

BURY COUNCIL 2025

BURY EDUCATION AND INCLUSION STRATEGY



Bury
Council

BURY EDUCATION AND INCLUSION STRATEGY



**Bury
Council**

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FOREWORD

Our aspiration for all Bury's children and young people is that they reach their potential, are happy, healthy and safe and able to make the best use of their skills to lead independent and successful lives. Education is a crucial component part of achieving this aim.

Children and young people have told us what matters to them and the Education and Inclusion Strategy sets out with purpose to deliver on these, namely:

“We want to feel included, at home, in school and in the community”

“We want to feel safe whilst in, and travelling to and from school”

“We want to do well academically”

“We want to feel cared about”

“We want opportunities to further ourselves in education and do this independently”

“We want to have our say and feel heard”

FOREWORD

Children are our collective future and their education is of the highest importance. Education is a foundation for personal growth, economic opportunity, and social progress, equipping children with knowledge, skills, and critical thinking abilities, leading to improved job prospects, better health outcomes, and increased community engagement.

Bury Council and its partners are committed to ensuring that every child and young person in our borough can thrive, learn, and succeed—regardless of their background, needs, or circumstances. Our Education and Inclusion Strategy sets out a clear, ambitious vision for the future of education in Bury, underpinned by the principles of equity, partnership, and high aspiration for all. At its heart is a dedication to inclusive practice, early intervention, and collaborative working with school and education setting leaders, children, parents and carers, communities and wider services.

The strategy outlines a collective commitment to our children and young people to deliver on the things that they say matter most.

Together we will ensure they feel included, safe and receive an excellent education in a collaborative and sufficient system.

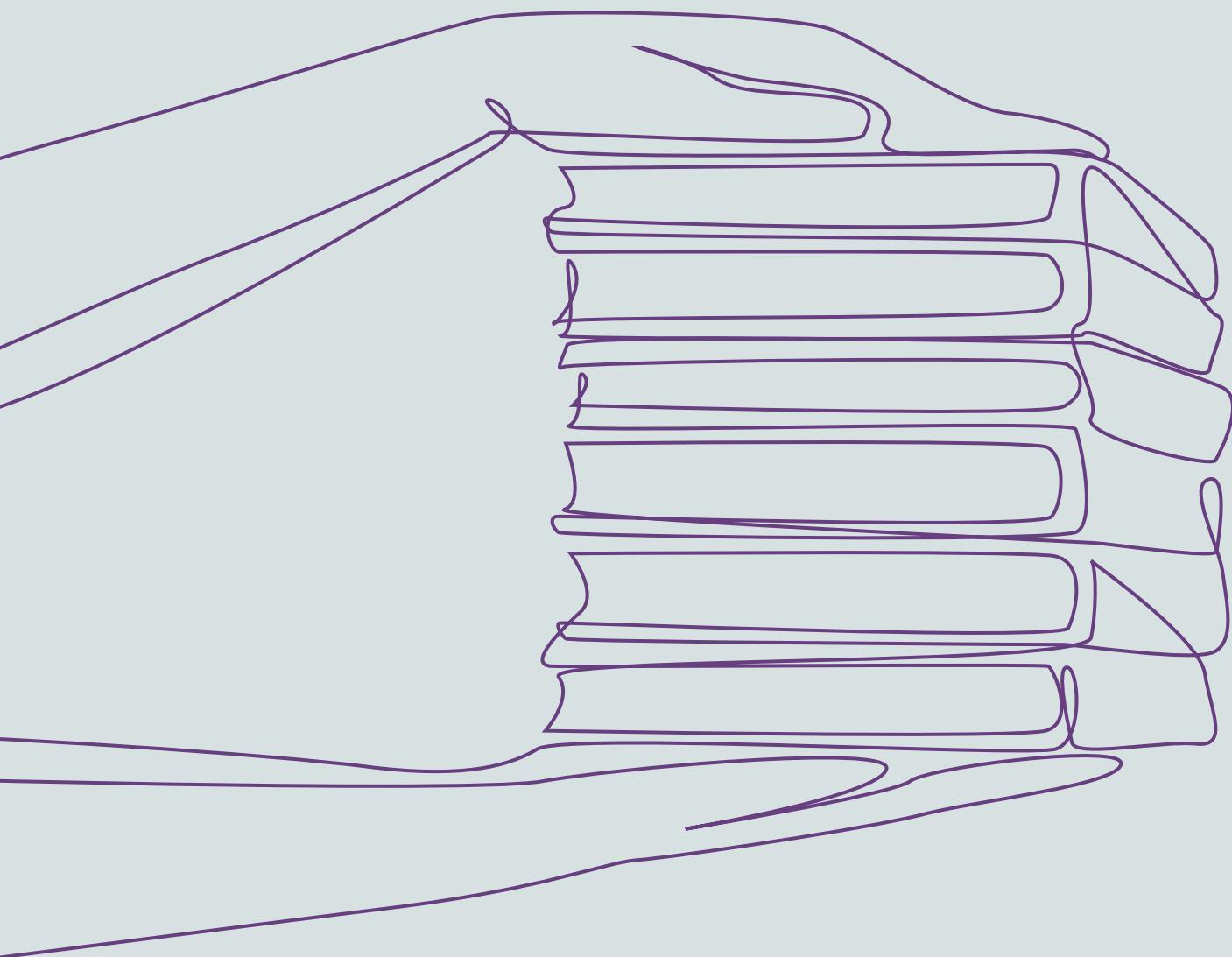


Councillor Lucy Smith
Deputy Leader and Cabinet Member
for Children and Young People.



Jeanette Richards
Executive Director of
Childrens Services.

01. **INTRODUCTION**



INTRODUCTION

The Education and Inclusion Strategy was developed in response to key challenges affecting the educational outcomes of children in the borough, including disparities in school readiness, mental health, attainment, inclusion practice, and post-16 progression. A thorough analysis of local data, inspection reports, community feedback and pupil voice highlighted the need and opportunity to forge closer collaborative partnerships across a wide range of stakeholders, and this forms the foundation of the strategy.

The strategy was co-produced through a series of consultations, workshops, and collaborative planning sessions. A wide number of stakeholders contributed their insights, priorities, and expertise, ensuring that the strategy reflects shared goals and a collective commitment to driving sustainable improvement in education for all children and young people in Bury.

The Role of the Local Authority

Over the past two decades, the role of local authorities in education has undergone a profound transformation, moving from being the dominant partner in local education to being one important part of a complex system of shared responsibility. While the

role of the council has changed, it still carries unique elements: providing a strong link to place, democratic accountability; and a clear voice for the value of education and high aspiration for all local children.

The development of this strategy, crafted in collaboration with local stakeholders, articulates a clear shared vision and responsibility for the education of Bury children and young people. Every component part of the local system, individual schools, multi-academy trusts, dioceses and the local authority must work together to serve local children and families and we must never lose sight of this fundamental purpose.

Changes over the past 18 months in the structure and focus of the local authority's education function and significant changes in the educational landscape moving forward, signal the council's willingness to develop services that enable it to discharge the role that it is best placed to fulfil, mandated to perform and held to account by the Department for Education.



INTRODUCTION

Three Key Strands:

- Maintaining an overview of the effectiveness of the local education system and ensuring its sufficiency and viability
 - developing and co-ordinating the complex local education system to achieve the best possible outcomes for local children and young people.
- Supporting and protecting vulnerable children and families, ensuring their access to education, improving their life-chances and ensuring their experience of education is positive and enabling.
- Acting as an advocate - having high expectations of the education provided to local children and young people and holding schools and providers to account when necessary.

The local authority will remain a key component in the broader educational ecosystem, helping to ensure its smooth operation while offering a borough-wide perspective that supports strategic planning and identifies both local and systemic challenges.

Crucially, it will continue to champion the needs of children and families who may be at risk of marginalisation - upholding their right to a good quality education and empowering them to thrive and fulfil their potential.

02. **NATIONAL, REGIONAL AND LOCAL CONTEXT**



NATIONAL, REGIONAL AND LOCAL CONTEXT

The National Context

The Education and Inclusion Strategy operates within a complex national context shaped by government policies, legislation, and educational priorities.

At a national level, the Department for Education (DfE) sets the overarching framework for education, focusing on improving academic outcomes, promoting inclusion, and addressing disparities across schools. This strategy aims to adapt to the emerging view of the Government and future changes across education from the following legislation, policies and papers:

- Children's Wellbeing and Schools Bill (Expected 2025–2026)
- SEND and Alternative Provision Improvement Plan (Launched 2023, ongoing to 2026)
- Ofsted Inspection Framework Consultation (Implementation September 2025)
- Curriculum and Assessment review (Ongoing, developments expected 2025-2027)
- AI and Digital Strategy for Education (Initial steps in 2023, rollout expected 2025–2028)
- Greater Manchester's Attendance Action Alliance initiatives (Established in 2021, ongoing)
- The Best start for life: a vision for the 1001 critical days (2021)
- Reform of post-16 education (Advanced British Standard) (Consultation in 2023, phased introduction between 2025–2033)

NATIONAL, REGIONAL AND LOCAL CONTEXT

The National Context

The Education and Inclusion Strategy operates within a dynamic regional context shaped by the collective challenges faced by and the opportunities arising in Greater Manchester.

The regional strategy is informed by the Greater Manchester Combined Authority (GMCA), which sets priorities for education, skills, and employment, emphasising social mobility, lifelong learning, and closing attainment gaps, focusing on improving post-16 education pathways, apprenticeship opportunities, and reducing the number of young people not in education, employment, or training (NEET).

Collaborative working across the ten authorities is vital, with schools, academies, and local partners working together through initiatives like the Greater Manchester Education and Skills Network and the GM Attendance Action Alliance. Our strategy will align with these regional initiatives while being responsive to the specific needs and aspirations of Bury communities.

NATIONAL, REGIONAL AND LOCAL CONTEXT

The Local Context

Bury is a local authority of distinct areas with different communities, the White British population percentage overall makes up 82% of the population, with Asian Pakistani heritage residents making up 8% of the population at the 2021 Census. School figures show continued growth in Pakistani population (11% of the total) and shrinkage in the White/UK percentage (75%). Asian Pakistani children are concentrated in Bury town, particularly in the East.

Bury is also notable for having the largest Jewish per capita population outside of London, with nearly 6% of the whole population identifying as Jewish in the 2021 census. The Jewish population is concentrated in the south of the borough, particularly in Sedgley, but also Prestwich and parts of Whitefield.

In terms of deprivation, Bury has very deprived areas in parts of Radcliffe and Bury East and localised pockets elsewhere in the borough. By contrast, there are areas of considerable relative advantage in the more rural north of the borough, though there are still also isolated areas of deprivation as well.

In recent years, Bury's education system has improved, with inspections showing steady progress in the quality of education. Bury's population is diverse but socially similar in its characteristics to England overall, making national comparisons useful.





NATIONAL, REGIONAL AND LOCAL CONTEXT

Local Strategic Connectivity

The education and inclusion strategy links closely with the aims and priorities of existing strategies in the borough. The overarching Bury Let's Do It Strategy places education at its heart with its aim that all children have the best start in life and thrive in education and develop skills.

This strategy also seeks to build on the notion of empowered local communities working through a neighbourhood model, where educational settings and expertise are at the heart of decision making at a local level. Neighbourhood working is at the core of Let's Do It and Public Service Reform. Local services work best for a community where front-line staff from different agencies know each other, have a shared understanding of strengths and challenges in communities, and work together. Schools and educational settings are core services for communities and need to be central to neighbourhood working.

Education plays a central role in children and families lives. The improvement planning for Bury's services, across social care, family help and SEND provides an overall framework for this strategy and vital links and continuities in approach.

The overall vision set out in Bury's Children and Young People's Plan, is that all children

and young people in Bury reach their potential, are happy, healthy, and safe; and able to make the best use of their skills to lead independent and successful lives.

The SEND Priority Impact Plan, developed with partners and local parents and agreed with the DfE in 2024, shares a vision rooted in inclusion, high expectations, and the removal of barriers to learning. Looking beyond childhood, the recently published All-Age Work and Skills Strategy together with this strategy forms a continuum seeking to support Bury children and young people from early education through to employment and lifelong learning.

The education strategy lays the foundation by ensuring that children and young people gain the knowledge, skills, and qualifications they need, while the work and skills strategy builds on this foundation - focusing on employability, adult learning, vocational pathways, and economic inclusion.



OUR COLLECTIVE COMMITMENT

We agree on five commitments that our system will work collaboratively to achieve.

1. INCLUSIVE:

Every child and young person, no matter their age, identity, circumstance or ability, will have a sense of belonging, feel respected and valued for who they are.



2. SAFE:

Every child and young person will feel safe throughout their educational journey, giving them the best possible chance of reaching their potential.



3. EFFECTIVE & HIGH ATTAINING:

Every child and young person will have access to excellent educational settings, exceptional teachers and the support they need to achieve the best possible outcomes in learning and make the best possible start to adult life.



4. COLLABORATIVE & CONNECTED:

Every child and young person will benefit from a system where educational settings work collaboratively and are deeply connected to their local neighbourhood.



5. SUFFICIENT and SUSTAINABLE:

Every child and young person will thrive in a system with enough high-quality places in local schools and settings to meet demand, while ensuring long-term financial viability and resilience.





03. **COMMITMENT 01** **INCLUSIVE**



COMMITMENT 01

INCLUSIVE

Every child and young person, no matter their age, identity, circumstance or ability, will have a sense of belonging, feel respected and valued for who they are.

All Settings

- Building a collective zero-tolerance culture towards all forms of discrimination, ensuring every learner feels respected, safe, and included.
- Focussing on a revised and agreed local area approach to ordinarily available inclusive provision, ensuring all children have access to high-quality education and opportunities to succeed.
- Working together on early identification and intervention with universal, targeted and specialist support to identify and support needs as early as possible.
- Establishing a dedicated Stakeholder Group to explore and enhance the educational experiences of Gypsy, Roma and Traveller (GRT) children, recognising their unique vulnerabilities and needs.
- Strengthening partnership and engagement with Bury's parent carer forum, other parent groups and children and young people's forums (both inside individual schools/settings and borough-wide), to further understand the lived experience of all children to support inclusive education.
- Ensuring a high-quality workforce training and development offer through focused training events and using expertise from across the sector.
- Developing management information and tracking systems to ensure that all children have access to appropriate education opportunities, coordinating, seamless data flows across all relevant local partners to ensure that all children are visible and included.
- Utilising the role of the Virtual School in supporting the progress and achievement of all children in school with a social worker.

COMMITMENT 01

INCLUSIVE

Early Years

- Ensuring high quality Early Years provision by Implementing the Early Years Foundation Stage (EYFS) Statutory Framework within Bury's nurseries, childminders, group provision, out of school clubs and holiday clubs.
- Publicising and encouraging uptake of the enhanced pre-school offer.
- Developing even more Multi-agency Early Years Pathways in key areas of child development and making them available to all children.
- Delivering Multilingualism and English as an Additional Language (EAL) projects to support educators & families.

Schools

- Building culturally responsive curriculum content that reflects and celebrates diversity, promoting representation and inclusivity.
- Supporting inclusive mainstream provision through the Graduated Approach and Local Authority Inclusion and Outreach offer to schools.
- Ensuring enhanced specialist support through continual professional development and support to our Resourced Provisions and Special Educational Needs and Disabilities (SEND) provisions.
- Supporting schools to adopt a trauma-informed approach, where staff understand how early experiences can affect behaviour and learning, and respond with empathy, consistency, and support.
- Closing the attainment gap by offering targeted interventions and support in schools to support disadvantaged pupils.
- Reducing suspensions and exclusion through locally developed guidelines for schools and responsive, timely specialist support to schools.



COMMITMENT 01

INCLUSIVE

Alternative Provision & EOTAS

- Ensuring flexible and appropriate Alternative Provision and Education Other Than at School (EOTAS) by embedding and further developing alternative education pathways and broadening the Local Authority Alternative Provision directory.

Post 16

- Providing inclusive learning opportunities in post-16 education, ensuring accessibility for all young people, including those with SEND.
- Developing additional targeted provision to meet the needs of groups of children at risk of disengagement from post-16 pathways.

What does success look like?

- Overall attendance is better than the national average.
- Attendance of vulnerable groups of children (those with additional needs, including those with a social worker) is better than for their national peers.
- Fewer children miss fewer days of education through suspension and exclusion, especially in secondary schools.
- Fewer children are educated outside of maintained schools.
- Actively engaging with and listening to the voices of children and young people and implementing meaningful actions in response.
- Children and young people report feeling safe in our schools as identified in student voice surveys.
- All staff in Bury's education settings are trained in safeguarding and inclusive practices to better safeguard our children and young people and ensure they enjoy a sense of belonging.

04. **COMMITMENT 02** **SAFE**



COMMITMENT 02

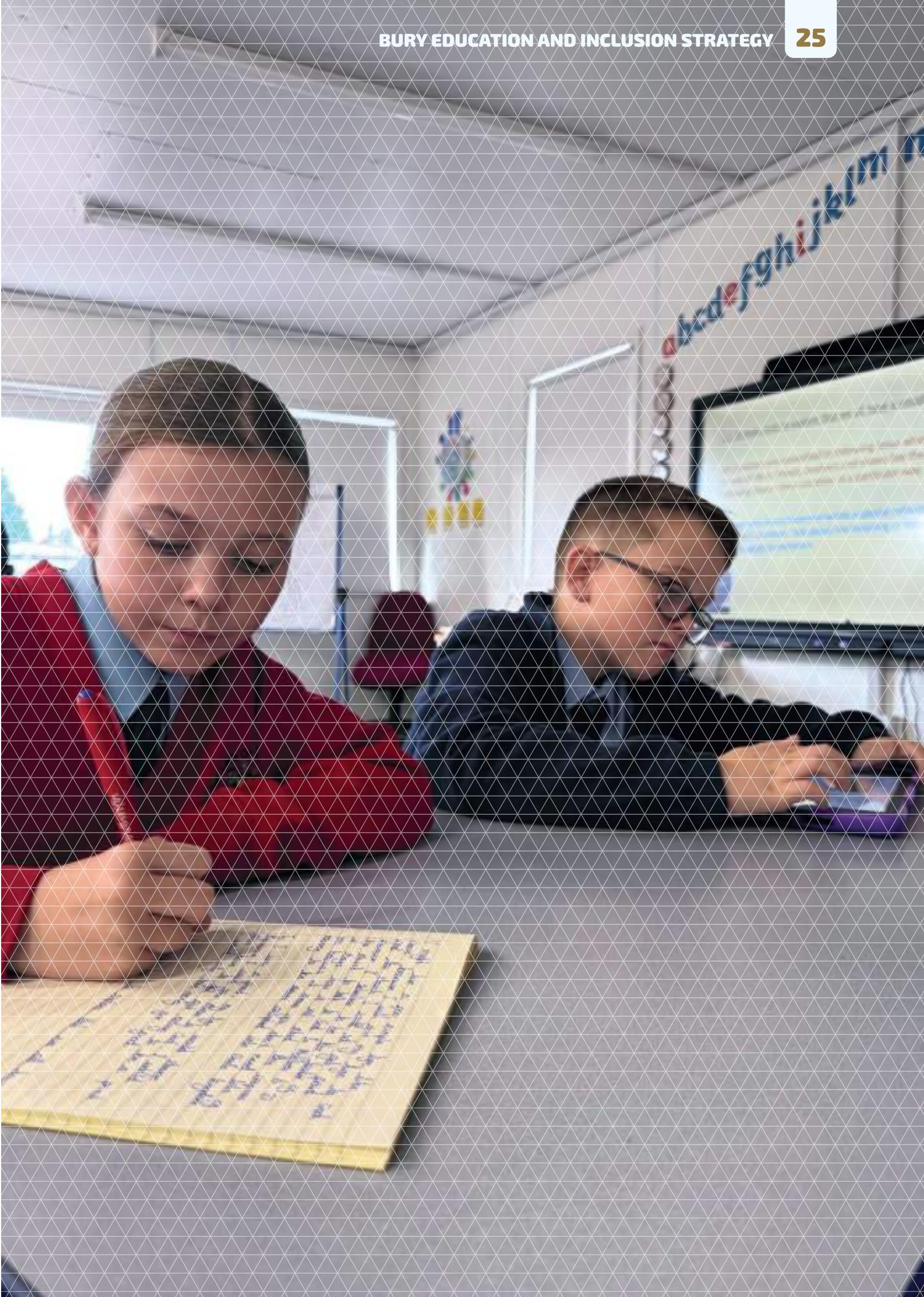
SAFE

Every child and young person will feel safe throughout their educational journey, giving them the best possible chance of reaching their potential.

PRIORITY ACTIONS

All Settings

- Further strengthening our multi-agency partnerships through the Bury Safeguarding Children Partnership where the Local Authority, social services, police, health professionals and particularly schools work collaboratively.
- Harnessing an early intervention and prevention approach providing targeted interventions to prevent concerns from escalating.
- Supporting safe learning environments by working with settings to ensure they are physically, psychologically and emotionally safe, free from bullying, harassment, and discrimination.
- Providing and brokering staff training and support to foster a culture of vigilance and responsibility.
- Ensuring safe transitions through enhanced arrangements and supporting our most vulnerable children and families.
- Working together on a Safe Travel approach to ensure all learners feel safe and can get to and from education settings confidently.
- Ensuring children missing in education is a priority, working together on early identification, support and prevention.



COMMITMENT 02

SAFE

Early Years

- Ensuring children are kept safe by following the safeguarding requirements of the Early Years Foundation Stage Statutory Framework.
- Supporting Digital Safety by enabling young children and their families to use digital devices safely.

Schools

- Empowering Children and Young People by promoting pupil voice and providing them with the knowledge and confidence to stay safe and seek help when needed.
- Improving online safety and digital resilience by equipping pupils, parents, and educators with the knowledge to navigate online risks safely.
- Working together to prioritise school attendance, ensuring all children attend well.
- Ensuring robust policies and reporting mechanisms are effective and meet expectations.

Alternative Provision and Education Other Than at School (EOTAS)

- Harnessing greater support and oversight of children electively home educated.
- Providing assurance and ensuring due diligence through a directory of providers who are registered with the Local Authority.
- Agreeing Alternative Provision standards with a clear emphasis on safeguarding.
- Extending the training offer to all local providers.

COMMITMENT 02

SAFE

Post 16

- Working collaboratively to support children who are (and children at risk of becoming) Not in Employment, Education or Training (NEET).
- Fully Including colleges and post-16 providers in local safeguarding partnership arrangements – recognising that safeguarding risks may change in nature but still exist for young adults.

What does success look like?

- Children and young people overwhelmingly report feeling safe, as measured by annual well-being and safety surveys
- A consistent year-on-year reduction in reported bullying, discrimination and hate-based incidents.
- Reduced rates of fixed-term suspensions and permanent exclusions that reflect a strong early intervention culture in all settings.
- Embedded well-being support programmes across all settings.
- Children and young people are confident and clear in the processes open to them for reporting concerns.
- All staff across all settings receive training and are proficient in delivering a robust safeguarding, trauma-informed practice and inclusive behaviour culture for all children and young people.

05. **COMMITMENT 03** **EFFECTIVE AND** **HIGH ATTAINING**



COMMITMENT 03

EFFECTIVE & HIGH ATTAINING

Every child and young person will have access to excellent educational settings, exceptional teachers and the support they need to achieve the best possible outcomes in learning and make the best possible start to adult life

PRIORITY ACTIONS

All Settings

- Demanding high standards of teaching and learning by working with teacher training providers and hubs to secure high-quality, evidence-based training.
- Working together on the recruitment, training and retention of high-quality educators and leaders.
- Building strong leadership and governance by supporting school leaders, Governors, MAT Trustees and Early Years proprietors through high quality advice, guidance and training - both in house and brokered from the wider education system, both within and outside of Bury.
- Ensuring curriculum excellence through showcasing the best practice that exists within our system and using expertise from all partners to support curriculum development.
- Using data and evidence to inform and challenge each other; drive collaborative decision-making and tailor interventions to improve outcomes for children.
- Strengthen assurance and accountability, ensuring that all partners are supported, held to account and achieve positive outcomes.

COMMITMENT 03

EFFECTIVE & HIGH ATTAINING

Early Years

- Offering differentiated support to all providers, responding to data, sector intelligence and 'on the ground' need.
- Ensuring school readiness through all settings, Family Hubs, Children's Centres working together and with families to understand child development and supportive transitions.
- Developing a greater Place-based offer through our Family Hubs and Children's Centres to better meet families' needs with universal and targeted help.
- Supporting schools through the Ordinary Available Inclusive Provision (OAIP) to deliver stronger mainstream inclusion through a graduated, communities of practice approach that helps schools feel confident in identifying needs early and acting quickly.

Schools

- Ensuring effective school improvement support from excellence within the Bury system through universal, targeted and intensive packages.
- Creating focused working parties tackling Bury specific priorities gleaned from local intelligence and national assessments.
- Building collaborative networks of practice to share ideas, innovations and collectively problem solve.
- Providing strategic leadership support, advice and guidance to all Governors, Local Governors and MAT Trustees so that they are well-equipped to provide support and challenge for school leaders.



COMMITMENT 03 EFFECTIVE & HIGH ATTAINING

Alternative Provision and Education Other Than at School (EOTAS)

- Focussing on outcomes achieved by children in AP and EOTAS provision ensuring that programmes are regularly reviewed and outcomes driven.
- Ensuring a wide range of subjects, skills, experiences and qualifications are available through the providers on the Alternative Provision Directory.

Post 16

- Sharing the knowledge and skills of our post-16 providers to better support the school system and develop expertise.
- Collaboratively expanding the Higher Education and Adult Skills offer aligned with industry needs.

What does success look like?

- Achievement for Bury children is overall above the national average at all Key Stages where an assessment can be made:
 - Early Years Foundation Stage (EYFS) Progress - Good Level of Development
 - Key Stage 2 - Reading, Writing and Maths
 - Key Stage 4 – GCSE, Level 1 and Level 2 courses
 - Key Stage 5 - A levels, Level 2 and Level 3 courses at the age of 19
 - Progression to Higher Education
- Closing the gap between the achievement of children from groups that are performing less well than their national peers.
- Performance at higher levels of attainment is at least in line with the national average across all Key Stages.

06. **COMMITMENT 04** **COLLABORATIVE &** **CONNECTED**



COMMITMENT 04

COLLABORATIVE & CONNECTED

Every child and young person will benefit from a system where educational settings work collaboratively and are deeply connected to their local neighbourhood.

PRIORITY ACTIONS

All Settings

- Aligning our educational settings with multi-agency partners in our neighbourhoods, fostering strong relationships with health, social care, and community services to provide whole family support for children and families.
- Connecting with community and volunteering organisations by encouraging settings to work with local organisations, charities, and volunteers to enrich learning experiences.
- Maximising funding and resources by working collaboratively to secure external funding, share facilities, and optimise the use of educational resources.
- Increasing Local Authority and education provider collaboration through effective communication and joint working between the Local Authority, schools, and other educational providers.
- Creating Continuous Professional Development (CPD) networks to best support educators and leaders through collaborative training, research projects, and knowledge exchange.
- Increasing pupil and parental voice and collaboration through school council networks and parent networks.
- Developing data sharing opportunities between settings to ensure a person's needs on their educational journey are consistently met.

COMMITMENT 04 COLLABORATIVE & CONNECTED

Early Years

- Connecting families with young children to services important to them through our Family Hub and Children's Centres.
- Supporting collaboration in Early Years transition, better enabling children to move from one provider to the next and into schools.
- Strengthening links between Early Years EY settings and schools.

Schools

- Ensuring schools, their staff and their buildings and facilities are integral to neighbourhood working and a cornerstone of Public Service Reform.
- Strengthening partnerships between schools by creating a system of collaboration between maintained schools, academies, and Multi-Academy Trusts (MATs) to share best practices and resources.
- Connecting with external support such as The Research School, The North West Maths Hub and The English Hub to share knowledge and skills.
- Building senior leader and governor networks to foster local relationships.
- Creating specialist forums for staff with specific responsibilities to share expertise and learn together.



COMMITMENT 04 COLLABORATIVE & CONNECTED

Alternative Provision and Education Other Than at School (EOTAS)

- Connecting all stakeholders through a multi-agency strategy group to work to refine Bury's strategy for the use of AP and EOTAS and support the development of the provision our children and young people need.
- Collaborating through Provider Forums to ensure providers work in partnership with the Local Authority in developing provision to meet young people's needs.

Post 16

- Creating pathways for progression, working with colleges, universities, and apprenticeship providers.
- Developing partnerships with businesses to enhance careers education, work experience, and skills development.
- Strengthening Careers Education, Information and Guidance by working collaboratively with local and national organisations.
- Making the most of the support from the Greater Manchester Careers Community of Practice in Bury settings.
- Supporting Lifelong Learning by offering work experience, college placements and volunteering opportunities to Key Stage 4 students, apprentices, care-leavers and adult volunteers.

COMMITMENT 04

COLLABORATIVE & CONNECTED

What does success look like?

- Local communities view educational settings as a vital hub for their neighbourhood.
- School and college facilities are used by the local community as a resource to promote greater support and cohesion.
- Increased parent and carer involvement in school activities with a focus on periods of transition for children and young people.
- All children and young people enjoy a smooth transition between educational stages with reduced anxiety and strong post-transition engagement.
- Strong collaborative practice between educational settings and health services, social care and the police to better identify and support vulnerable children and their families.
- Bury's business sector play an active role in supporting school and college based skills development programmes preparing children and young people for post-16 pathways and the world of work.
- In-year fair access panels play a vital role in swiftly securing school placements for vulnerable children.
- Reduction in Year 7 children becoming CME (Children Missing Education) and EHE (Electively Home Educated) through effective Year 6 to Year 7 transition support.

07. **COMMITMENT 05** **SUFFICIENT &** **SUSTAINABLE**



COMMITMENT 05

SUFFICIENT & SUSTAINABLE

Every child and young person will thrive in a system with enough high-quality places in local schools and settings to meet demand, while ensuring long-term financial viability and resilience.

PRIORITY ACTIONS

All Settings

- Consistently recognising and valuing the integral role of schools and other settings in local communities, working creatively and collaboratively to ensure their sustainability through systems overseeing long-term financial viability and preventing unnecessary closures or mergers.
- Using data and forecasting to analyse birth rates, Early Years data, housing developments, and migration patterns to anticipate and respond to change.
- Maximising Funding Opportunities from government, developer contributions, and strategic partnerships to support the sustainability of settings.
- Working collaboratively on environmental sustainability and embedding environmental responsibility into daily practice.

COMMITMENT 05 SUFFICIENT & SUSTAINABLE

Early Years

- Understanding Early Years needs through the Childcare Sufficiency Assessment, ensuring we have enough places available across a range of different types of provision.
- Supporting the take up of Funding Entitlements and Tax-Free Childcare by working with families through settings, the family hubs and children's centres.
- Growing Sustainable Businesses by sharing guidance and advice through the GMCA Growth Hub Business Support.

Schools

- Ensuring enough school places through a Pupil Place Planning Strategy to meet current and future demand, considering population growth, residential development and local demographic changes.
- Planning collaboratively with Stakeholders including schools, Multi-Academy Trusts (MATs), Manchester and Salford Diocesan Boards and local communities to develop an agreed approach.
- Ensuring sustainable local schools for communities by innovating together to mitigate falling rolls and deficit budgets, including maintaining our proportion of faith school places across the borough.
- Delivering new school development and expansion linked to our sufficiency plans.
- Increasing SEND Provision through Resourced Provisions, SEND Units and Special Schools, in line with a refreshed SEND Sufficiency Strategy.
- Ensuring transport, travel and accessibility through safe, accessible, and sustainable travel options for all pupils, supported by Transport for Greater Manchester.



Unsworth
Primary School



Unsworth
Primary School

COMMITMENT 05 SUFFICIENT & SUSTAINABLE

Alternative Provision and Education Other Than at School (EOTAS)

- Creating an Alternative Provision Approach, securing sufficient places to meet the full range of needs.
- Increasing targeted support programmes to support young people in mainstream schools and reduce demand for longer term Alternative Provision placements.

Post 16

- Effective, co-ordinated strategic planning with post-16 providers and other stakeholders to ensure sufficient and high-quality places are available to meet current and future demand, including for high attaining young people.

What does success look like?

- Every child and young person secures a place at a school or educational setting within their local area.
- Drastically reduce the need for travel or out-of-area placements due to lack of capacity.
- Sufficient and sustainable high-quality specialist places are available locally to reduce expensive, external or distance independent provision.
- High parent/carer satisfaction as evidenced by regular surveys.
- All educational settings attract and retain high-quality staff as evidenced by a reduction in staff turnover and strong recruitment to specialist posts.

08. **GOVERNANCE AND DELIVERY**



GOVERNANCE AND DELIVERY

The increased autonomy of schools, operating within multi-academy trusts, requires a new approach to strategic governance which will be reflected in a newly created Bury Education and Inclusion Board.

The Bury Education and Inclusion Board will foster a culture of collective responsibility and accountability across all local partners for the education and outcomes achieved by all Bury children and young people.

The governance of the Education and Inclusion Strategy will be driven by a collaborative and transparent framework that ensures effective decision-making, accountability, and alignment with local needs and priorities.

Key stakeholders, including elected members, senior education leaders, school governors, and multi-agency partners, will play an integral role in guiding and overseeing the strategy's implementation.

The Bury Education and Inclusion Board will support all settings, schools and trusts to make a positive contribution to their own local community and across Bury, whilst also enabling the local authority to hold the school system to account in line with its statutory responsibilities.

The Bury Education and Inclusion Board will fulfil this function by providing effective governance to a school system where accountability sits across multiple stakeholders.

The Bury Education and Inclusion Board and the accompanying Delivery Plan will provide information to, and receive information from other boards across the Bury system.

The strategy will also interact with the following leadership boards that deliver on the Let's Do It! ambitions:

- Bury Children's Improvement Board
- The Bury Safeguarding Children Partnership Board
- The Public Service Reform Board
- Corporate Parenting Board
- Starting Well and Early Help Board
- Family Hubs Delivery Board
- Team Bury
- Bury SEND Partnership Board





BURY EDUCATION AND INCLUSION STRATEGY

