A logo for a specialist education services

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Description automatically generated**Community Inclusion Forum**

**Agenda & Minutes**

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| **Title of Meeting:** | Bury and Central Community Inclusion Forum | | |
| **Date:** | 09/05/2024 | | |
| **Place:** | Cedars Park Primary School | | |
| **Times:** | 4pm-5:30pm | | |
| **Attendees:** | **Chairs** Jamie Hudson (WSI) and Kate Fieldhouse (P&TS EP)  **Minutes** Jamie Hudson (WSI)  Sonia Carrington (VSEND)  Nikki Prentice (SEMH) Alex Baker (SLCN) Jane Albery (C&I) Lisa Gudgin (C&L) Lucy McCarthy (SpLD) Hayley Sykes (NSFT) Jake Jackson (P&TS EP) Rachel Sawyer (P&TS EP) Natasha Mead (P&TS) Jenny Baskett (SES) Kelly Palmer (Inclusion Facilitator)  Michelle Wheeler (Multi Agency facilitator)  **School attendees**  Aisha Suhail, Cedar’s Park Primary School Will Main, Cedar’s Park Primary School  Mark Paddy, SET Ixworth  Amy Healy, Debenham High School  Sharon Dade, Sebert Wood Primary School  Amanda O’Neil, West Suffolk College  Helen Fuller, Combs Ford Primary,  Lynn Orchard, Sexton’s Manor, Barninghan and Earl Soham Primary Schools  Carol Sturman, Elmswell Primary  Nicky Taylor, Great Whelnetham  Lisa Sparkes, Norton CEVC Primary | | |
| **Apologies** | Liz Ashwood, Hartismere School  Marie Miller, Family Support Practice Manager  Claire Wright, Hopton Primary School  Louise McGregor, Thurston Primary  Kirsty Langford, Abbots Hall Primary School  Katy Farrow, King Edward VI School  Emma Dickson, Bedfield Primary School Cath Jeffrey, Rattlesden Primary Academy  Charlotte Atwell, Guildhall Feoffment CP School | | |
| **Topic** | | | **To action** | |
| Matters Arising from the Previous CIF | | Reviewed last time’s priorities:  Jamie reminded the CIF about how to access previous meeting minutes, presentations and resources <https://suffolklearning.com/inclusion/community-inclusion-forums/> | | |
| Learning Disability Week  17th-23rd June | | Jamie reminded the CIF of the MENCAP Learning Disability week “Do you see me”.  Resources can be found on the website: [Learning Disability week](https://www.mencap.org.uk/learningdisabilityweek?gad_source=1&gclid=CjwKCAjwi_exBhA8EiwA_kU1MuQj2qjp_KmyMb6uD9kxP2iGVlTVF_WvVZ97RhoGblb-5mw-ERomzRoCJ8kQAvD_BwE) | | |
| **Supporting pupils with SLCN** | | | **Alex Baker** | |
| * Alex explained the main areas within SLCN – Phonological awareness, Receptive/Expressive language, and Interactions - See PowerPoint * Alex the prevalence of SLCN is on the rise and increasingly linked with behaviour. * Alex introduced the EEF’s dyslexia vs SLCN resource - [Dyslexia vs SLCN](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house) * Alex outlined the different areas of needs that SLCN focus on – see handout. * Alex outlined the different assessment tools that primary/secondary schools can use with pupils that have SLCN needs - see handout. * Alex signposted to SES Inclusion Support Meetings if staff wanted to discuss the implementation of the assessment tools. [Inclusion Support Meeting](https://outlook.office365.com/owa/calendar/EducationInclusionSupport@suffolknet.onmicrosoft.com/bookings/) * SLCN are happy to advise schools around the interpreting/implementation of SaLT action plans. * SLCN can train staff to implement the “Talk for work” resources. * Alex introduced the “quick wins” for teaching pupils with SLCN -Vocabulary, Visuals & Model. | | | | |
| **Transition Pledge** | | | **Rachel Sawyer** | |
| Rachel revisited the transition path reiterating the importance of:   * Communication * Holistic approach transition involving is stakeholders. * Agreed transition dates between Primary and Secondary schools.   Rachel introduced the Bury and Central transition document (draft) - see attached document   * CIF community spent time discussing the document.   Positives:   * It has potential to be a universal document(language) – both outgoing and incoming school can pick up on common threads and have shared info. * Includes pupil voice. * The document covered principles and aspirations. * Build more relationships between Primaries and Secondaries – settings know one another and create links.   Negatives:   * Time involved – how will it look in reality? * When should it be completed? * Lack of Secondary school attendance to provide holistic view.   General comments:   * More support needed for Parents as they can be very anxious around transition. * Early identification of key transition staff known to settings would allow improved communication. * Priority for next year – to agree transition dates earlier. * Secondary school websites updated to include videos, maps, key adults etc to aid transition. * Creating of an editable Universal transition social story.   [rachel.sawyer@suffolk.gov.uk](mailto:rachel.sawyer@suffolk.gov.uk) | | | | |
| **CIF feedback** | | | | |
| Natasha Mead Trainee Educational Psychologist – UEA requested CIF community support a 1-hour research project to provide feedback around the CIF. | | | N.Mead@uea.ac.uk | |
| **Focus for next meeting** | | | | |
| Jamie invited colleagues to select two areas for discussion on the menu of themes to be emailed with minutes.  [Jamie.hudson@suffolk.gov.uk](mailto:Jamie.hudson@suffolk.gov.uk) | | | | |
| **Venue for next meeting** | | Thursday 27th June 2024, Sybil Andrews Academy, Bury St Edmunds. | | |
| **Feedback form** | | Please fill in this short feedback form about the Community Inclusion Forums if you haven’t already <https://forms.office.com/e/ANL4kHMAvQ> | | |