**GreenShark Media & Training**

**Inclusion Policy**

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| **Assigned Review Period:** | 1 Year Review Date – Due November 2025 |

**BUY LOCAL**

We use local staff who comply with our strict Safer Recruitment policy and procedure. All staff live either in Dorset or Hampshire and we try, wherever possible to send staff to the closest student that matches with the student's needs, thereby reducing unnecessary mileage.

**SERVICE DESCRIPTION & DELIVERY**

We offer sessions within the home, school, or community of varying length, dependent on the need as stated by the LA or the school referring to us. We provide experienced staff who develop a trusting working relationship with the young person to engage them in education and the community. We work towards their transition back to school, where possible and support those for whom this is not possible with academic education as well as life skills, social and emotional learning and self-esteem. We provide weekly reports which clearly outline the progress being achieved and this is matched against a detailed proposal which relates specifically to the young person's needs, as outlined in their EHCP or other information sent at the time of referral. We take the time to find out about the young person's interests and tailor the sessions to be relatable to them, thus increasing the likelihood of engagement. We are able to collect from home or from school and to deliver the young person to an agreed place afterwards, creating a wraparound package which works alongside their other commitments and encourages trust and engagement. We also work closely with the young person's family in order to support them to support the young person. [www.greensharkmedia.co.uk](http://www.greensharkmedia.co.uk)

**LOCAL PARTNERSHIP WORKING**

We offer sessions within the school or community dependent on the need as stated by the LA or the school referring to us. We take the time to find out about the young person's interests and tailor the sessions to be relatable to them, thus increasing the likelihood of engagement. We also work closely with the young person's family in order to support them to support the young person. We already work with many schools, social workers, and LA case workers to support their young people and are happy to work with any other organisations including health, mental health, education, police, social services, equine therapy and SALT/OT. We currently work with all of these organisations and have excellent relationships with many individuals in all of those fields. We are also well used to attending meetings relating to education, welfare, and child protection where our input is well-respected and valued.

**CHILD-CENTERED PLANNING**

We provide our staff with all of the available information and documentation received from the LA or school relating to the young person's current situation and the history, to enable them to best understand the needs. We then work closely with the young person and their parent/carer and the school if they are on role, in order to establish the aims and objectives. These are clearly listed on our weekly reports and the mentors and tutors complete these after each session, showing how they have evidenced this work. We ask our mentors to complete a new-starter questionnaire with students who are new to us, as this gives us more information as to what is important to the young person and where they hope to have specific support and we liaise closely with schools to evaluate the targets which need to be achieved before they can return to school or return to a full timetable at school, as appropriate. Our 1:1 academic sessions begin with assessments to establish gaps in knowledge and our tutors then work with the young person to fill those gaps with topic by topic resources, where possible tailored to their specific interests to make them relatable to the young person, and encourage engagement. Most often, the barriers to the school being able to support and take over the education are behaviours and anxieties, so we focus on supporting the young person with this to enable their return to school if possible. All outcomes, timelines and other arrangements are discussed with school, the LA and the parent/carer to ensure everyone is onboard. Regular reviews take place to establish whether or not the provision should continue.

**ACHIEVEMENT, ATTAINMENT AND OUTCOMES FOR CHILDREN AND YOUNG PEOPLE**

Our sessions are entirely bespoke and work at the young person's speed so that we gain maximum trust which allows for steady progress. This young person now has 2 academic sessions per week and 2 mentoring sessions so we can work on both her future aspirations and her current issues. Progress is not always easy to evidence but our weekly reports clearly outline the progress being achieved and this is matched against a detailed proposal which relates specifically to the young person's needs, as outlined in their EHCP or other information sent at the time of referral. Proposals are reviewed termly and re-issued as appropriate if the young person is still not able to access formal education.

**OVERCOMING CHALLENGES**

Our organisation always works closely with both the referring agent and the parent/carer, as well as listening to the young person themselves. Each young person has different needs and expected outcomes, but we are always able to establish the most pressing issues and, if they are not being met, we contact the referring agent to review. In some cases, the young person may have very low attendance at school, and we are asked to support this and work on increasing their attendance. If this does not improve, we would be liaising with school and parent and sharing information and the young person's views in an effort to find a solution. This may relate to another child at school, wearing of the uniform or issues at home which are preventing the child from attending as some examples of recent experience. Staff report safeguarding concerns immediately, as well as their weekly reports which outline conversations and incidents and these are dealt with promptly, with options to change the session time, the content or the staff member to suit.

**STAFFING AND TRAINING**

We have a robust recruitment process, using Safer Recruitment procedures, which ensure only appropriate staff are used. We check certificates and references as well as the usual DBS and barring lists. We carefully match the interests and needs of the young person to the experience and qualities of the staff member and encourage continual CPD and improvement of skills and knowledge. Most sessions are 1:1 but we can offer 2:1 where required. We require our staff to have experience and ability to work with young people and personality traits including patience, sense of humour, calmness, confidence and a strong moral foundation. All staff are trained annually in PREVENT, safeguarding, Domestic Violence and all are required to complete at least 2 extra CPD courses throughout each year. This not only increases their own ability to support young people, but it also enables them to share experiences amongst each other, thereby widening the entire staff's knowledge of the particular skill. With continual liaison with parent/carer and schools we ensure that any concerns are dealt with immediately. This has ensured that we only use staff who comply with our high standards and who are able to evidence their effectiveness in working with our students.