## Theory of Change Creating an inclusive education system





## **Rationale:**

Evidence and feedback tells us young people are struggling in our education system:

- SEND support has increasing waiting lists
- Neurodivergent pathways demand is increasing
- Mental health support waiting lists are increasing
- Leeds NEET (16 to 17 year olds not in education, employment or training) numbers are above the national average
- Those disengaged from, or leaving, mainstream education for home schooling have not reduced since Covid
- The virtual schools system cannot meet demand from parents for their children
- Young people tell us they feel overwhelmed by the education system and that it is no longer relevant to their lives

It's time for young people to lead the conversations, consultations and express what they need.



## **Assumptions:**



Young people are consistently being consulted, but the system is constrained by it's own structures and unable to respond meaningfully



Young people are becoming further removed from their potential and do not feel accepted or served by their education system



Our reputation and relationships with young people will create safe opportunities they will engage in.



We have strong relationships with stakeholders to engage them in change processes



Stakeholders commit to meaningful change

## Risks:

Young people are not equipped to lead training sessions for stakeholders.

Resources and capacity will impact on stakeholders ability to commit to meaningful change.



