



COMMITMENT TO PLYMOUTH INCLUSION CHARTER



Plymouth Inclusion Charter

We (the parents / carers, children, young people and professionals across Education, Health and Care and SEND in Plymouth) want the children and young people of Plymouth to have ambitious dreams that will lead them to succeed on their chosen path; whilst enjoying life and having fun.

To achieve these aims we, in Plymouth need to ensure that Plymouth is:

Safe -

- That we hear your voice as well as listen to what you tell us
- That we are responsible in our actions and measured in our response
- That the trust we are given is encouraged to grow

Valued -

- That we are all equal and each deserve opportunity to thrive
- That we are supportive of Social, Emotional and Educational Needs
- That we are empathic to needs and concerns
- That we are empowering in our conduct
- That we will communicate with you through a means that is best for you

Respected -

- That we are honest in our relationships
- That we are engaging with everyone and in every way possible
- That we are accountable for our dealings with, and actions on behalf, of parents, carers and young people

What is the Plymouth Inclusion Charter?

The 'Plymouth Inclusion Charter' was shaped through a 'one off' event held in March 2020. The purpose of the event was to enable the greatest number of people to share their thoughts, experiences and ideas about the values and innovations that they believe contribute to inclusive participation. At the event were representatives from Education, Health, Care, Housing, IASS (PIAS), the third sector, the parent carer forum-Plymouth Parent Carer Voice (PPCV) and of course families. A further shaping exercise with draft materials was carried out with Youth Ascends in the following month.

The purpose of the Charter is to define and agree a set of principles. The principles fall under the three key areas, which are Safe, Valued and Respected. The agreed principles provide a common reference point for all agencies and settings in the local area for the benefit of parent/carers, children, young people and the wider community. The Plymouth Inclusion Charter is a cornerstone of co-production in Plymouth.

The 'Plymouth Inclusion Charter' will sit alongside a number of strategy and practice standards documents across different agencies. For example, within education, the 'Plymouth Inclusion Charter' will work in tandem with the 'Graduated Approach to Inclusion', a document that sets out practice standards for supporting children and young people in schools and early years settings.

Commitment to Plymouth Inclusion Charter

Following on from a successful pilot where a small number of schools had an opportunity to evaluate their practice against set criteria, the following framework provides settings with an opportunity to consider the meaning of inclusion in its widest sense. It also channels settings to reflect upon the principles and what this means to them. It is our hope that by completing this document and making your action plan that you are confidently signing up to the ethos of the Charter. This plan will then be reviewed in two years.

Guidance on completing the document

Part 1:

Please see below in part 1 examples of evidence. You will need to RAG rate where you feel your setting is (as of today). No extra evidence is needed for part 1. There is a section at the bottom of part 1 for you to add any different examples of your own evidence (if appropriate).

When you have completed part 1, please choose your development points and complete the action plan. Identify which aspects of the RAG rating section require further developments and include these in your action plan. Your action plan should include short, medium and long term (up to two years) actions/areas for development. These will be reviewed in the next cycle, in approximately two years' time. You will find it particularly valuable when all staff are able to be involved in the process of self-evaluation.

Part 2:

This section is about providing evidence and the impact of your good practice so that you can sign up to the principles of the charter. This section has bullet points that you can refer to when you provide your evidence to ensure that you cover the three key areas in enough depth. It is also categorised into Children and Families so that you can be specific with your examples. You can draw upon a wide range of evidence from across your practice, which could include case studies, feedback or training. **You need to provide at least three examples of evidence in each subsection. The important thing when providing your evidence is that you give a specific and detailed account of the impact it has made to outcomes for children, young people and families.**

You do not need to attach any extra documents but the important aspect is that you can demonstrate how the impact of the examples relates to the principles of the inclusion charter. As this is wider inclusion, please remember to draw upon all aspects of whole setting practice when completing the document and not just focus on one particular area (such as SEND). Evidence could include specific examples of approaches to learning, work within the community, working in collaboration with families, or examples of work with disadvantaged groups.

Once you have submitted the document and it has been quality assured, you will receive the Charter logo as confirmation that you have signed up to the principles.

Name of setting:**Date:**Part 1**Children**

Evidence	Not in place	Partly in Place	Fully in Place
Clear values and ethos statement			
Plymouth Early Years Graduated Approach to Inclusion (GATI) is embedded			
Range of methods of collecting the children's voice e.g. interviews, photographs, observations, talking with parents, informal conversations			
Children's voice informs practice and provision			
Emotional Health and Well Being policy or equivalent			
Inclusion policy or equivalent			
Accessibility policy or equivalent			
Whole setting Emotional & Mental Health promotion / provision			
Staff use assessment and observations to measure well-being and identify triggers for behaviour, e.g. Leuven scales; checkpoints in Development Matters; Antecedent, Behaviour, Consequence, Communication (ABCC) diaries/Setting, Trigger Action, Response, Communication chart (STARC)			
Effective setting wide coordination of social and emotional behavioural support			
Plymouth Early Years Local Offer is used effectively			
Trauma informed practice CPD undertaken by all staff.			
Trauma responsive practice is evident			
Evidence of effective multi-agency working			
Evidence of child-centred planning			
Children receive their full entitlement (e.g. 15/30 hours Me2 or Early Education Funding)			
Attendance policy			
Promoting good attendance			
An effective key person system			

Appropriate staff Continuous Professional Development (CPD), e.g. safeguarding			
Plymouth Early Years Child Protection review is completed and used to inform further developments			
Plymouth Early Years Welfare review is completed and used to inform further developments			
Effective compliments and complaints policy			
Complaints procedures demonstrate that issues are resolved			
Assess Plan Do Review cycle is used to support Social and Emotional development			
All opportunities and experiences are accessible to all children			
Differences are valued and celebrated			
Other evidence specific to your school or setting			

Families

Evidence	Not in place	Partly in Place	Fully in Place
Clear values and ethos statement in place			
Families voice included in meetings			
Family surveys / feedback			
Family co-production within the Emotional & Mental Health policy or equivalent			
Family involvement within Plymouth Early Years Graduated Approach to Inclusion (GATI)			
Plymouth Early Years Local Offer is promoted with families			
Trauma informed practice CPD undertaken by all staff to support work with families			
Trauma informed practice evidenced in how the setting works with families			
Evidence of effective multi-agency working			

Evidence of child-centred planning that includes consideration to the wider needs of the family			
Setting shares information to support/promote Emotional & Mental Health			
Partnership working to ensure a consistent approach to social and emotional behavioural support			
Attendance policy is communicated with families			
Families are involved within promoting good attendance			
Families are made aware of available services and who to turn to for advice and support			
Appropriate staff CPD in place e.g. safeguarding, first aid			
Compliments and complaints policy is shared with families			
Complaints procedures demonstrate that issues are resolved and outcomes shared with families			
Range of avenues of feedback, e.g. face-to-face, online, social media			
Parent / carer groups / forums available to families			
Parents have access to a setting email address and responses are personal and prompt			
Evidence of an 'open door approach to families'			
Family friendly meeting space is made available			
Website is accessible for everyone			
Differences are valued and celebrated			
Other evidence specific to your school or setting			

Action Plan

Action/area for development	Tasks	Who	By when	What will the benefits/impact be	Completed

Part 2

Evidence (please use a different piece of evidence for each example). Detail what impact the evidence has had in relation to the Plymouth Inclusion Charter.

Plymouth Inclusion Charter	
<p>SAFE</p> <ul style="list-style-type: none"> • We hear your voice as well as listen to what you tell us • We are responsible in our actions and measured in our response • The trust we are given is encouraged to grow 	<p>VALUED</p> <ul style="list-style-type: none"> • We are all equal and each deserve opportunity to thrive • We are supportive of Social, Emotional and Educational Needs • We are empathic to needs and concerns • We are empowering in our conduct • We will communicate with you through a means that is best for you
<p>RESPECTED</p> <ul style="list-style-type: none"> • We are honest in our relationships • We are engaging with everyone and in every way possible • We are accountable for our dealings with, and actions on behalf, of parents, carers and young people 	
Children	
Evidence	Impact

Families	
Evidence	Impact

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