



Excellence in Education

Strategy 2020-2030

The Wigan Excellence in Education Strategy 2020 – 2030 is a strategy to ensure an excellent education for all children and young people in Wigan education settings, whatever their background, age, ability. Ensuring equality in opportunities, and securing good health, well-being and resilience for all.

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FOREWORD



Cllr Jenny Bullen, Portfolio Holder for Children and Families



Colette Dutton, Director of Children's Services

The education of our children and young people in Wigan has always been and remains a significant priority for Wigan senior leaders. We know that the right investment from the earliest years through to higher education is the foundation to supporting the development and growth of our future residents and employees in the borough. We know that there is more work to be done, particularly in terms of supporting recovery work during and following the COVID-19 Pandemic and understanding the impact.

The aim of this plan, alongside our special education needs and disability (SEND) plan, is to ensure we work together right across our partnership and enable a system of education in Wigan that offers the best opportunities to our children and young people to learn, grow and achieve.

As the landscape of education has and continues to change nationally and locally, Wigan now has a more diverse range of education providers offering opportunities to children and young people from early years through to adulthood. This strategy aims to set out how we will continue to work together as the 'Wigan family' to champion these opportunities and improve outcomes for all of our children and young people through our shared sense of responsibility and our continued strive and determination to have an excellent

education offer for all.

It is a huge testament to the leaders across our system that we continue to come together regardless of designation to work collaboratively and creatively to adapt to the changing demands and needs within the education system. We want to clearly set out how we will work together with our key partners and our action plan sets out the tasks we will deliver on over the next 3 years to champion the interests of all children and young people.

Wigan has an excellent reputation nationally for its school led system and the percentage of our early years settings, schools, colleges and specialist provision that is good or outstanding. We know that we have more work to do, particularly with secondary schools, but we have a great foundation to build our strategy upon and are committed to making the necessary improvements right across our education offer within the borough.

It is our ambition in Wigan as a Local Authority with and on behalf of the wider education system to nurture an ethos in all of our education settings where every individual matters equally and is supported and encouraged to aim high and achieve to the very best of their potential.

We aspire to offer all of our children and young people excellent educational opportunities in the local

area that will support their career opportunities and life chances for the future.

To achieve this, we will work collaboratively with all of our partners and settings to provide support and challenge, encouraging innovation and personalised teaching and learning opportunities. At the heart of this is ensuring that we support and promote the health and wellbeing of our children and young people and the adults that care for them. We recognise that children's mental health and wellbeing underpins their ability to navigate through life's pressures and subsequently their ability to attain to their potential and therefore delivering an education system that builds resilience in or children and young people will be fundamental in its success.

Alongside our work with education settings, we will continue to work in close collaboration across the Wigan Partnership to promote inclusion and cohesion in our communities; equality of access and opportunity for all.

This strategy provides a partnership framework to steer our combined efforts and resources. Across the education sector and wider children's workforce in Wigan. Through working together, we know that we can make a real difference to the life chances of children and young people and to the future economy of Wigan.



Cath Pealing, Assistant Director - Education



Introduction

Our vision is that all children and young people in the borough, whatever their age, ability, background or setting, will receive outstanding education. This vision is part of the wider Wigan Deal 2030 to ensure the best start in life for all children and young people.

‘We want all children in Wigan to be happy, healthy and safe; to feel listened to and to have the maximum opportunities to be ambitious. If children or their families need help and support it should be at the right

time, by the right person and in the right place for them.

To achieve this, we want to be ‘brilliant at the basics’ in our practice and, by having creative and collaborative partnerships. We want our staff to feel supported, confident and skilled to help our children and families achieve their aspirations.’

The Excellence in Education Strategy 2020 – 2030 has been created for all children and young people in partnership with schools,

partner services and agencies and our education leaders from early years to post 16. To deliver on the strategy, we have developed a three-year action plan to accelerate improvement on key activities aligned to our five priorities. This plan will be reviewed annually and regularly monitored through the Wigan Education Partnership and wider governance structures.

We will secure equality and inclusivity in opportunities for all ensuring good health, wellbeing and

resilience for all children and young people. The impact of the COVID 19 pandemic on children's emotional health, wellbeing and learning is currently unknown. The strategy was devised prior to the global pandemic and will therefore evolve as we to start plan our recovery. The five key priorities will continue to form the core of our strategy. The delivery and impact of these principles will be demonstrated through our action plans.



The Deal Principles define the overarching approach to support for everyone in the Borough and it is delivered through 6 key principles:

Different Conversations

having an open mind, each person and every place is unique and has assets and strengths

Empowered Communities

understanding our communities and enabling them to thrive

Fair and Inclusive

ensuring everyone has the same opportunities and people feel like they belong

Be Wigan Behaviours

focusing on positivity, accountability and courage

Working Together

Public services communities and businesses working in place, getting to know each other and how, together, we can have the biggest impact

Freedom and Permission to Innovate

Everyone having the support and confidence to do what will make a difference

Alongside this, **The Deal for Children and Young People** is our promise to all children and young people and outlines how we will support them.

The Deal



for children and young people

Our part

- Help you to be healthier
- Support you to learn and grow
- Help to keep where you live clean and tidy
- Help you to be safe
- Make Wigan Borough a place where everyone is accepted and valued
- Make sure we listen to you

Signed

Handwritten signature of Jenny Bullen in black ink.

Cllr. Jenny Bullen, Cabinet Member for Children

Your part

- Look after your own health
- Be the best you can be
- Help to keep where you live clean and tidy
- Stay safe
- Be kind and caring to yourself and to others
- Share your views



/linctwo



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Collective principles guiding our strategy

That every child or young person in Wigan will reach their full potential and will feel healthy, happy and safe in their setting and have a positive educational experience.

That every education setting in Wigan will make effective provision for ALL children and young people particularly our more vulnerable students so that they can make good progress in their learning and can move easily on to the next stage of their education and aspire for employment and independent adult life.

That strong leadership, management and governance are essential across all of our settings and the partnership.

Additional and strengthened teaching school alliances will further support schools working in partnership to improve the quality of education provision within Wigan.

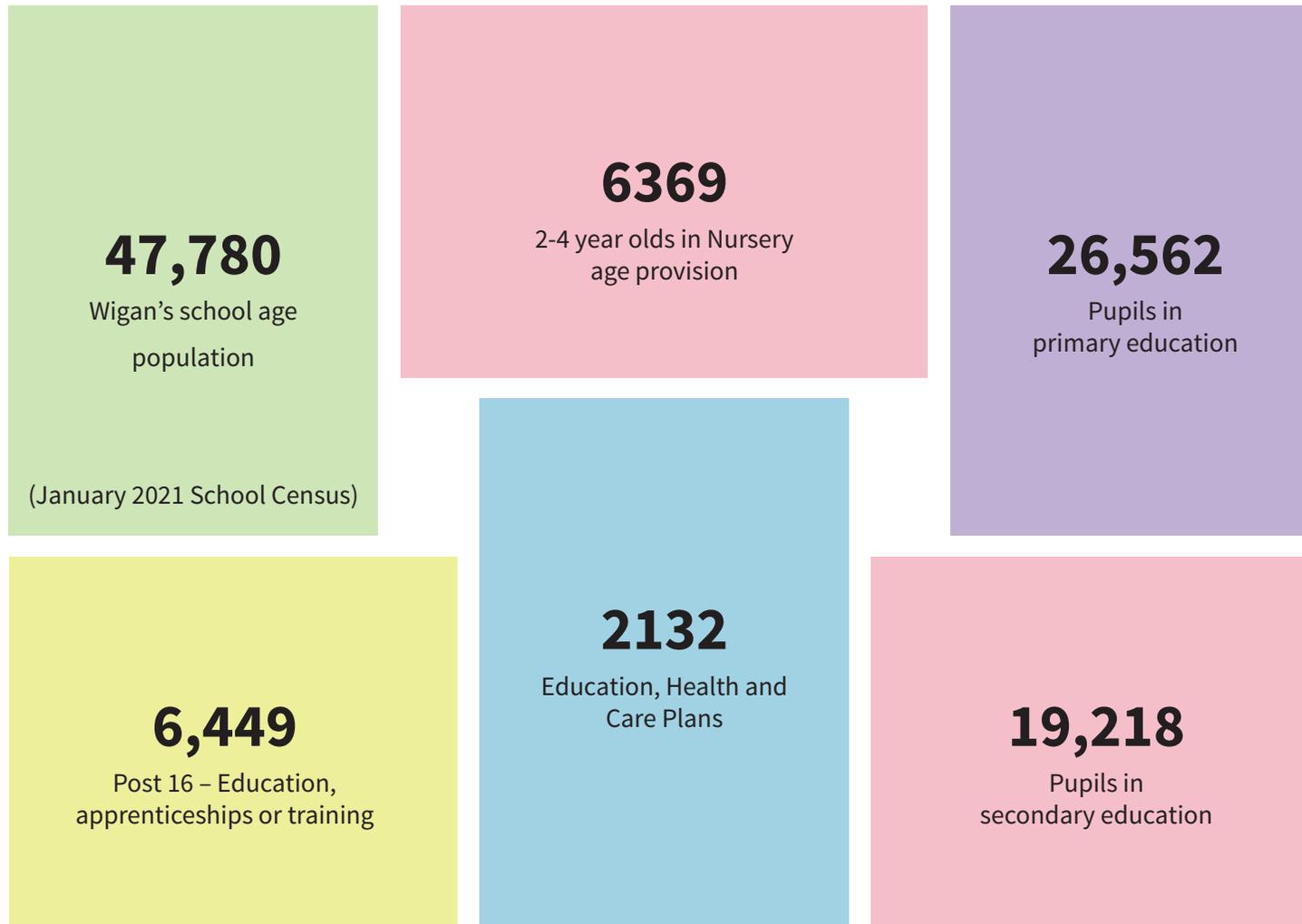
That the outcomes of every child or young person in Wigan are a collective responsibility across our partnership.

That transparency, mutual trust and partnership are vital to a self-improving system.

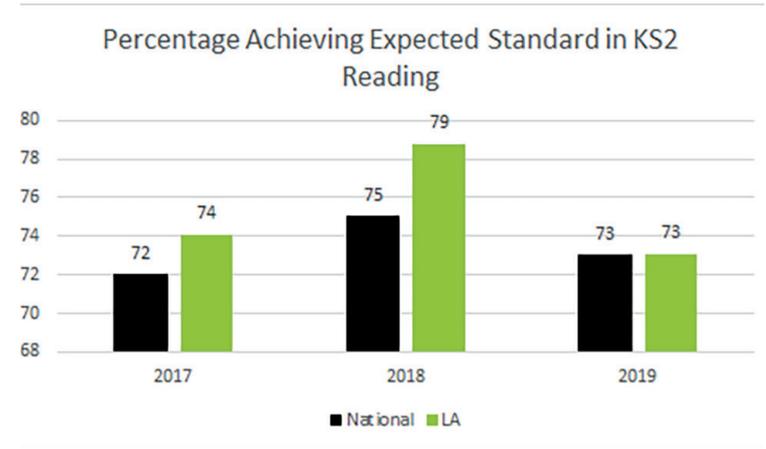
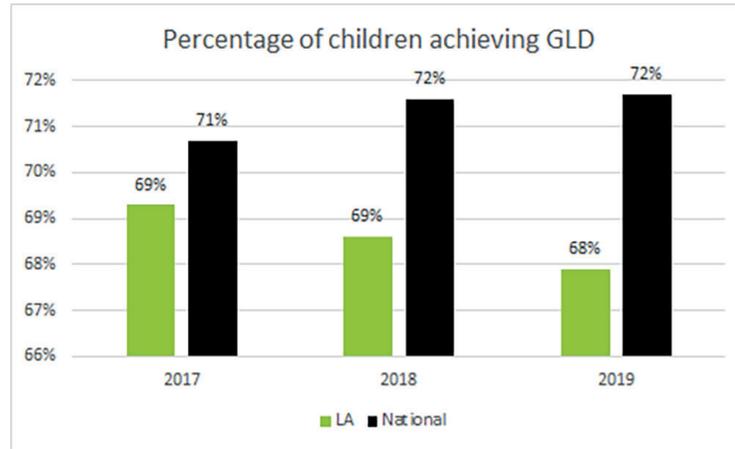
That we will listen to and consider the voice of our children and young people and their families to co-produce our opportunities across the borough.

That resources will be considered and effectively deployed to improve school standards and the outcomes for all pupils.

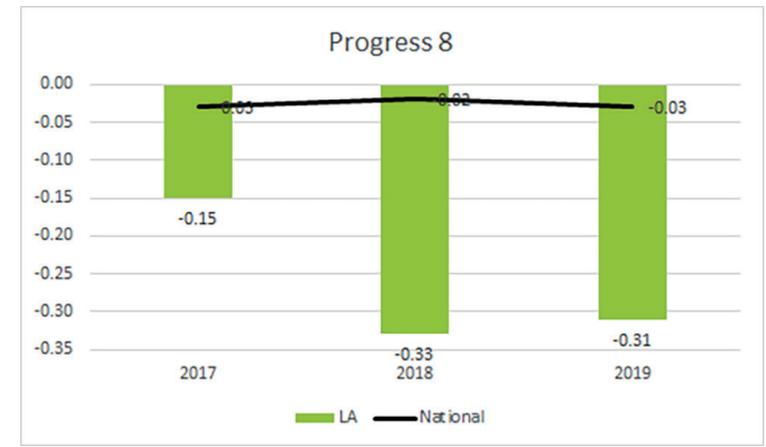
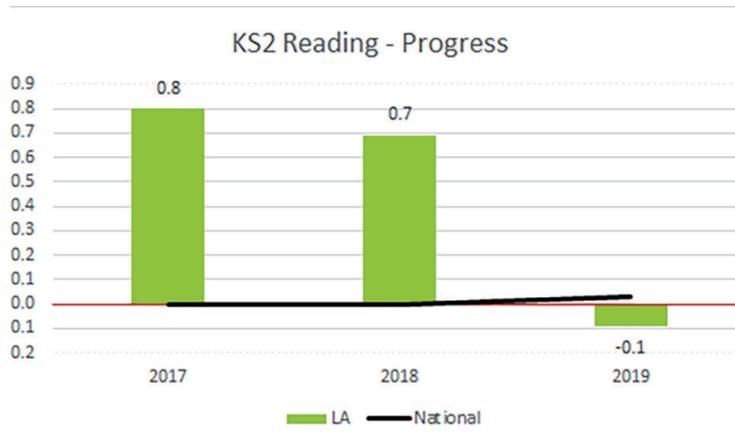
Current context



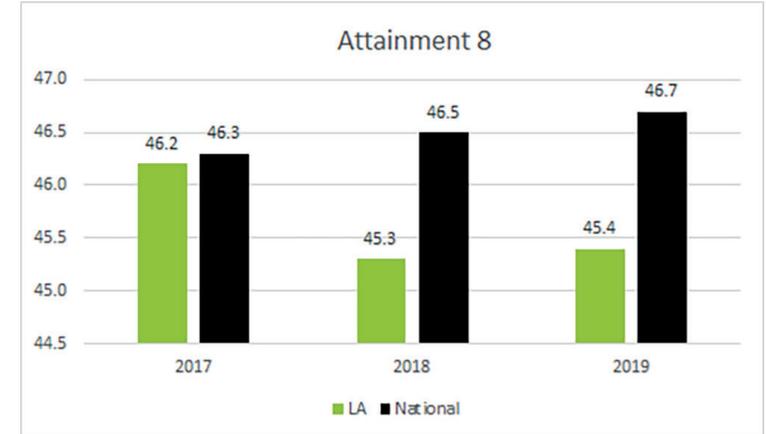
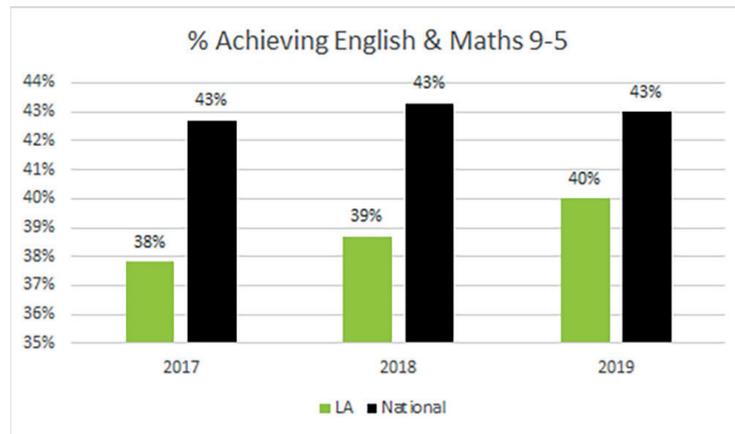
Based on 2019 data, we need to ensure we improve outcomes to be at least in line with or better than National averages in early years for Good levels of development (GLD) and reading at Primary School.



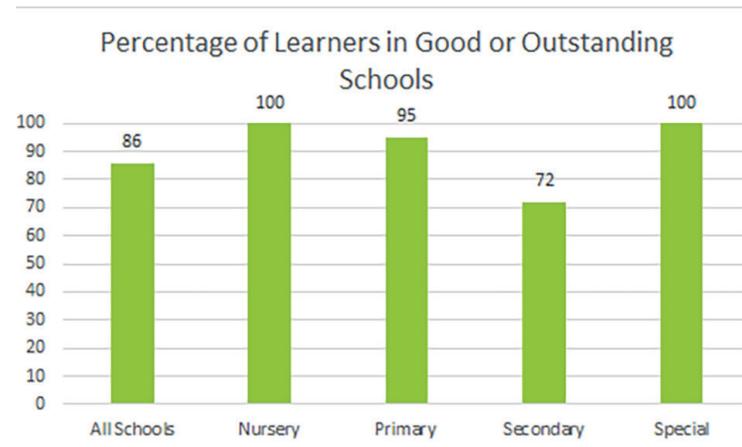
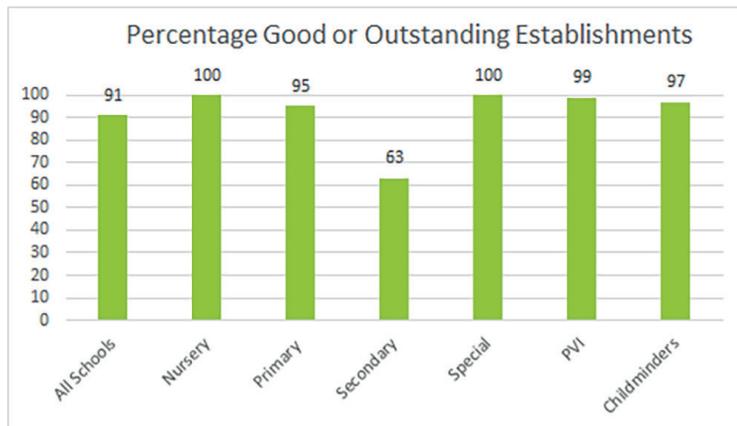
We need to ensure we support schools to boost progress and raise attainment for secondary age pupils as our attainment 8 and Progress 8 outcomes are both below national average.



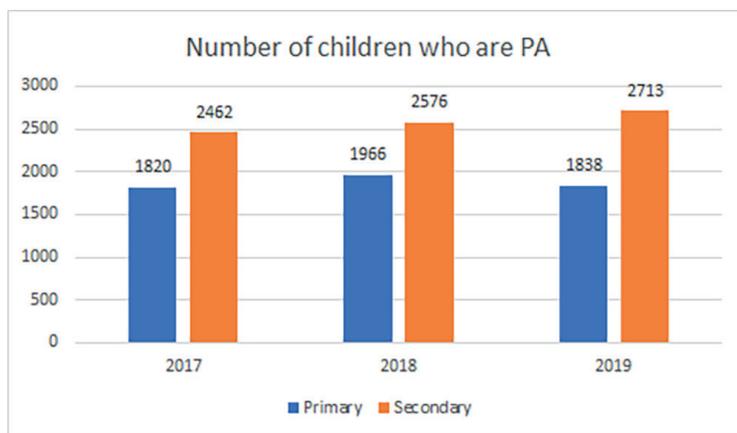
In addition, we need to increase the number of pupils achieving a Grade 5 or above in English and Maths. We will do this by including enhanced progress and attainment for vulnerable groups (i.e. Children in Care, Children who are disadvantaged) so that gaps are closing.



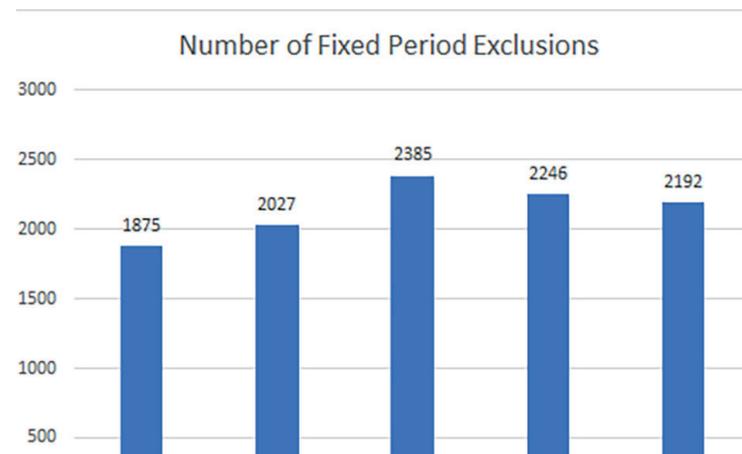
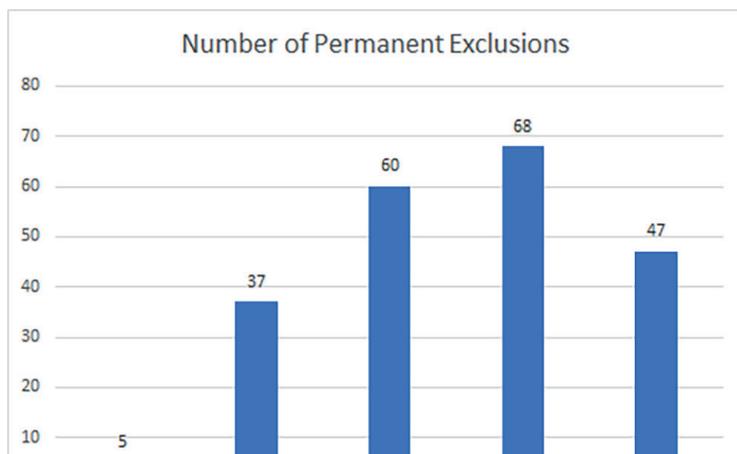
Currently, 86% of children have a good or outstanding school place. This strategy aspires for all Wigan children to have a good or outstanding school place. We work in partnership across the Wigan family of schools to support schools to improve, with urgency in the secondary sector.



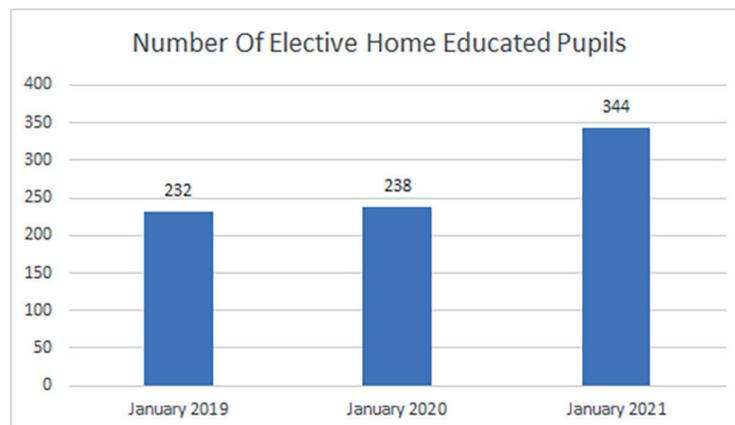
Over the last three years, we are seeing a trend of increase in persistent absence from school. This is a more significant challenge at secondary school.



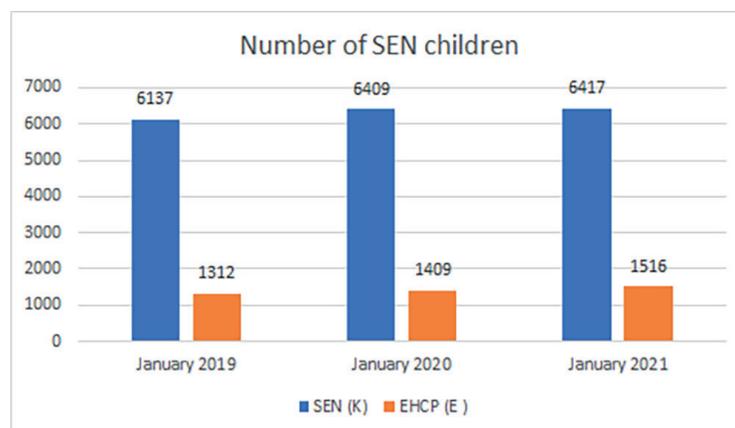
Exclusions have also increased significantly over recent years. Prior to this schools used a supported transfer protocol to avoid permanent exclusions.



Post national lockdowns we are seeing a significant increase in Elective Home Education. The plan seeks to ensure parents make a positive and informed decision to support children's access to a suitable education.



There has been an increase in the number of children being recorded as special educational needs.



Our strategy has 5 key priorities:

Priority 1 Ensuring a high quality of education

We will continue to improve the educational outcomes for all of our children and young people across the Borough in every phase of their Education. We want to increase the number of education settings judged as good or better by Ofsted, ensuring that all parents, children and young people have a wide choice of high-quality education opportunities across the Borough.

Priority 2 Good levels of health and wellbeing for all children

We want to ensure that all of our children and young people feel healthy, happy and safe with access to appropriate support and opportunities to learn and grow and become independent and resilient young adults. We strive to create the conditions for every child and young person in the borough to enjoy good physical and mental health and to be protected from harm and neglect.

Priority 3 An education system that is inclusive of all children

We will ensure all education settings are fully inclusive and provide excellent education through a high-quality, rich curriculum that meets the needs of all of its pupils. We will provide the right support at the earliest opportunity and develop a range of alternative provisions to support our mainstream offer. We want families to be confident that their children can get the support they need from our mainstream and specialist provision.

Priority 4 Developing a Child Friendly Borough through partnerships

We will work with our children, young people and their families to ensure they have the best start in life and to achieve their hopes and aspirations. All of our children and young people will be confident, resilient and happy individuals who feel connected to their community and make an effective contribution as responsible citizens. We want them to feel safe and to care about their health, education, employment and their community.

Priority 5 Preparing young people for successful careers and adulthood

All 19-year-olds complete school, college or an apprenticeship with the skills and character to make an ongoing and positive contribution to their community and to our economy. We will ensure we create the conditions for all young people to have the chance to get the most out of their life and to develop the skills for adulthood so that they aren't prevented by economic disadvantage from achieving their full potential in life.

Priority 1 – Ensuring a high quality of Education

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>1.1 Promote a consistent and robust approach to continuous personal and professional development for all school and EY staff and governors.</p>	<p>(a) Define the system level priorities for School and EY Improvement (pre and post pandemic) and additional bespoke School and EY Improvement priorities and developments.</p> <p>(b) Define the work with partners to develop a CPD plan for the promotion of continuous professional development over the 2021-22 school year alongside enhanced work with schools and EY settings receiving support to engage with the offer. Develop partnership working with strategic partners to enhance career pathways</p> <p>(c) Complete Private and Voluntary settings Annual review to include a work and skills audit to identify the needs of early years practitioners. Utilising the GM workforce academy.</p> <p>(d) Focus Governor training on the three core functions of governance in the context of the system level priorities.</p>	<p>Children and young people will continue to have access to school staff and EY practitioners, who have the very best training to ensure that they receive an excellent education and (where needed) improving outcomes.</p> <p>Our children & young people & their families will feedback through all stakeholder voice opportunities that they feel staff are well trained and that children are receiving an excellent education.</p> <p>Younger children will thrive through the opportunities and experiences that the skilled staff that work with them provide.</p>	<p>2022 and 2023 setting outcomes demonstrate that the system has responded well to the pandemic and our children receive an excellent education.</p> <p>Ofsted outcomes for our settings demonstrate the positive impact of personal and professional development for school staff.</p> <p>Evaluations of the continuous personal and professional development for all school staff offer are positive.</p> <p>Surveys of parents/carers and children are positive about the provision in our schools.</p>
<p>1.2 Further develop a high-quality, sustainable and equitable setting improvement offer. This takes into account the effects of the pandemic whilst ensuring all settings are effectively supported and challenged to provide an education of the highest possible standard.</p>	<p>a) Work with regional LA partners to understand alternative models of providing SI and EY offer around two key approaches:</p> <ul style="list-style-type: none"> • Thematic System Improvement (TSI) • Needs-led Setting Improvement (NLSI) <p>b) Develop and implement an effective school improvement strategy that effectively identifies and supports system priorities and all of our settings from early years to secondary education and specialist provision. This includes a system-wide position, policy and strategy in relation to academisation.</p>	<p>Children, young people and their parents will be confident that they will achieve their highest potential regardless of which education setting they attend in the Borough.</p> <p>Children, young people and their parents will know that their education setting will be supported when that is needed and will be assured that education will not be disrupted.</p> <p>Children will benefit from improved life chances that come from better provision and outcomes in those settings that are not yet good.</p>	<p>2022 and 2023 setting outcomes demonstrate that the system has responded well to the pandemic and our children receive an excellent education.</p> <p>Ofsted outcomes for our settings demonstrate the positive impact of setting improvement.</p>

Priority 1 – Ensuring a high quality of Education

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>1.3 Support creativity and development of innovative practice in our settings. To deliver an evidence-based approach to recovery and continuity of provision that promotes high achievement for all children and young people.</p>	<p>a) Create a forum to gather the key learning from pandemic – what changes were we forced to make that will support recovery and continuity?</p> <p>b) Define the system level priorities for School and Setting Improvement (pre and post pandemic) - See 1.1 (a)</p> <p>c) Develop the provision (resource and knowledge based) around key elements that support recovery and continuity to promote high achievement for all CYP</p> <p>d) Create steering groups led by Leading Early Years Practitioners within the sector as a peer network of support to implement the new EYFS reforms by sharing innovation and practice.</p>	<p>Children will develop and demonstrate characteristics of effective learning to improve life chances.</p> <p>Children, young people and their families will see that everything that can be done to recover from the pandemic is being done and that the quality of education in their setting is maintained or is better.</p> <p>Older children (14-19) will say that they have choice in what they study and all children and young people will feel like they have a say about how they learn.</p> <p>Children and young people will say that they have enough diversity in their curriculum options that they can consider many career options.</p>	<p>Early Years Foundation Stage Profile outcomes</p> <p>Subject entry patterns for KS4 and 5 2019-2023 demonstrate a recovery and continuity of education.</p> <p>2022 and 2023 setting outcomes demonstrate that the system has responded well to the pandemic and our children receive an excellent education.</p> <p>Ofsted outcomes for our settings demonstrate the positive impact of recovery.</p> <p>Improved attendance data</p> <p>Exclusions (permanent and fixed-term) are reduced.</p>
<p>1.4 Ensure that our systems and structures robustly support narrowing the gap for vulnerable learners so that we understand the gaps in learning and development in particular settings/stages and pupil groups and ensure existing and additional commissioned support is accurately matched and targeted to need.</p>	<p>a) Ensure that vulnerable groups are incorporated into the Thematic System Improvement (TSI) and conversations with schools and EY when defining Needs-led Setting Improvement (NLSI)</p> <p>b) Work with GM leads on the development and digitisation of ASQ (Ages and stages questionnaire)</p> <p>c) Work across all partners to ensure the right supports are matched to the challenges defined in 1.4a and b</p> <p>d) Focus partnership-driven school improvement on ensuring that schools are utilising all additional funding effectively and with high quality evaluation to have an impact on pupil achievement.</p> <p>e) Reshape the delivery model of the Virtual School in line with LGA peer review.</p> <p>f) Review and enhance (where needed) transition arrangements at each of the transition points.</p>	<p>Children and young people and their parents/ carers will say:</p> <ul style="list-style-type: none"> • that we understand them as individuals and their strengths, resources and learning needs. • that their education setting and teachers helped to recognise and build upon their strengths and identify, understand and respond to their needs without judgement. • that they receive support quickly when they have difficulties at school with learning. • that they have a high quality next step at each stage of their education and learning journey 	<p>Gaps in key indicators for vulnerable groups are closing year on year at a rate faster than that of national.</p> <p>There is a reduction in the proportion of children from vulnerable groups becoming NEET.</p>

Priority 1 – Ensuring a high quality of Education

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>1.5 Ensure we provide 'local places for local children' across all parts of Wigan and that this allows for meaningful parental choice</p>	<p>a) Revise the current in year and fair access procedure & Policy.</p> <p>b) Develop School Places strategy for the next 5 years for consultation including our plans for specialist and resourced provision.</p> <p>c) Review sufficiency of Childcare places on an annual basis to ensure the LA remains sufficient.</p> <p>d) Review and embed the graduated approach to support mainstream placements.</p> <p>e) Review the current Family information service.</p> <p>f) Update the local offer to include robust transparent information that is easily accessible to all.</p>	<p>Children and young people will say that they will feel safe and happy to attend the Educational Setting that they go to.</p> <p>They will say that their needs are met by the education setting they attend, particularly where they have additional needs.</p> <p>Children will be able to access provision at the earliest opportunity to improve school readiness outcomes over time.</p> <p>There will be fewer mid-year transfers and delays in admission will reduce.</p> <p>There will be fewer families opting for elective home education.</p>	<p>Maintain and improve the proportion of children who are placed in their first choice school.</p> <p>Reduce the number of mid-year transfers within borough.</p> <p>The proportion of schools projecting a negative balance on their three year plans will reduce.</p> <p>Increase take up of 2, 3, and 4 years accessing free entitlement.</p>
<p>1.6 Strategically drive and support inclusivity in all settings, support them with the right funding, training and expertise to do that. Continue to have honest conversations and positive relationships across the system and for all phases.</p>	<p>a) Inclusion to be a standard item on school improvement boards and our WEP board to review the data at school and local authority level and to provide direct support and challenge through our conversations with schools.</p> <p>b) Develop a half-termly Inclusion strategy group that will use the data and intelligence to coordinate resources, support and training appropriately. This information will feed into a) above.</p> <p>c) Develop a peer network with young people to get a clear understanding from their perspective and experience. This will inform our strategies moving forward.</p>	<p>Children and young people will feel safe and happy in their education setting. They will say that they feel like they belong and have the respect of their peers.</p>	<p>Percentage of children with complex needs (EHCP) in mainstream primary schools compared to regional and national figures.</p> <p>Improved attendance compared to prior to interventions and compared to regional and national figures.</p> <p>Reduction in persistent absence.</p>

Priority 1 – Ensuring a high quality of Education

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>1.7 Ensure that all children and families have appropriate access to a digital offer so that they can remain engaged in a high quality of education when they need to work remotely.</p>	<p>a) Evaluate the post-Covid digital and blended offer for learning that is now in place across all settings.</p> <p>b) Evaluate the post-Covid digital and blended offer for other aspects (e.g. parent engagement, staff and pupil wellbeing and mental health) that is now in place across all settings.</p> <p>c) Identify what has worked well for settings and share this practice widely and into 'normal' operations.</p> <p>d) Identify where gaps remain in the digital offer and seek innovative ways of filling them through borough wide partnerships.</p>	<p>All children will have access to a digital offer so that they remain engaged with education when absence is unavoidable.</p> <p>Parents will benefit from digital access to our schools and their children's education.</p>	<p>MAAn improvement in the outcomes of students who have low attendance at school for reasons other than school refusal.</p> <p>A reduction in absence because of an increased appropriate use of B codes.</p>

Priority 2 – Good levels of health and wellbeing for all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?	
2.1	<p>We will listen to the voice of our children, young people and their families and embed this through meaningful co-production of our policies and service delivery. In particular evaluating with them, the impact of the pandemic and how we recover together and build back better.</p>	<p>a) Codesign and develop a clear participation and engagement strategy.</p> <p>b) Setting up appropriate connections with the LA & Elected members and with school Councils to give young people the opportunity to directly have their say and for us to feedback and consult.</p> <p>c) Develop a Co-Production Charter for Children & young people with SEND aged 0-25 and their families.</p>	<p>Children and young people will say that they have had the opportunity to inform plans and services that impact on their futures.</p> <p>Services will respond to their lived experiences and views giving children and young people increased autonomy.</p>	<p>Our plans will be reflective of data supplied through consultation with young people Services will be able to articulate how they have changed practice at individual and system level due to participation of children, young people and their families.</p> <p>Children and young people will report greater satisfaction in relation to services received.</p>
2.2	<p>Use the Signs of Safety approach across our wider partnership to ensure an asset and strengths- based response to the needs of children, young people and families.</p>	<p>a) Establish a clear training programme to ensure that all education staff and across all of our education settings are trained in Signs of Safety (SoS).</p>	<p>Children, young people and their families will say that there is consistency in their conversations with professionals and that they are clear on what is being asked of them</p> <p>Children and young people will say that we are clear and consistent in all of the services we deliver and all of the conversations we have with them.</p>	<p>All education staff will have SoS embedded in their planning documentation. E.g. RDP documents.</p> <p>% of workforce trained.</p>
2.3	<p>Work more collaboratively through a ‘team around the school approach.</p>	<p>a) Evaluate the current roll out and develop an effective team around the school/ family response.</p>	<p>Children, young people and their families will say that they get the right support when they need it the most.</p> <p>Children and young people will say that their school understands and addresses their needs beyond educational attainment.</p>	<p>Review of TAS meetings and process collating feedback on impact of multiagency working to reduce duplication and respond to need</p> <p>Increased number of active Early Helps opened by school reduced referrals to Startwell and social care with NFA.</p> <p>% increase in Early Help and Reviews open to Schools.</p> <p>Reduction in NFA referrals to startwell and social care.</p>

Priority 2 – Good levels of health and wellbeing for all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?	
2.4	Ensure staff wellbeing across our settings is considered and supported, enabling them to be better able to support our children and young people.	<p>a) Continuing to embed whole school, evidence based strategic models for staff well-being e.g. Emotional Friendly Schools & Wellbeing education recovery programme.</p> <p>b) Review further opportunities available to Wigan schools through greater Manchester and wider.</p> <p>c) Develop a clear plan of meetings both school to school, school and LA, that are meaningful in terms of wellbeing support, strategic priorities and collaboration.</p>	<p>Children and young people will say that their teachers are not regularly absent from school and that they receive consistent teaching as a result.</p> <p>They will say their teachers seem happy and engaged with the school and they will see the same faces throughout their educational career.</p> <p>Children and young people will say that their school understands and addresses their needs beyond educational attainment</p>	<p>There will be a reduction in turnover of teaching and non-teaching staff demonstrated by retention figures across settings.</p> <p>There will be a reduction in expenditure on supply staff.</p>
2.5	Embed the Early Years Wellbeing approach in all Early Years settings.	<p>a) Evaluate the Wellbeing approach.</p> <p>b) Embed the learning from the current arrangements and propose options for future rollout.</p>	<p>Children will say they feel happy and safe in their Early Years setting.</p> <p>They will be excited to come to nursery and will thrive in their education setting.</p>	<p>Attendance levels at Early Years settings will increase.</p> <p>Children make good progress in their prime areas of learning to support their physical and mental health. Measurement at statutory collections (2YO check and GLD).</p>
2.6	Have an effective and responsive early intervention offer for children and young people's mental health and wellbeing in our education settings.	<p>a) Evaluate the Wellbeing for Education Return Project in Wigan alongside GM intelligence for local mental health to inform key priorities and effective approaches moving forwards.</p> <p>b) Establish a multi-agency Emotionally Friendly Schools implementation group involving key education, health and care professionals to support the ongoing implementation of whole-school frameworks.</p> <p>c) Establish clear joint working arrangements between partners in relation to individual, school level and borough wide input.</p> <p>d) Feed into Greater Manchester's Mental health in Education programme and implement the agreed plans in Wigan.</p>	<p>Children and young people will say that they are listened to and that their mental health and wellbeing needs are understood and that the right support is available to help them when they need it.</p> <p>They will say that their mental health and wellbeing is as important in the education environment as their physical health and academic success.</p>	<p>The number of schools achieving accreditation for EFS will increase.</p> <p>The number of children who are Persistently absent due to medical needs decreases.</p>

Priority 2 – Good levels of health and wellbeing for all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>2.7 Improve the education and health offers for young people in or coming out of the criminal justice system.</p>	<p>a) Map and review the existing education and health offers for young people who are in the youth justice system.</p> <p>b) Consult with professionals, young people and their families on what a good offer would look like.</p>	<p>Young people will say that we don't give up on them and that we show that we will always care about their education attainment, health and wellbeing.</p> <p>Young people will say that we gave them the best support and opportunities to stop offending behaviour and to improve their lives.</p>	<p>Multi agency action plan developed from the review that partners are signed up to.</p>
<p>2.8 Significantly reduce the number of bullying incidents across our education settings and improve the mechanisms that allow reporting of such incidents.</p>	<p>a) Develop an intelligence base that allows us to review the issues in relation to bullying in our education settings and understand the issue.</p> <p>b) Establish a working group to consider approaches with schools and settings.</p> <p>c) Develop a programme of training for all relevant staff on restorative approaches.</p>	<p>Children and young people will say that they feel listened to when they feel that they're being bullied.</p> <p>Children and young people who are engaging in bullying behaviour will say that schools and education settings work with them in a proactive and positive way to understand the reasons for this behaviour and enable them to change.</p>	<p>Reduction in bullying incidents.</p> <p>Reduction in exclusions for bullying.</p> <p>Reduction in school moves where bullying cited as a factor.</p> <p>Increase in use of restorative solutions in schools to address bullying.</p>
<p>2.9 Ensure consistently strong safeguarded arrangements across all our schools and settings by supporting and challenging all schools and settings, to have effective policy and process to protect children from all harm including violence and sexual violence in school.</p>	<p>a) Maintain an up to date model safeguarding policy for schools, taking account of updates in guidance 'Keeping Children Safe in Education'</p> <p>b) Complete annual section 175 audits of school safeguarding arrangements, offering advice, guidance and training opportunities to improve practice where necessary.</p> <p>c) Develop policy, practice and toolkits to support school designated safeguarding leads through the Wigan Safeguarding Children's Partnership (WSCP) Education Settings Sub Group.</p>	<p>Children, young people and their families will say they feel safe in school.</p> <p>School DSLs will say safeguarding model policies and toolkits help in their daily management of violent incidents.</p> <p>Schools will report reduction in violent incidents</p>	<p>S175 audit returns will demonstrate that schools have up to date safeguarding policies that include how they will protect children from violence in school</p>

Priority 3 – An education system that is inclusive of all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
3.1 Ensure a consistently strong ethos of inclusion across all our education settings that promotes positive cohesion and embraces difference in our communities.	a) Finalise our SEND priority plan, ensuring this is understood in the context of the Education Strategy, and implement across the Borough. b) Review and implement the High expectations for all documents and process (our graduated approach) c) Review the team structures across education to ensure we have effective support and challenge for the graduated approach. d) Support schools to review their policies for children related to race, disability, religion, gender or sexual orientation	Children and Families will feel their needs have been identified and met at the earliest opportunity. They will receive the right support at the right time from services. Children and families from all cultural backgrounds will feel included in their school community. They will feel supported, and language will not be a barrier to them accessing good quality teaching.	A reduction in the total number of exclusions for children with SEND. A reduction in the number of school moves for children with SEND where they move from a special school to another specialist setting. Average school attendance improves across all Wigan Schools in line with or better than national averages. Reduced fixed term and permanent exclusions in line with or better than national averages. Persistent absence in Wigan Schools is reduced in line with or better than national figures.
3.2 Clearly define together the concept of an Inclusive setting so that there is a school vision and commitment.	a) Develop and implement a programme of SEND Reviews, co-produced with parents/carers, schools and services, to support settings to be inclusive and focusing on continuous improvement plans b) Establish a 'quality mark' for inclusion to celebrate inclusive schools. c) Review the Team around the school approach and develop a system that works to support partnership at school level. (see 2.3)	Families of children with SEND feel welcome at their child's setting. Children and young people will experience a consistency of approach across all settings and know that they are at the heart of decision making.	Number of schools accredited as inclusive schools within 3 years of starting the programme. Number of settings that achieve the award within 3 years of starting the programme.
3.3 Reduce the number of children who are missing education either through absence, exclusion, delayed admission or because of concerns from the pandemic.	a) Continue to robustly monitor through the vulnerable children's group, children that haven't returned to education, or whose attendance is erratic so that support can be targeted effectively b) Establish half termly reports for attendance, exclusion, EHE, reduced time tables and CME to enable managers to review and respond. c) Establish robust data sharing protocols with health services to identify children who do not apply for a school place. d) Revise the CME policy and implement.	Families will feel that settings are safe places for their children and young people. Families will feel informed and supported in applying for and accessing an education place for their child.	School average attendance improves to be in line with or better than national. Numbers of children recorded as CME will reduce month on month from 2019 – 2022. This will be local data monthly updates to show impact of casework. Internal reporting will identify reason for CME. Reduced delay to admit children into a school once they move into borough or are placed as CME for reason of exclusion. Record time from register as CME to on school roll.

Priority 3 – An education system that is inclusive of all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
3.4 We will ensure children have the right support they need to attend their school or setting continuously.	a) Review our identification assessment and support system in order to respond more appropriately and timely to need by using Early Help. b) Ensure all designated safeguarding leads are trained to effectively use early help as per the newly launched 2021 thresholds of need guidance. c) Review quality and timeliness of assessments, ensuring objectives are SMART , review dates are appropriately timed and led by the needs of the child and family.	Families will be able to access support when it is needed. Families will not need to repeat their story to several professionals.	Early Help data through WSCP and JIU will show an increase in appropriate referrals from schools with fewer resulting in No Further Action. SMART target setting through Early Help will identify success criteria and reduce escalation of cases into CSC. JIU data to demonstrate increase in % of appropriate referrals for EH between 2019 and 2022. JIU data will show a reduction in Early help cases that result in CSC involvement and a reduction in the number of cases repeatedly referred.
3.5 We will ensure that transitions across all phases are seamless and successful.	a) Review transition process across all phases and whether a formal/consistent protocol is possible or needed. b) Review the offer for EY transition into reception. c) Develop a clear process between Adults Transition Team, Targeted Disability Service (TDS) and SEND to ensure seamless transition for children and young people with complex needs.	Children will have evidence-based interventions in place leading to better progress with attainment and well-being. They will have a smooth and successful transition process.	Average attendance will be consistent for children when they transition from year 6 to year 7. Less children accessing reduced timetables as part of their transition to year 7 when SEMH has been identified as a barrier to learning. Reduction in rate of fixed-term exclusions at Y7 from 2019 – 2022. Reduced number of parents requesting specialist provision once child has started mainstream education. Post 16 Education placements are maintained and reflected in NEET figures following September offer.
3.6 Improve our early intervention and support to our children in care and all vulnerable groups in their settings to improve their outcomes and raise aspirations	a) Develop a data dashboard that gives us the information we need in a more timely and effective way. b) Virtual school representative to attend MIMS meeting to discuss Children looked after with SEND c) Complete a comprehensive review of the Virtual School offer to children, schools and families assessing effectiveness in improving inclusion and children's outcomes.	Children will be supported at school and at home through partners having a joint understanding of their needs. Children and families will feel their needs have been identified and met at the earliest opportunity. The Virtual School offer will be needs led for all CLA and their families.	CLA data will demonstrate improved attendance once children enter care. Reduced numbers of children entering care with unidentified additional needs (as these will be identified as vulnerable children through school's universal offer). Reduced NEET numbers for children with a social worker or children with EHCP. Improved outcomes demonstrated through GLD in line with or better than Regional and National from 2019 – 2022.

Priority 3 – An education system that is inclusive of all children

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?	
3.7	Reduce the number of children and young people that move settings or withdraw to home educate because they are dissatisfied with their offer or to avoid exclusion.	<p>a) Review and revise current EHE policy and procedures to strengthen the timeliness of enquiries and actions where concerns are identified.</p> <p>b) Embed messages and training through all lead groups within schools and settings (inclusion Managers, SENCOs, DSLs, DTs).</p> <p>c) Identify reasons for trends in settings and raise as part of support and challenge meetings.</p>	<p>Continuity for children and families in accessing an education placement suitable to meet their needs.</p> <p>Families will feel able to withdraw children to EHE when it is right for them rather than when they feel it is the last resort.</p> <p>Families will feel supported to provide appropriate education for their children in school or EHE.</p>	<p>Reduction in the number of parental requests to change setting, including EHE, due to dissatisfaction with school/setting.</p> <p>EHE numbers will reduce in line with or less than national average.</p>
3.8	Ensure access to good quality alternative provision across all phases for those that need to access it and ensure this is monitored for impact and outcomes. Outcomes, linked to meaningful qualifications and career pathways	<p>a) Develop with our schools and settings a new commissioning and quality assurance framework for alternative provision.</p>	<p>Children are able to develop and thrive in an environment that is appropriate and inclusive</p> <p>Children and young people can access an education offer tailored to their specific needs.</p> <p>Disaffection is addressed through a tailored education offer and attendance increases.</p> <p>Families will feel supported to provide appropriate education for their children in school or EHE.</p>	<p>Reduction in the total number of children placed on part time timetable from same period 2019 – 2022</p> <p>Reduction in Persistent absence across Wigan Settings in line with or better than national</p> <p>Increase in young people achieving an educational qualification.</p>
3.9	Develop a range of provision that supports inclusion and uses the expertise across the system to support a more flexible inclusive offer.	<p>a) Three (Wigan, Leigh and Ashton) Enhanced Resource Provision pathways between early years, primary and secondary schools will be further developed and a network established.</p> <p>b) Develop and deliver a programme of training and available resources that schools can access evidence- based good transition practice across schools, settings and phases and disabilities.</p> <p>c) Develop an offer for children without an EHCP that supports young people with SEMH to remain in their education setting.</p>	<p>Children will be supported by adults who understand their needs.</p>	<p>Increased numbers of children accessing resourced provision linked to reduction in part time timetables.</p> <p>Staff feel confident and provide positive feedback that they are able to meet children's individual needs.</p>

Priority 4 – Developing a Child Friendly Borough through strong partnerships

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>4.1 Ensure the UN Convention on the Rights of the Child underpins the practice and provision in every education setting across the partnership.</p>	<p>a) Review, refresh and launch the Wigan Education Partnership to ensure a clear focus on the education rights of the child.</p> <p>b) Promote and raise awareness of the Child Rights Education (UNICEF) Child rights education toolkit UNICEF.</p> <p>c) Develop and implement a training programme for education setting around UN Child Rights Education.</p>	<p>Children and young people will say that their rights and needs are clearly important to every adult that supports them.</p> <p>Children will say that they feel represented in all our work and that their voice and lived experience is important in services that affect their lives.</p>	<p>Update terms of reference for WEP.</p> <p>All education settings aware of the UN Child Rights Education.</p> <p>It will be a policy requirement that children must be involved in decision making.</p> <p>Evidence that the policy is in practice, engagement and presence of the voice and lived experiences of children and young people in every policy, strategy, and practice guidance.</p> <p>Training programme delivered to education settings and their governors.</p>
<p>4.2 Establish a clear responsibility for children and young people to have their say about the things that affect them and their education.</p>	<p>a) Have a collective, well defined Wigan vision for the voice of the child.</p> <p>b) Review what current methods are used to elicit the voice of the child in education settings and as a borough.</p> <p>c) Develop opportunities for children to express their views.</p> <p>d) Establish links with the Participation Group and Youth Cabinet to ensure children's views influence planning and service delivery in education.</p>	<p>Children and young people will say that they have clear and meaningful opportunities to engage with us about issues that affect them and their education.</p> <p>All children's views are gathered in an effective appropriate manner</p>	<p>A clear collective vision is developed and communicated.</p> <p>Voice of the Child Engagement strategy in place, launched and embedded.</p> <p>A variety of tools/ measures will be used to engage with children.</p> <p>The number of responses received allow for a wide range of responses from children of all backgrounds.</p> <p>Children and young people report that they feel engaged and involved in the issues that affect them- elicited from responses.</p> <p>The voice and lived experience of children and young people is clearly represented in all consultation and engagement work conducted by Wigan Council.</p>

Priority 4 – Developing a Child Friendly Borough through strong partnerships

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>4.3 Have a clear participation strategy for children and young people in the Borough which gives young people responsibility and the opportunity to have their say about the things that affect their communities today and in the future.</p>	<ul style="list-style-type: none"> a) Review current methods used to elicit the voice of the child in education settings and as a borough. b) Develop a voice of the child participation strategy with children and young people. c) Promote engagement with the ‘Make your Mark’ campaign. d) Work with children and young people in Education settings to engage them with Deal 2030 and help to reshape this strategy in the light of the COVID-19 impact. e) Ensure that children and young people are involved in the Community Wealth Building programme of work. f) Embed person-centred practice in all meetings with children and families. 	<p>Children and young people will say that they see the borough of Wigan as an area with aspiration and a place that they are inspired to grow up in.</p> <p>They will say that there are lots of education opportunities for them and that they are inspired by people in their education settings and communities.</p> <p>Young people will say that they see a future in the borough of Wigan and that it is a place for their own families.</p>	<p>Participation strategy in place, launched and embedded.</p> <p>The number of children and young people engaged in volunteering and community development opportunities.</p> <p>The numbers of young people responding to borough and satisfaction surveys.</p> <p>The responses from children and young people on borough and satisfaction surveys.</p> <p>The number of young people who say that they want to live in the borough of Wigan in the future.</p>
<p>4.4 Involve parents, young people, and communities in strategic planning and decision-making, allowing them to develop a sense of ownership when influencing service offer and design.</p>	<ul style="list-style-type: none"> a) Use real case studies/ways to capture young peoples lived experience and ensure this is central to all plans and assessments. b) Develop appropriate forums and opportunities for young people to feedback on their education experiences, and to get up to date information on ‘you said we did’. 	<p>Children and young people will say that they see the borough of Wigan as an area with aspiration and a place that they are inspired to grow up in.</p> <p>Children, young people, and their parents will say that they know what services are available to them and they will feel like they can meaningfully influence future service improvements.</p> <p>Young people will say that they see a future in the borough of Wigan and that it is a place for their own families.</p>	<p>Participation and Engagement strategies are in place, launched and embedded.</p> <p>The number of children and young people engaged in volunteering and community development opportunities.</p> <p>The numbers of young people responding to borough and satisfaction surveys.</p> <p>The responses from children and young people on borough and satisfaction surveys.</p> <p>The number of young people who say that they want to live in the borough of Wigan in the future.</p>

Priority 4 – Developing a Child Friendly Borough through strong partnerships

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>4.5 Further embed and develop work with Health and GPs to develop partnership arrangements with the education settings in their community.</p>	<ul style="list-style-type: none"> a) Review and refresh existing arrangements and ensure that learning is shared. b) Establish a working group to develop and agree a clear implementation plan. c) Recruitment of full time Designated Clinical Officer. 	<p>Children and young people will say that their education setting considers their health and wellbeing to be at least as important as their academic attainment.</p>	<p>Absences from school due to physical and mental health needs reduce. Waiting times for referrals to health services reduce.</p>

Priority 5 – Preparing young people for successful careers and adulthood

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>5.1 Ensure our young people and young adults understand their role within our communities and how they can give back and play a part in shaping the place in which they live.</p>	<p>a) Engage schools in Community Wealth Building activity.</p> <p>b) Include youth engagement opportunities in all community based social value commitments from developers.</p>	<p>Young People will say that they see the borough of Wigan as an area with aspiration and a place that they want to come back to.</p> <p>They will say that there are high numbers of career and training opportunities across the borough of Wigan, or easily accessible from the borough.</p> <p>Young people will say that they see a future in the borough of Wigan and that it is a place for their own families.</p>	<p>The number of young people and young adults engaged in volunteering and community development opportunities.</p> <p>The numbers of young people and young adults responding to borough and satisfaction surveys.</p> <p>The responses from young people and young adults on borough and satisfaction surveys.</p> <p>The number of young people and young adults that remain in Wigan for education, training and employment, or that return to/move into the borough.</p>
<p>5.2 Establish a wide-ranging curriculum for life that builds emotional resilience, flexibility and creativity and includes strong and relevant links to the local, regional and national labour market.</p>	<p>a) Establish a whole system task group to develop and embed the Wigan curriculum for life offer</p> <p>b) Increase business connection to schools to co-design and present elements of the curriculum with clear connection to jobs.</p>	<p>Young people and young adults will say that they have been equipped with skills that help them to be resilient, independent adults alongside their academic outcomes.</p> <p>They will say they feel confident and prepared to live independently and understand the skills they need for work.</p>	<p>Percentage of young people and young adults in education, training and employment.</p> <p>Numbers of young people and young adults accessing work related apprenticeships.</p>
<p>5.3 Establish a strong career's lead within each education institution to take forward the objectives of the career strategy – Making the most of everyone's skills and talents.</p>	<p>a) Develop a role profile and expectations for the career's lead and identify senior leader in each school/college to deliver.</p> <p>b) Establish a career's lead and Enterprise Advisor forum on a termly basis to drive collaboration and improvement.</p> <p>c) Report on a termly basis to the Wigan Education Partnership Board on progress towards Gatsby benchmarks and development of Wigan Careers Community of Practice.</p>	<p>Young people will say that they receive effective careers advice and guidance that enables them to make good decisions to achieve their future career aspirations.</p>	<p>Percentage of young people and young adults that are in employment, education and training after completing school, further and higher education.</p> <p>Other destinations data that is available.</p>

Priority 5 – Preparing young people for successful careers and adulthood

Key Objective	Activity	What difference will it make to children and young people?	What is the measure or metric that will be used to report progress and demonstrate success?
<p>5.4 Arrange independent and accessible careers guidance for students that equips them to make the right choices about their jobs and careers.</p>	<p>a) All Wigan schools to work towards 100% achievement of Gatsby benchmarks (careers guidance)</p> <p>b) Support delivery of Employment & Skills Strategy objective to redesign careers and guidance offer for all.</p> <p>c) Redesign local careers education, information, advice and guidance offer: catering for all ages.</p> <p>d) Establish annual careers fair for the borough (E&S strategy)</p>	<p>Young people will say that they receive effective careers advice and guidance that enables them to make good decisions to achieve their future career aspirations.</p>	<p>Percentage of young people and young adults that are in employment, education and training after completing school, further and higher education.</p> <p>Other destinations data that is available.</p>
<p>5.5 Increase levels of employer and role model engagement for all students to achieve strong performance against Gatsby Benchmark objectives.</p>	<p>a) All Wigan schools to work towards 100% achievement of Gatsby benchmarks (workplace encounters)</p> <p>b) Maximise local business and employer links to increase workplace encounters and experiences for students.</p> <p>c) Expanded employer engagement programme embedded in refreshed CEIAG (E7S Strategy).</p>	<p>Young people will say that they receive effective careers advice and guidance that enables them to make good decisions to achieve their future career aspirations.</p>	<p>Percentage of young people and young adults that are in employment, education and training after completing school, further and higher education.</p> <p>Other destinations data that is available.</p>
<p>5.6 Develop further opportunities for traineeships across the borough including internships and supported employment opportunities.</p>	<p>a) Support delivery of NEET Reduction Strategy to increase range and quality of local provision and pathways to connect young people to aspirational careers.</p> <p>b) Explore new Kick Start Program for Early Years sector.</p>	<p>Young people will say that they have a wide range of opportunities and access to traineeships and internships that match their needs and career aspirations.</p> <p>They will say these training opportunities are of a high quality and that they continue to develop and learn.</p>	<p>The number of traineeships, internships and supported employment opportunities available across the borough.</p> <p>Percentage of young people and young adults that are in employment, education and training after completing school, further and higher education.</p> <p>Other destinations data that is available.</p>
<p>5.7 Develop a fully inclusive curriculum, offering variety in modes of study, classroom and work-based learning and academic and vocational programmes.</p>	<p>a) Identify any gaps and work with training providers and individual schools to identify where any specialisms could be met.</p> <p>b) Develop/investigate a blended learning offer.</p>	<p>Children and young people will say that they are able to access subjects and training that interests them and in a way that suits them. They will feel inspired to access a diverse range of career opportunities.</p>	<p>Reduction in the number of absences and/or persistent absences.</p> <p>Increase in overall educational attainment measurements.</p> <p>Reduction in the number of fixed term and permanent exclusions.</p>

