Children eligible for Free School Meals:** Overrepresented in exclusion statistics, reflecting socioeconomic disadvantage.
- **Ethnic disparities:** Black Caribbean, Gypsy/Roma, and Traveller pupils are excluded at significantly higher rates.

Long-Term Implications

- **Cycle of disadvantage:** Exclusion often marks the start of a trajectory involving poor mental health, unemployment, and social marginalisation.
- **Reduced life chances:** Many excluded pupils struggle to reintegrate into education or society, limiting their ability to thrive.

Research by the **IPPR** highlights the profound consequences of exclusion, describing the *personal cost as tragic and incalculable*. Beyond the individual impact, the wider economic burden is estimated at **£370,000 per excluded young person**, accounting for lifetime costs across education, benefits, healthcare, and the criminal justice system.

The **Timpson Review** also underscored the toll that poor behaviour can take on educational staff, revealing that *almost two-thirds of teachers have considered leaving the profession due to poor behaviour*, with some even facing risks to their safety.

Promoting the wellbeing of both children and young people (CYP) and staff through inclusive practices is therefore essential. This guidance supports schools and settings in reflecting on how they interpret and

respond to challenging behaviour—recognising it as a form of communication—and in developing inclusive approaches that improve outcomes for all.

Attendance and Vulnerable Pupils

For the most vulnerable pupils in our city, school provides a vital protective factor and the best opportunity for identifying needs and delivering support. When children are absent, they become less visible, increasing the risk of harm. Research highlights strong links between persistent absence and extra-familial risks:

- **Crime:** 90% of young offenders had a history of persistent absence.
- **Serious violence:** 83% of those convicted for knife possession were persistently absent during at least one of the five years studied.

Regular attendance is essential for children to benefit fully from education—supporting attainment, wellbeing, and wider development. Conversely, non-attendance can have serious consequences for academic progress, social relationships, and emotional health, as well as future earning potential. Pupils who miss school frequently are more likely to fall behind, lose motivation, and struggle to maintain friendships. Persistent absence is also linked to lower educational achievement, reduced employment prospects, and increased mental health challenges.

Birmingham's attendance framework and guidance, '**Support First,**' reflects the statutory expectations set out in *Working Together to Improve School Attendance*. This approach requires schools, academies, alternative providers, independent schools, and partner agencies to work collaboratively with pupils and parents—addressing barriers to attendance within the school environment and providing timely, supportive interventions.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

2. Strategy Alignment

Inclusive Pathways integrates Birmingham's key strategies—SEND, Attendance, Alternative Provision, Graduated Approach & Right Help Right Time — into a unified framework that places children and families at the center. This alignment ensures consistency across education, health, and social care, promotes early intervention, and strengthens collaboration between schools and agencies. By connecting these strategies, we create a coherent system that removes barriers, supports inclusion, and delivers timely, effective help so every child can thrive.

Birmingham SEND Strategy

We know that children and young people with SEND are some of the most vulnerable in our society and it is our collective responsibility to provide them with the support they need to thrive. The SEND strategy has been developed with this in mind, and it sets out a clear vision for improving outcomes for our CYP.

The strategy takes a whole system approach, recognising that not one size fits all when it comes to supporting our CYP. It builds on the strengths of existing services, aims to address any gaps in provision, and ensures that everyone involved in supporting CYP with SEND works collaboratively.

Ultimately the strategy sets out how we will work with all our children, young people and young adults with SEND to support them to thrive in their early years, at school and in further education, to find employment, and lead happy, healthy, independent and fulfilled lives. We will listen to them and their families to give them opportunities to influence how they access and benefit from support.

[SEND strategy 2023 to 2028 | Birmingham City Council](#)

Attendance Strategy

The Attendance Strategy plays a vital role in delivering the outcomes for the children and young people of Birmingham. We have worked closely with schools, families, professionals, and community partners across Birmingham to understand both the strengths within the current system and the challenges we

need to address. Through this collaborative approach, we have co-produced a set of priorities aimed at improving attendance for children and young people in Birmingham's schools.

[Link to the attendance strategy](#)

Graduated Approach

In the same way that safeguarding is everybody's business, so is SEND across the Birmingham Children's/ SEND Partnership. The Birmingham Local Offer will be enhanced to ensure that capacity and resources are allocated according to need, with a locality team around the school and a child-centred approach.

Impact this will have:

- i) Professionals will be empowered to support children and young people without waiting for formal assessment or diagnosis.
- ii) Provision will be easier to access with capacity deployed to early intervention and support.
- iii) Increased consistency across Birmingham, reducing the need to travel to access provision.
- iv) Clearer understanding for all stakeholders regarding the graduated approach, improved communication, and preparation for adulthood.

[The Graduated Approach - Local Offer Birmingham](#)

Birmingham's Alternative Provision Strategy

Alternative provision (AP) is education arranged by local authorities or schools for pupils who, due to reasons such as exclusion, illness, or other circumstances, would not otherwise receive suitable education. Schools can also use it to educate pupils on suspensions or those directed to off-site provision to improve behaviour.

The AP strategy sets out Birmingham's ambition for pupils who need to access alternative provision and will be used to ensure alternative provision delivers positive educational and wellbeing outcomes for young people.

Birmingham City Council have committed that the whole system from education to health and youth offending is captured as key contributors to children and young people thriving in Birmingham.

As part of the vision, we will also ensure that the significant resources of the Birmingham LA and educational settings are committed to alternative provision are joined up across the system of provision, and children and young people get the right support at the right time in their learning journey.

For further information regarding the Alternative Provision Strategy please follow the link below:

[AP strategy Link](#)

Right Help Right Time

Right Help Right Time sets out Birmingham's ambition is to create a city where every child is safe, healthy, happy, and respected. Birmingham strives to ensure that all children have access to the right help at the right time.

This approach is rooted in collaboration, bringing together families, communities, and professionals across sectors to provide compassionate, timely, and effective support.

- provide effective help and support as early as possible,
- have conversations and listen to children and their families as early as possible,

- understand the child's lived experience,
- work collaboratively to improve children's life experiences,
- understand the child's cultural identity and needs, and recognise where there are disadvantage and discrimination,
- be open, honest, and transparent with families in our approach,
- empower families by working with them,
- work in a way that builds on the families' strengths, and
- build resilience in families to overcome difficulties.

RHRT sets out how we should all work together, putting the child and the family at the centre, building on strengths, and providing effective support to help them.

There will always be circumstances that are not covered in this guide or particular issues that will rely on the professional judgement of frontline workers and of their managers.

Right Help Right Time – Response to exclusion - sets out the expectations of needs at a Universal Needs Level which outlines what all children need in terms of their education:

Enjoy and Participate in Learning Activities

- Fosters curiosity and intrinsic motivation.
- Builds positive associations with education from an early age.

Access to Books, Toys, and Age-Appropriate Learning

- Encourages cognitive and emotional development.
- Supports literacy, creativity, and problem-solving skills.

Strong Links Between Home and School

- Promotes consistency and shared responsibility.
- Helps educators understand the child's background and needs.

Experiences of Success and Achievement

- Builds self-esteem and resilience.

Universal Needs Plus

This approach addresses barriers to learning and engagement by recognizing that some children and young people face challenges that limit their ability to fully participate in education. These barriers often require coordinated, whole-family support and multi-agency collaboration to ensure equitable access to learning opportunities.

Additional Needs – High-Risk Educational Indicators

Children and young people may present with complex educational and developmental needs requiring targeted, multi-agency intervention.

Complex and Significant Needs

Some children experience severe and multifaceted challenges that impact education, safety, and well-being.

Goal: Protect the child's right to education and development through early identification, intensive intervention, and sustained support.

For more information on Right Help Right Time: <https://lscpbirmingham.org.uk/documents/right-help-right-time-guidance>

3. Inclusive Pathways: A Continuum of Support

As part of Birmingham's First Transformation Partnership, key organisations working with children and families came together in 2024 to form the Transformation Partnership. This collaboration identified

programmes of change aimed at improving outcomes for residents and supporting the vision of a Connected Birmingham City.

Central to this development is a vision for all services to be integrated through a district operating model. This model will be replicated across the city and will connect services within district hubs of support. These hubs will wrap around the community, offering more responsive and tailored support to meet the unique needs of each district.



Team Around the School (TAS) Approach

As part of the district operating model, the Team Around the School (TAS) approach strengthens collaboration across Birmingham by connecting schools with local partners. It fosters strong relationships, shared understanding of roles, and skill-sharing to improve outcomes for children.

This holistic, prevention-focused model supports children both academically and personally by working closely with families and schools to build resilience and reduce long-term reliance on services.

The district multi-agency model coordinates organisations within specific areas to address complex needs more effectively. It promotes shared planning, integrated service delivery, and better communication.

District Teams consist of professionals from various agencies working together on shared goals. There is potential for co-location, full integration of services, and development of unified processes.

Benefits of Multi-Agency Collaboration:

- Better information sharing for informed decisions.
- Reduced duplication and increased efficiency
- Improved risk identification and management
- More tailored and effective interventions
- Enhanced outcomes for children and communities

Key Success Factors:

- Clear communication and role clarity
- Strong leadership and governance
- Dedicated resources and funding
- Full commitment from all agencies

Why Change Is Needed

Schools in Birmingham face growing demands, especially post-COVID, with rising community needs impacting children and families. A more coordinated, preventative system is essential to provide timely and appropriate support.

Each district has a wide range of community services that currently operate in silos. By building stronger partnerships, we can better utilise these resources to support families.

Support networks will be built around schools, anchored by named individuals, and tailored to each district's unique socio-economic and demographic needs. While team structures may vary, they will include a consistent core membership.

Inclusive Pathways Framework - Driving Early Support & Inclusive Practice

The **Inclusive Pathways framework** serves as a strategic conduit for embedding inclusive practice, responding to indicators of need outlined in the "Right Help Right Time" guidance and delivering early support across education settings.

Embedding "Whole School Approaches" to developing inclusive practice and empowering schools to respond to the diverse needs of children and young people (CYP) through a **continuous assess-plan-do-review cycle**, ensuring accountability and impact.

The Inclusive Pathways directly links developing support models from partners in Birmingham Children's Trust and an accessible integrated pathway of support, no matter what risks and needs are identified for a child or young person.

There should be "**no wrong front door**" for a child accessing support in Birmingham.

While the Inclusive Pathways framework is primarily designed to support school-age children, it is important to recognise that the need for inclusive and tailored support does not stop at the boundaries of compulsory education. Children may require access to these principles and approaches during their early years or beyond age 16, particularly when transitioning from home into their first early education setting and transitioning into further education, training, or employment.

The core values of Inclusive Pathways—collaboration, child-centred planning, and removing barriers to participation—are equally relevant for non-school-age children and can be adapted to ensure continuity of support across all stages of a child's journey.

Universal Support: Building Inclusive Foundations for All CYP

Inclusive Pathways are underpinned by **universal support**, ensuring every child benefits from a nurturing and inclusive learning environment.

Whole-School Inclusive Ethos

- Policies and processes that promote **wellbeing and inclusion**.
- Ongoing **staff CPD** to embed inclusive practice.
- Delivery of **Quality First and Adaptive Teaching** and rich learning experiences
- Whole-school approaches to **relationships, regulation, and resilience**
- Robust systems to support **attendance and engagement**.
- **Proactive engagement** with families and the wider community

Ordinarily Available Guidance

The OAG is guidance to support all our education settings to put in place inclusive practice that benefits every child and young person, and especially those with emerging and/or identified SEND. By setting out the expectations in the Ordinarily available guidance, we aim to encourage consistency between all our schools and settings across Birmingham.

The guidance can be used as reference for identifying and effectively responding to the needs of children and young people with SEND.

Ordinarily available provision refers to the activities, experiences, and strategies to remove barriers to learning for children and young people with SEND in all mainstream educational settings and outlines a wide range of approaches that are ordinarily available within the existing resource within mainstream settings for all children and young people, including those with emerging/identified SEND.

Ordinarily available provision will improve outcomes for all children, with or without an Education Health and Care Plan (EHCP). Children with an EHCP will also benefit from this type of provision in addition to the provision written in their plan.

[OAG-Ordinarily-Available-Guidance-for-the-EYS-1.pdf](#)

Targeted Support: Inclusive Pathways for CYP with Emerging Needs

While **universal support** lays the foundation for inclusive practice, some children and young people (CYP) may exhibit challenging behaviours that signal deeper, often unmet needs. These may stem from:

- Difficulties with relationships, regulation, and/or resilience
- Unidentified Learning Needs
- Influences from environmental or contextual factors.

Such cases require a targeted, multi-layered response that builds on and adds to approach from whole school “Universal” provision.

Key Components of Targeted Support

Targeted support is delivered through a collaborative, co-produced approach, ensuring the child’s voice and family perspective are central to all decisions.

Professional Involvement

Internal support from professionals such as:

- SENDCo
- Inclusion Officer
- Pastoral Support Officer
- **External multi-agency input** may include:
 - Educational Psychologists
 - SEND advisory and Inclusion Service
 - Virtual Schools
 - Behaviour Support Teams
 - Health and Social Care professionals.
 - Inclusive Pathways Team
 - Early Help professionals
 - Other resources & partners identified to meet individualised needs.

Assess–Plan–Do–Review Cycle - All planning and provision must follow the **inclusive cycle**, ensuring:

- Ongoing assessment of needs
- Joint planning with CYP and family
- Coordinated delivery of support.
- Regular reviews and plan adaptation’s

Personalised Provision & Inclusion Planning - With input from internal and external professionals, settings are expected to develop:

- A personalised curriculum or education programme tailored to the CYP's strengths and needs.
- Inclusion plans that wrap support around the child and family, addressing wider challenges such as housing, trauma, or access to services.

Evidencing Targeted Support - Schools and settings must demonstrate:

- Graduated SEN Approach - Clear documentation of escalating support based on need.
- Team Around the School Engagement - Early help offer accessed and integrated into planning.
- District Hub Collaboration - Joint working with local teams to coordinate wraparound support.

This targeted layer of Inclusive Pathways ensures that no child is left behind, especially those at risk of exclusion or disengagement. It reinforces the principle that inclusive education is everyone's responsibility, and that timely, proportionate, and collaborative action is key to unlocking potential.

Local Context & Rationale

Analysis of exclusions data reveals a high incidence of permanent exclusions among CYP who are identified or later identified as needing SEND support. This underscores the need for early identification and intervention to prevent escalation and ensure inclusive education.

Strategic Commitment - The Local Authority (LA) affirms that a Graduated Approach is essential to:

- Identify and meet the needs of CYP early.
- Fulfil statutory duties under the DfE's SEND Code of Practice
- Promote inclusive practice across all schools and settings.
- Support Schools to identify and implement strategies of support for individual pupils.

Tools & Resources - To support consistent implementation, the LA has developed:

Birmingham SEN Toolkits

The Birmingham SEN toolkits support schools in the identification and tracking of pupils working below age related expectations of the National Curriculum in English and Maths. The Toolkits support schools to implement a graduated approach for children and young people with cognition, learning and language needs in line with the SEND Code of Practice (2015).

The toolkits are designed to enable schools to identify gaps in learning and inform planning for whole class learning and interventions. They also support schools in reporting on pupil attainment and small step progress and include the Pre-Key Stage Standards.

[SEN Toolkits - Local Offer Birmingham](#)

SEND Network & Local SENCo Groups:

- Local, regional, and national updates
- Good practice sharing
- Strategic support for SEND leads.

Local Offer & District Resource Bank

The Local Offer website and the developing District digital platform outline the services, teams, and referral pathways available to support a robust Graduated Response, including:

Birmingham Local Offer

Within Birmingham's Local Offer, you will find help, advice, and information about the services available for your child or young person from birth to 25 years with a special educational need or disability (SEND).

Specialist SEND Support Services

| Service Area | Description |
|--|---|
| Early Years Inclusion Support | Specialist support for families and early years settings for children with SEND |
| SEND Advisory & Inclusion Service | Communication & Autism Team (CAT), Language, Learning and Strategic Support (LL&SS), and Sensory & Physical Support (SPS) |
| Educational Psychology Service | Consultation, Assessment, Intervention and Training and Research |
| Statutory SEND Team | Oversight of statutory processes and EHCPs Team known as SENAR |

This framework empowers settings to deliver inclusive, timely, and coordinated support—reducing exclusions and improving outcomes for CYP with SEND.

[Specialist SEND Support Services - Local Offer Birmingham](#)

Support First – Improving School Attendance Offer

Support First prioritises early, consistent, and collaborative intervention to tackle attendance issues. The approach ensures the most appropriate school staff member works closely with families, maintaining consistency wherever possible.

Based on Working Together to Improve School Attendance (GOV.UK), the framework encourages schools and agencies to address in-school barriers by working in partnership with pupils and parents.

Working together to improve school attendance - GOV.UK (www.gov.uk)

As part of the inclusive pathways Birmingham CC aims to support schools by offering a multi-tiered approach to addressing non-school attendance.

For further information and guidance please use the link below:

[School attendance advice for schools and professionals | School attendance advice for schools and professionals | Birmingham City Council](#)

What is Birmingham SENDIASS?

Birmingham SENDIASS is a self-referral service that provides information, advice and support to parents and carers of children under sixteen and young people (16-25) who have or may have special educational needs. They also provide information, advice and support to professionals working with these young people and families.

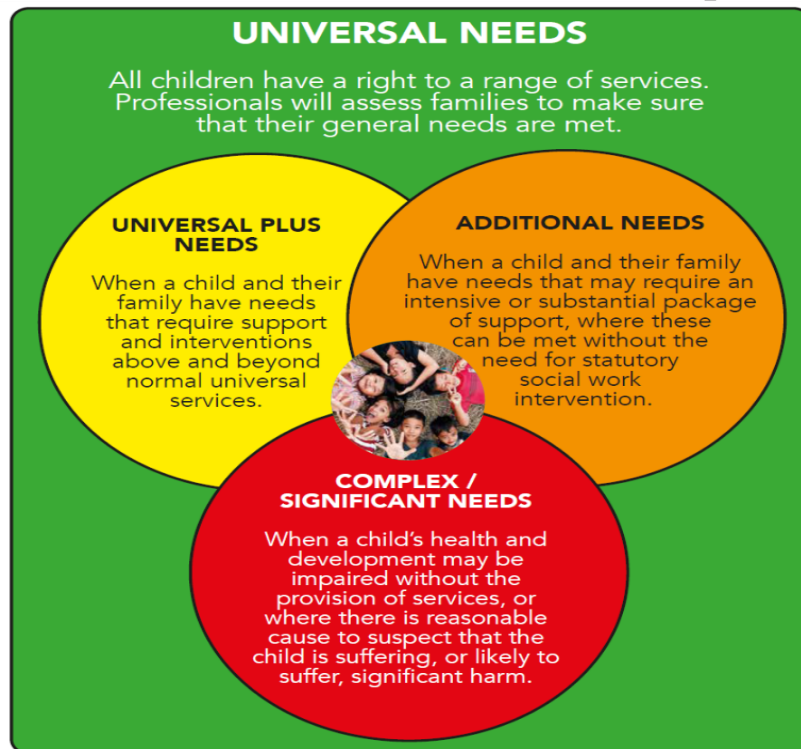
How does Birmingham SENDIASS Help?

SENDIASS provides:

- A website – [About](#) – Birmingham [SENDIASS](#)
- A confidential helpline and email service – Helpline: 0121 303 5004 – SENDIASS Mailbox: SENDIASS@Birmingham.gov.uk

Early Help Offer – Birmingham Schools

"Right Help Right Time outlines the guiding principles and tiers of need that determine when intervention should begin. Its direct links to the Inclusive Pathway support the identification of, and response to, family and environmental factors that affect a child's ability to access education.



Birmingham Children's Trust provides a citywide, comprehensive support offer for children and families. Building on this foundation, the Team Around the School (TAS) approach is now being embedded across Birmingham.

Each school will be assigned an Early Help Coordinator, who will offer tailored advice, guidance, and consultation on emerging concerns affecting children and families. Areas of support include:

- Persistent absence and reduced school attendance
- Risk of exclusion
- Safeguarding and contextual issues
- Parenting challenges

This collaborative model empowers schools to respond proactively to early signs of need within their communities. It aligns with Birmingham's inclusive pathways of support, working in partnership to address the full range of factors—such as special educational needs (SEN), family dynamics, and environmental influences—that can impact a child's access to education and long-term life chances.

[Family Hubs](#) | Birmingham City [Council](#) - [RMM](#) - Public [Form](#)

Inclusive Pathways & Fair Access Integration

The Fair Access Protocol ensures that vulnerable children who do not already have a school place are found one as quickly as possible, and that this is done so that no school is asked to take a disproportionate number of children through the Fair Access process.

We aim to integrate the Fair Access Protocol and Inclusive Pathways to create a single, coherent approach for supporting vulnerable children, with the goal to ensure that every child entering education through Fair Access or other routes experiences a consistent, inclusive, and well-supported transition.

The framework emphasizes three principles: equity and inclusion, shared accountability between schools and the Local Authority, and data-driven oversight.

By aligning processes, we can remove duplication and ensure that planning for each child starts with a full understanding of their needs.

- Proposals include routing non-standard Fair Access referrals: using Inclusive Pathways screening process to strengthen information sharing for children accessing the fair access protocol.
- LA-led panels for placement decisions and applying a structured transition model that includes pre-entry planning, phased reintegration, and ongoing review using the Inclusive Pathways as the conduit.
- Reintegration from Alternative Provision will also follow this process, with children having robust risk and needs assessment and support planning in place. To support the transition process on re-entering mainstream settings.

Inclusive Pathways & Local Sharing Panels

Most Birmingham secondary schools are part of one of the seven Local Sharing Panels (LSPs)—collaborative networks of schools working together to promote inclusion within their communities. LSPs play a crucial role in reducing suspensions and permanent exclusions by coordinating a range of off-site directions between member schools, including:

- Short-term “respite” placements
- Longer-term off-site directions (typically 6–12 weeks), including those that may enable a permanent exclusion to be withdrawn
- Managed moves, where a successful off-site direction leads to a child transferring permanently to the host school

As such, Local Sharing Panels are key partners to both schools and the Local Authority in delivering the Inclusive Pathways programme.

As part of Birmingham’s **Targeted Offer**, the Inclusive Pathways initiative brings together resources, services, and partnerships to deliver responsive, tailored support for children and young people. This approach is designed to complement and strengthen the existing “Universal” provision delivered at the whole-school level.

Building on this foundation, Inclusive Pathways aim to:

- Identify and address emerging needs early
- Deliver timely and proportionate interventions
- Promote collaboration across education, health, and social care sectors
- Ensure equitable access to opportunities for all learners, especially those at risk of exclusion or underachievement

This layered model provides graduated, inclusive, and needs-led support—reinforcing Birmingham’s commitment to every child’s right to thrive and succeed.

Intensive Support for Children and Young People at Risk of Exclusion

In a small number of cases, children and young people (CYP) may present ongoing, unassessed needs that significantly increase the risk of permanent exclusion or emerge following an exclusion. These complex situations require a robust, multi-agency response, underpinned by the Assess–Plan–Do–Review cycle.

Key Principles of the Intensive Support Approach:

- Evidence-led escalation: Where there is clear evidence of continued risk, schools and settings may need to access high-tariff, specialist interventions, or programmes.
- Inclusive placement focus: The overarching aim is to maintain the CYP's inclusive educational placement, ensuring it is well-supported and sustainable.
- Collaborative working: Success depends on effective collaboration between the school, family, local authority, and other relevant agencies.
- Referral and pre-assessment pathways: Planning must incorporate clear referral routes for assessment and support, alongside pre-assessment strategies to manage behaviour both at home and in the education setting.
- Specialist response integration: Intensive interventions should draw on multiple partners and be embedded within the existing Plan–Do–Review cycle to ensure continuity and responsiveness.

This approach recognises that some CYP require bespoke, specialist responses to meet their needs and reduce the risk of exclusion. It reinforces the commitment to inclusive education through graduated, coordinated support.

Inclusive Pathways – Supporting our most vulnerable.

At the heart of our commitment to inclusive education lies a deep understanding that some children and young people face greater challenges due to their individual circumstances, behaviours, or needs. We recognise that vulnerability can arise from a range of experiences—including care involvement, exclusion from educational settings, time spent in youth custody, or complex health and medical conditions.

Our Inclusive Pathways approach is designed to ensure these children are not only seen and heard, but actively supported through tailored, compassionate, and responsive provision. By prioritising early intervention and holistic support, we aim to create safe, nurturing environments where every child can thrive, regardless of their starting point.

CYP with Education, Health, and Care Plans (EHCPs)

For CYP with an EHCP, whose presenting behaviour places them at risk of exclusion. The DfE Exclusions guidance makes clear that:

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN.

Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

It is Birmingham's aim that no child with an EHCP experiences permanent exclusion, as statutory process and the duty on all schools and settings to meet the needs of Birmingham's children and young people we should ensure that effective process supports a timely, multi-agency response to changing needs.

Where a school/setting has concerns that the responses or changing needs of a CYP may put their placement at risk, they should ensure that:

- Updated advice is sought from appropriate agencies
- Any updated advice support is implemented and informs the next scheduled annual review.
- An interim/emergency review is called where there are significant concerns around the stability of the CYP's placement; this review must include representation from the LA's Statutory SEND Team (SEND Casework Officer) and be informed by all appropriate supporting evidence, including the update of professional advice.

Under statutory Exclusions Guidance schools cannot permanently exclude for a non-disciplinary reason, including the school feeling it is unable to meet needs.

However, if schools/settings have recourse to permanently exclude a child with an EHCP then statutory sixth day provision would need to be provided for that child as for any other child. This could initially be using the LA sixth day provision, whilst recognising that this may not be well suited to meeting the child's specific needs and that other, more appropriate educational provision would need to be identified as a matter of urgency.

Supporting Children in Care and those previously looked after to reduce permanent exclusion.

In March 2021, the DfE statistical first release reported that children in care are 4.5 times more likely to be excluded from school. Many of these children have suffered neglect, abuse, or the loss of one or both parents. This inevitably has a significant impact on their neural development, particularly when suffered early in childhood, and on their ongoing social, emotional, and mental wellbeing.

Once in care, children can often regularly experience instability, resulting from frequent changes to school or care placements. This combination of circumstances affects both their sense of belonging and their ability to form positive long-term relationships with peers and adults.

As the corporate parents for children in care we need to work together to reduce exclusions and suspensions for our children in care. Currently exclusions across the city for all children and those in care are high compared to statistical neighbours and national figures.

Birmingham's Virtual School

The Birmingham Virtual School coordinates educational services for children in care.

This is a statutory service for all local authorities in England and is focussed on the education and welfare all the children and young people who are in Birmingham's care or who have previously experienced the care system.

Working in partnership the child or young person's school, social worker, family and other key professionals both within Birmingham and other local authorities where children may be placed.

Their role is to:

- to monitor the progress of all of Birmingham's children in care as if they were in one school, and
- advocate for our children and young people to make sure are supported at all stages of their education and have the best opportunities to be successful in their adult lives.

For more information regarding what Birmingham Virtual School have to offer, please follow the link below:

[About Birmingham Virtual School](#) | [About Birmingham Virtual School](#) | [Birmingham City Council](#)

Section 19 policy: Supporting children and young people who are unable to attend their educational setting.

Section 19 of the Education Act 1996 requires local authorities to ensure children who cannot attend school due to medical needs still receive a suitable education. Schools play a key role in identifying these needs early and working with the local authority to arrange appropriate support.

What is Section 19?

Section 19 places a legal duty on local authorities to provide suitable education for children of compulsory school age who cannot attend school due to:

- Illness or medical conditions
- Exclusion
- Other circumstances that prevent attendance

This education can be provided at home, in hospital, or through alternative provision settings. The goal is to ensure the child continues learning and does not fall behind.

For more information and referral routes into Section 19 please follow the link below:

[Section 19 policy | Birmingham City Council](#)

Supporting Young People Re-entering Education After Custody

Challenging Outcomes Post-Custody

Children and young people leaving custody often face significant challenges as they reintegrate into society. Research shows that the reoffending rate for children released from custody is approximately 60%, nearly double the 32% average for all children in the youth justice system. This stark disparity highlights how time in custody can disrupt vital connections—to education, family, housing, employment, and community—leading to instability and increased vulnerability.

Effective custody aftercare and resettlement programmes are essential in supporting children's transition back into the community. Evidence consistently shows that timely and coordinated support is critical to reducing reoffending and promoting long-term positive outcomes.

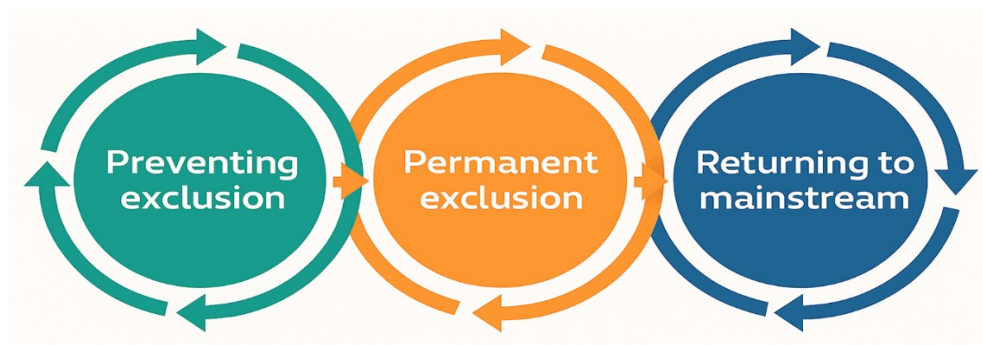
Inclusive Pathways and Education Reintegration

The Inclusive Pathways initiative strengthens our resettlement approach by embedding education at the heart of reintegration. Research consistently shows that sustained engagement in education significantly reduces reoffending and promotes long-term stability. Inclusive Pathways ensures that every young person leaving custody receives coordinated, multi-agency support, tailored to their individual needs, including those with SEND. Through this approach, we aim to:

- Rebuild disrupted educational journeys and restore confidence in learning.
- Provide personalised learning opportunities that reflect each child's strengths and aspirations.
- Foster a sense of belonging and purpose within inclusive educational settings.
- Guarantee access to appropriate provision that meets diverse needs.

By prioritising collaboration between education, youth justice, health, and social care, Inclusive Pathways gives young people the tools and relationships they need to thrive, reducing vulnerability and improving life chances.

A Commitment to Inclusive Support Throughout the Educational Journey



We recognise that children and young people may require support at various stages of their educational journey. Our core aim is to prevent exclusion wherever possible, with early proactive intervention playing a critical role in reducing negative outcomes. By front-loading support, we can identify and address emerging needs before they escalate.

For those who have already experienced exclusion, the Inclusive Pathways initiative is instrumental in tackling the complex factors that led to disengagement. These pathways offer tailored support that promotes stability, re-engagement, and a renewed sense of belonging—helping to prevent further exclusions.

We also acknowledge that some children and young people are currently accessing Alternative Provision (AP) following exclusion. It is essential that clear, supported routes back into mainstream education remain open and accessible. Reintegration should be a realistic and encouraged option, guided by each child's individual needs and circumstances.

Our commitment is to ensure robust support mechanisms are available at every stage of a child's educational experience. Our goal is to secure appropriate, personalised provision that empowers every child to thrive—academically, socially, and emotionally.

Our approach acknowledges:

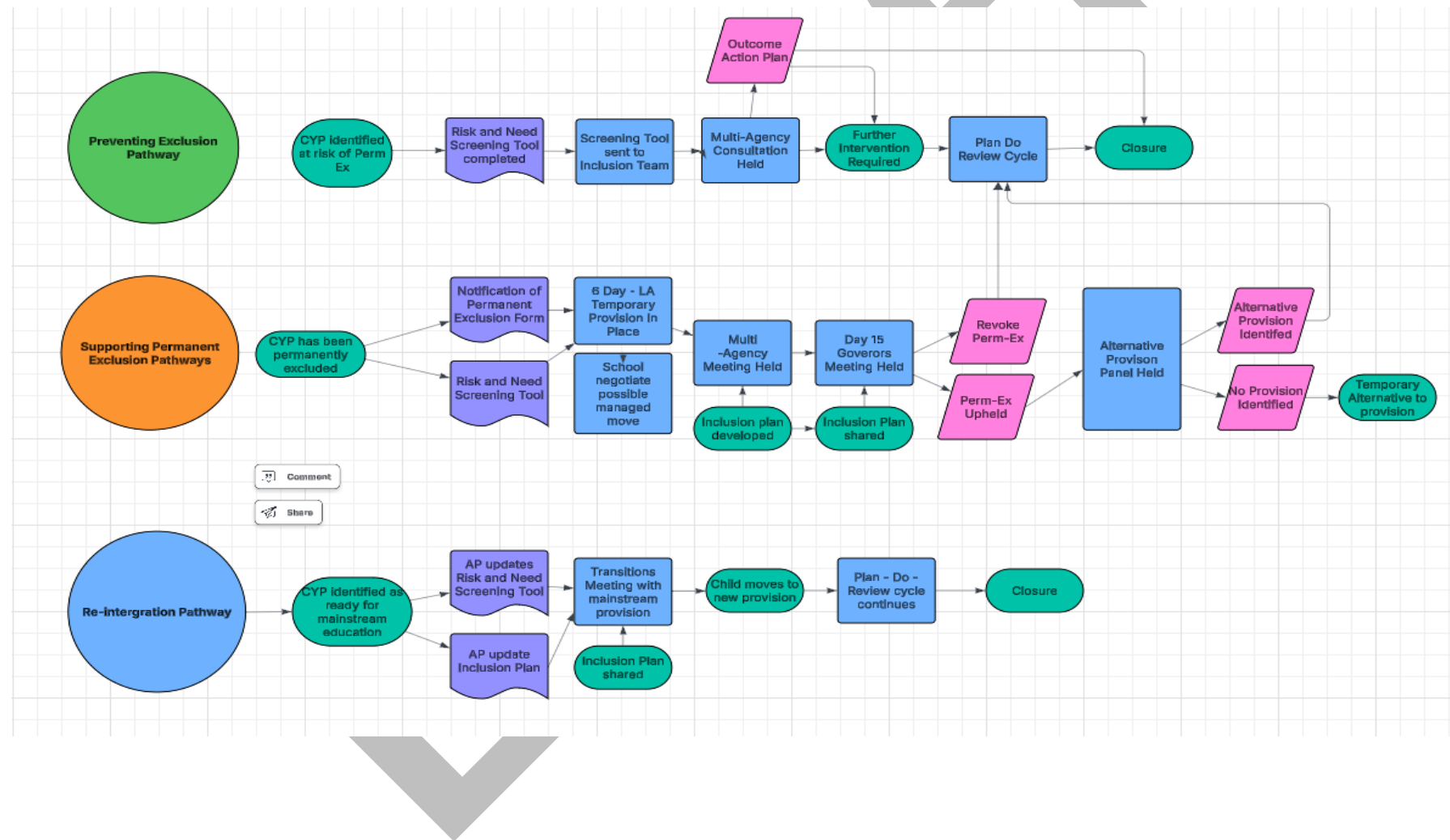
- The need for flexibility and professional judgement in responding to individual circumstances
- That exclusion should always be a last resort, following a clear continuum of support and intervention
- The importance of transparency and consistency in how exclusions are managed across settings

By embedding inclusive practice and promoting shared accountability, Birmingham aims to ensure every child and young person has access to education that is safe, supportive, and responsive to their needs.

For further resources, visit: [About school exclusions](#) | [School exclusions](#) | [Birmingham City Council](#)

Permanent Exclusion: Balancing Prevention and Necessity

In Birmingham, we are firmly committed to minimising the use of permanent exclusion. Central to this commitment is the Inclusive Pathways process. Nonetheless, we acknowledge that in certain circumstances, permanent exclusion may be necessary. These decisions are inherently complex and typically arise from serious breaches of behaviour policies or safeguarding concerns. Importantly, the decision to exclude is influenced by each school's values and ethos, with behaviour policies serving as a reflection of those guiding principles



4. What Works: Whole-Setting Approaches to supporting Inclusive Pathways

The Importance of Wellbeing Approaches in Inclusive Education

Wellbeing is at the heart of inclusive education. When schools create environments where every student feels valued, confident, and connected, they not only support academic success but also nurture social and emotional growth. By fostering belonging and self-worth, wellbeing approaches help meet emotional needs, build resilience, and lay the foundation for a more empathetic and equitable society.

Benefits for Students

- **Confidence and Self-Esteem:** Safe, inclusive classrooms encourage students to express themselves and take risks, strengthening belief in their abilities.
- **Sense of Belonging:** Involving students in decisions—such as co-creating class norms—helps them feel respected and included.
- **Social Skills:** Diverse peer interactions promote empathy, perspective-taking, and critical thinking.
- **Growth Mindset:** Emphasizing effort and learning from mistakes builds resilience and a love of learning.
- **Motivation and Engagement:** Supportive environments spark enthusiasm and active participation.

Benefits for Society

- **Social Acceptance:** Early exposure to diversity reduces prejudice and promotes inclusion.
- **Real-World Readiness:** Inclusive settings prepare students to thrive in diverse communities and workplaces.

Key Elements of Effective Wellbeing Approaches

- **Whole-School Integration:** Wellbeing should be embedded in school culture, not treated as an add-on.
- **Positive Relationships:** Strong connections between students and staff are essential for inclusive learning.
- **Curriculum Alignment:** Teaching wellbeing, mental health, and self-care reinforces lifelong skills.
- **Personalised Support:** Tailored academic and pastoral care ensures every student has access to opportunity.

The Role of Behaviour Policies in Inclusion and Wellbeing

Behaviour policies are more than rules—they shape the culture of a school. Guided by statutory DfE expectations, these policies should reflect a commitment to inclusion and wellbeing.

Supporting Inclusion

- **Clear Expectations:** Define acceptable behaviour to ensure consistency and fairness.
- **Safe and Respectful Spaces:** Address bullying, harassment, and discrimination promptly.
- **Individual Needs:** Adapt approaches for diverse learning profiles, including SEND.
- **Positive Relationships:** Promote empathy, conflict resolution, and respectful interactions.
- **Early Intervention:** Identify and address concerns before they escalate, reducing exclusions.

Supporting Wellbeing

- **Reduced Anxiety:** Structure and predictability help students feel secure.
- **Boosted Self-Esteem:** Recognition and positive reinforcement build confidence.
- **Calm Learning Environments:** Minimise disruption to support focus and engagement.
- **Mental Health Awareness:** Link behaviour to emotional wellbeing and provide appropriate support.
- **Sense of Belonging:** Foster inclusion and connection within the school community.

Effective behaviour policies go beyond discipline—they create spaces where every student can thrive academically, socially, and emotionally.

Tiered Mental Health services? Approaches used?

Nurture and Resilience Approaches

ELSA or Emotional Learning Support Assistant is a school-based role focused on providing emotional literacy support to children experiencing temporary or longer-term emotional needs. This approach is a core part of nurturing and building resilience in pupils.

Key Aspects of the ELSA Role

- Emotional Support: ELSAs help students recognize, understand, and manage their emotions effectively.
- Skill Development: They work on developing skills like self-esteem, communication, social interaction, and managing anger.
- Resilience Building: A primary goal is to help children develop coping strategies and resilience to navigate challenges and bounce back from adversity.
- Targeted Interventions: Support is often provided through individual or small group sessions tailored to specific needs identified by teachers or a Special Educational Needs Coordinator (SENCO).

Typical Areas of Support

- Loss and Bereavement: Helping children process grief and loss.
- Social Skills: Improving peer relationships and social interaction.
- Anxiety and Worries: Providing strategies for managing anxiety.
- Conflict Resolution: Teaching effective ways to resolve disagreements.

Resources and Training

ELSA training is provided by BCC educational psychology department, ensuring ELSAs are equipped with appropriate tools and supervision.

Trauma Informed Approaches – TIAAS

What Is TIAAS? - TIAAS (Trauma Informed Attachment Aware Schools) is a whole school development programme designed to help schools adopt relational practices. It is:

- Part-funded by the Virtual School in Birmingham
- Delivered by the Birmingham Educational Psychology Service
- Advocated for its ability to support vulnerable pupils and enhance social-emotional development for all students

Understanding Relational Practice - Relational Practice is an umbrella term for approaches that prioritize:

- Building and maintaining positive relationships
- Fostering connection and belonging

It includes:

- Restorative Practice
- Trauma Informed Practice
- Attachment Awareness

Restorative Practice - Aims to repair relationships after conflict and prevent future harm by embedding respectful values into school culture.

- Core Elements (Hopkins, 2016):
- Respectful relationships that promote safety
- Repairing harm and restoring trust
- Face-to-face dialogue between parties
- Everyone involved shares their story and voice
- Collaborative decision-making for resolution
- Mutual agreement on how to move forward

Trauma Informed Practice - Focuses on understanding and responding to the impact of trauma.

Key Definition (Treisman, 2020):

- Promote resilience
- Support recovery
- Shape practice to be sensitive and responsive

Attachment Awareness - Recognizes the role of attachment relationships in child development and how to support unmet attachment needs.

TIAAS Guiding Principles

While the specific principles were not listed in your message, they likely include:

- Empathy and understanding
- Consistency and safety
- Voice and choice
- Collaborative problem-solving
- Whole-school commitment to relational values

For more information regarding how you can become a trauma informed school please follow the link: [Trauma Informed and Attachment Aware Schools \(TIAAS\) | Birmingham City Council](#)

Supporting Transitions

What Is Transition in Education? - **Transition** refers to the movement of a child or young person (CYP) from one stage of learning to another. This includes:

- Starting school for the first time
- Moving between key stages (e.g. primary to secondary)
- Leaving school for further education or employment
- Internal changes such as new teachers or classrooms

These transitions can be significant and may require varying levels of support:

- **Universal Offer:** Meets the needs of most CYP
- **Graduated Approach:** Provides targeted or specialist support for those with additional needs

How Can Schools Support Transition?

Core Expectations

- Robust, ongoing processes for pupils with SEND
- Active involvement of CYP, families, and settings

- Clear communication and opportunities to visit new environments
- Timely electronic transfer of documents
- Use of person-centred planning
- Additional support where needed

Strategies & Resources

| Strategy | Description |
|--------------------------------|---|
| Visual Supports | Maps, virtual tours, timetables, social stories |
| Transition Events | Open evenings, induction days, workshops, city-wide events |
| One Page Profiles | Updated with CYP, families, and staff; shared with new settings |
| Buddy Systems | Peer support from previous cohorts |
| Early Communication | Sharing of SEND and medical info for proactive planning |
| Person-Centred Meetings | SEND reviews with families and unfamiliar staff |
| Bespoke Support | Tailored transition plans involving key staff |
| Parent Workshops | SEND-specific sessions and coffee mornings |
| Information Sharing | Advertising admissions, open events, and welcome sessions |

Additional Guidance

For more detailed support:

- Refer to the **Local Offer – Ordinarily Available Guidance (OAG)** on Transition
- Look out for the **Local Area Partnerships Transition Framework**, launching **March 2026**

Mental Health Support

Mental Health Support Teams (MHST) in Birmingham, UK, play a vital role in promoting emotional wellbeing and early intervention for children and young people, particularly within schools and educational settings. These teams are made up of professionals who work closely with pupils, parents, and school staff to provide tailored support for issues such as anxiety, low mood, and behavioural challenges.

Compass Birmingham MHST works across selected schools in the North, West, South, and East of Birmingham, working directly with primary and secondary schools to ensure every child and young person has the support they need.

Go to: www.compass-uk.org/services/compass-birmingham-mhst

5. Inclusive Pathways Risk and Need Screening – Purpose and Process

The **Inclusive Pathways Screening process** clearly plays a pivotal role in fostering equitable education by:

Key Functions

- **Risk Identification:** Flags ongoing risks and unmet needs that may jeopardise a child or young person's (CYP's) educational placement.
- **Triage Tool:** Determines the appropriate level and type of service involvement, especially for CYP at risk of exclusion.
- **Continuum of Response:** Aligns with Inclusive Pathways Flowcharts to ensure timely, proportionate support.
- **Information Sharing Tool:** Provides information to key stakeholders who can intervene as part of a multi-agency preventative approach.
- **District profiling:** Gathers data to provide the holistic picture of needs within the community.

Principles Behind the Approach

- **Individualised Support:** Avoids a one-size-fits-all model; instead, it tailors' interventions to the unique needs of each CYP.
- **Equity and Inclusion:** Recognises that not all CYP need every intervention, but all deserve access to the right support at the right time.
- **Collaborative Practice:** Empowers Inclusion Teams and Officers to collaborate with stakeholders, ensuring inclusive education is not just a goal but a shared responsibility.

Outcomes and Impact

- **Prevention of Exclusion:** By identifying risks early and deploying targeted resources, the process helps keep CYP engaged in mainstream education.
- **Wellbeing-Centred:** Prioritises emotional, social, and academic wellbeing as central to educational success.
- **Accountability and Challenge:** Encourages schools to reflect on their practices and make necessary adjustments to uphold inclusive values.

Appendix

- Embed Risk and Need Screening Tool
- Appendix document Risk and Need Screening Tool Guidance

UN Convention on the Rights of the Child (UNCRC)

What is the UNCRC?

The UN Convention on the Rights of the Child (UNCRC) is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion, or abilities.

The UNCRC is the basis of all of our work. It is the most complete statement of children's rights ever produced and is the most widely ratified international human rights treaty in history.

What is in the UNCRC?

The Convention has fifty-four articles that cover all aspects of a child's life and set out the civil, political, economic, social, and cultural rights. The convention is universal—these rights apply to every child, and the convention entitles every child to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, without discrimination of any kind against the child, parent, or legal guardian (Article 2).

We should think of the Convention as a whole: each of the rights enshrined within it is interlinked, and no right is more important than another. The following rights are of equal importance to every child. Every child has the right to:

- Relax and play (Article 31)
- Freedom of expression (Article 13)
- Be safe from violence (Article 19)
- An education (Article 28)
- Protection of identity (Article 8)
- Sufficient standard of living (Article 27)
- Know their rights (Article 42)
- Health and health services (Article 24)

We are the only organisation working for children recognised by the Convention.

The Convention is also the most widely ratified human rights treaty in the world. All UN member states except for the United States have ratified the Convention. The Convention came into force in the UK in 1992.

[UN Convention on Rights of a Child \(UNCRC\) - UNICEF UK](#)

Rights Respecting Schools – Birmingham

UNICEF UK works with schools across the United Kingdom to transform education through children's rights, giving young people the best possible chance to grow up empowered, inspired, and ready to make a difference in the world.

The Rights Respecting Schools Award does this by placing children's rights at the heart of school policy and practice, enabling leaders and teachers to strengthen pupil's sense of belonging and voice, and to create an environment for great learning.

A Rights Respecting School is an educational institution that promotes, and practices children's rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC).

Key Principles

- **Promotion of Children's Rights:** Rights Respecting Schools focus on teaching and practicing children's rights, ensuring that both students and staff understand and respect these rights in everyday school life.
- **Community Involvement:** These schools foster a community where children's rights are not only learned but also respected, protected, and promoted. This approach extends beyond the school gates, positively impacting the wider community.
- **Well-being and Participation:** The initiative emphasizes the well-being of students, encouraging their participation in decision-making processes and fostering positive relationships among peers and adults.

Virtually half (251) of all schools across the city, from nursery through to secondary, are embedding children's rights in daily school life through the UNICEF Rights Respecting School award. Of these, 88 have reached bronze standard, 86 silver, 13 gold and 64 are starting their journey having registered with the programme.

Schools promote knowledge and understanding of the Convention throughout the school community, so children and young people understand their rights and the rights of others and become active citizens within their community.

UNICEF says that Birmingham "continues to be one of the leading local authorities in England, working with UNICEF UK to promote and realise the UN Convention on the Rights of the Child in educational settings."

[The Rights Respecting Schools Award | UNICEF UK](#)