

# INCLUSION

ALL DIFFERENT - ALL EQUAL

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**Task:** Brainstorm the following.....

- ◉ What is *inclusion*?
  
- ◉ What would this look like in school?
  
- ◉ What would you expect to see:
  - in classrooms?
  - around the school?

# INCLUSION

## Definition:

‘.....have or treat as part of a whole’

Oxford Dictionary

‘...Inclusion: providing effective opportunities for all children’

National Curriculum 2000

‘Inclusion is....setting suitable learning challenges, responding to pupils’ diverse needs, overcoming potential barriers to learning & assessment for individual’s and groups of pupils.

‘Inclusion: Providing effective learning opportunities for all children.’ QCA 1999

# INCLUSION...

‘ A school in which the teaching and learning, achievements, attitudes and well-being of every young person matter.’

OFSTED

‘...Inclusion in education involves the processes of increasing the participation of the student in, and reducing their exclusion from, the cultures, curricula and communities of local schools.’

(Booth & Ainscow, 2002, p1)

# INCLUSION

Inclusion is about all pupils.

Some of those most at risk are in mainstream schools, but are in effect excluded because they cannot access the curriculum or participate in the social order of the school.

It is about removing barriers to learning and participation and valuing difference and diversity for all.

# BARRIERS TO INCLUSION

**SEN**

**ETHNIC MINORITIES**

**EXCLUDED PUPILS**

**CHILDREN IN CARE**

**TRAVELLERS**

**FAMILIES UNDER STRESS**

**DRUG RELATED ISSUES**

**MENTAL HEALTH ISSUES**

**BOYS**

**SOCIAL DEPRIVATION**

**PREGNANT SCHOOL GIRLS & YOUNG MOTHERS**

**GIFTED AND TALENTED**

**YOUNG OFFENDERS**

**PUPILS SUBJECT TO LONG TERM ILLNESS**

**YOUNG CARERS.....**

**also**

**THE ENVIRONMENT**

**ATTITUDE & IGNORANCE**

# ANOTHER BARRIER TO INCLUSION

## PUPIL PREMIUM GRANT

### What is Pupil Premium?

Schools receive money to help *narrow the gap* in attainment and aspiration between those pupils who have received Free School meals in the last 6 years and those who have not. It also covers pupils who are in care/adopted and in service children.

#### Examples of PP at St.Paul's:

- Curriculum Support
- Careers advice
- Counsellor
- Chaplaincy/Pastoral support
- Aim Higher
- Literacy Coaches
- Extended Curriculum
- Late Bus

# INCLUSION IN EDUCATION

- ◉ In 1993 the general principle was that children with SEN should normally be educated in mainstream schools.
- ◉ In 1994 the UNESCO world conference called upon *all* governments to “adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise”.
- ◉ In 1997 the Government published ‘Excellence for All Children - Meeting Special Educational Needs’ highlighting the significant educational, social and moral benefits of inclusion.



- ◉ In 1998 ‘Meeting Special Educational Needs - a Programme of Action’ was published in conjunction with the Disability Rights Task Force.
- ◉ In 1999 the Task Force’s report ‘From Exclusion to Inclusion’ recommended “a strengthened right for parents of children with Statements of SEN to a place in a mainstream school”.
- ◉ The **Special Educational Needs and Disability Act 2001** delivers a strengthened right to mainstream education for children with SEN. The Act amended the Education Act 1996 and transformed the statutory framework for inclusion into a positive endorsement of inclusion.

DfES Inclusive Schooling - Children with Special Educational Needs (2001)

- ◉ **The Disability Discrimination Act 2005 (DDA)**

New laws in 2005 placed a duty on public bodies to promote disability equality. This affects all public bodies - from local councils to government departments, from universities to hospitals and schools.

- ◉ Under the (DDA), schools, universities and colleges must make 'reasonable' changes to their premises to make them more user-friendly for Britain's disabled students
- ◉ A failure to do so could result in disabled students taking court action.
- ◉ Schools and campuses will have to ensure that lecture halls, libraries, ICT suites and halls of residence are more user-friendly.

This includes altering steps, providing lifts, dropping kerbs, and making sure better lighting and clear signage are provided where it is reasonable to do so.

NEW IN.....

## Equality Act 2010

- The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.
- It replaced previous anti-discrimination laws such as:
  - The Sex Discrimination Act 1975
  - Race Relations Act 1976
  - Disability Discrimination Act 1995 / 2005

This single Act, makes the law easier to understand and strengthens protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

NEW IN.....

## Equality Act 2010

For schools as from **1 Sept 2012:**

- ⦿ there will be a statutory requirement for schools to provide auxiliary aids and services for disabled pupils, for example special equipment and large-print books, where reasonable
- ⦿ Schools will be required to plan how they can make sure their work supports equality, and reduce socio-economic inequality (Pupil Premium)
- ⦿ Race/Disability/Gender  
Schools will need to treat people of different races, disabled people, and girls and boys fairly and equally. New areas for schools are sexual orientation and transgender.

# NEW IN.....

The Government (DFE) have spent a lot of time and effort in to supporting schools and their 'inclusion' of different needs. They have recently produced resources that will support teachers and support staff in their planning for inclusion and in the further development of teaching strategies to effectively meet the needs of all children.

The National Strategies Inclusion Development Plan  
(IDP)

<http://www.idponline.org.uk>

- ◉ These training materials were commissioned in response to a Government recommendation, following the Lamb Inquiry (2009)
- ◉ The IDP should not replace specialist knowledge, rather it is intended to support specialist advice and guidance to make quality first teaching more effective and the aspirations for the outcomes of these groups of pupils greater.

# NEW IN.....

## The CHILDREN & FAMILIES ACT 2014

- ◉ Given Royal Assent on 13th March 2014.
- ◉ The Act (through the New Code of Practice) aims to provide children, young people and their parents greater control and choice in decision making regarding SEN provision by:
  - Replacing statements and learning difficulty assessments with a new birth-to-25 **Education, Health and Care Plan**, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
  - Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
  - Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
  - The new legislation will in the main come into force on 1st September 2014 with some aspects becoming statutes before this date.

# NEW IN.....

## **SEND Code of Practice**

- ◉ 3 drafts issued; Oct 2013; April 2014, June 2014 - passed in Parliament 29 July 2014; updated April 2015
- ◉ Key requirements on schools and settings
- ◉ SA SA+ removed/ One stage of **SEND Support**
- ◉ **Graduated Approach -Assess-Plan-Do - Review**
- ◉ Recalibration of the **teacher leading on support**
- ◉ **SENCO -in school specialist for SEND**

# SEND SUPPORT...THE GRADUATED APPROACH

- ◉ The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching
- ◉ high quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs
- ◉ For pupils that need special educational provision the code sets out the principle of a graduated response



# THE GRADUATED APPROACH CONT.....

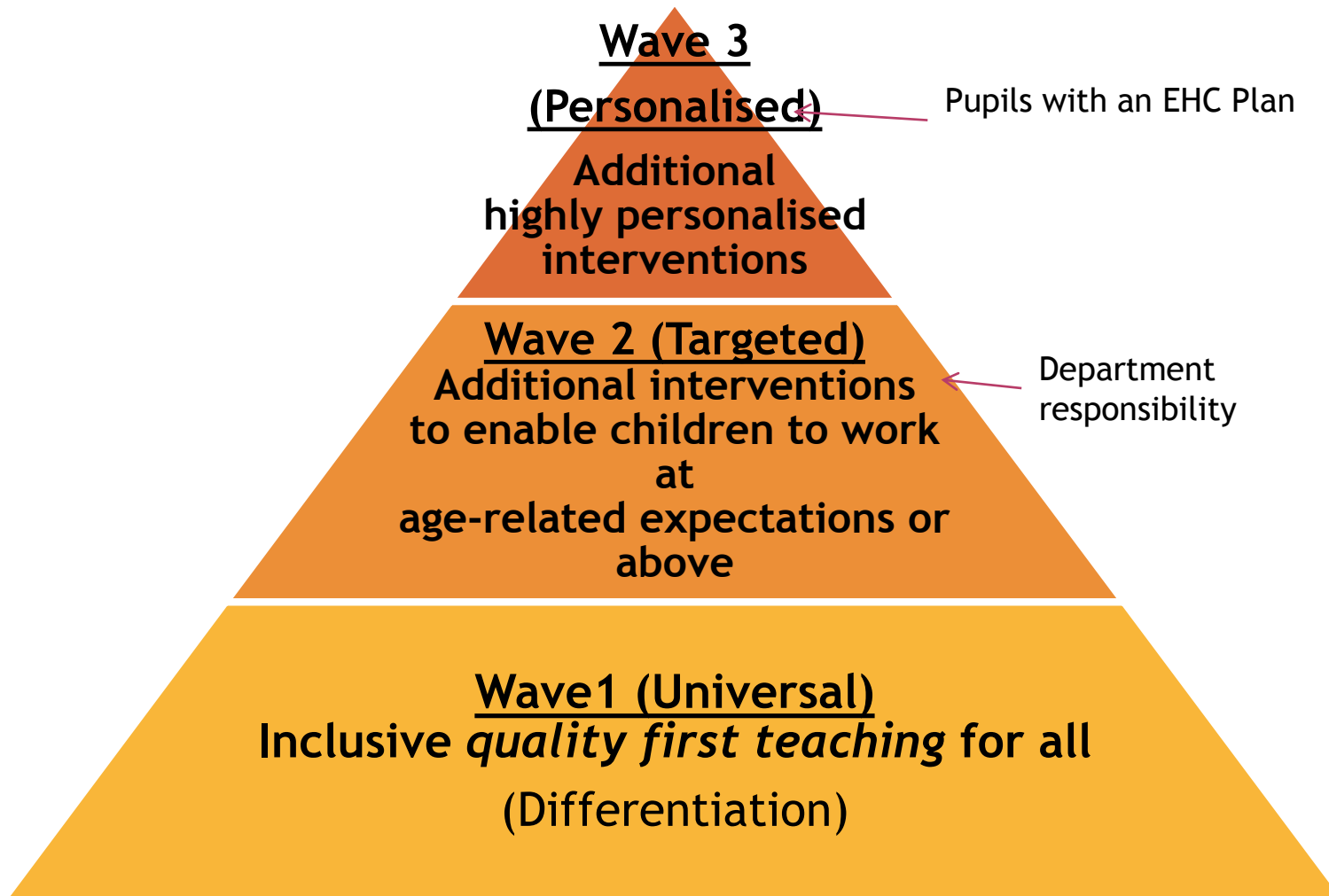
- ◉ some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist)
- ◉ School Action and School Action Plus will no longer apply and will be replaced with a new system called special educational needs (SEN) support
- ◉ designed to ensure support is focused on individual need and personal outcomes rather than classifications

# ASSESS-PLAN-DO-REVIEW

- The Code of Practice describes The Graduated Approach as a “cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils’ needs and of what supports the pupil in making good progress and securing good outcomes”

The SEND Code of Practice 2014

# SEND & INCLUSION AT SCHOOL



# EXAMPLES OF INCLUSION....

## Year 6 Transition

Feeder schools identify which pupils would benefit from 'extra sessions' - they don't have to have SEN.

Pupils attend extra sessions in addition to their 'day' and get familiar with the school.

## VI, HI & Communication Talks

All pupils (and staff) are given training in raising their awareness of more specific needs such as VI, HI & ASD and what to do if their peer/pupil is experiencing difficulties.

## Pen Portraits

Staff are provided with information about individual pupils. This information comes from their statement and also provides strategies on how to support teaching and learning.

## Pupil Profiles

Pupil's with a 'pupil profile' have had specific targets agreed and an agreed time span to try and achieve them with appropriate interventions and support put in place.

# EXAMPLES OF INCLUSION...

## Gifted & Talented

Pupils are identified from admission (assessments, performance, info from feeder schools etc) who are exceeding national expectations and opportunities are prepared for them e.g. early entry GCSE, extended curriculum, teaching & learning higher order thinking skills, specific target groups etc

## EAL

Provision is made on admission to determine level of language, strategies are sent to teachers, modified curriculum provided when not able to access all, support in class, access arrangements in exams etc

## Curriculum

- A curriculum that is differentiated to meet the needs of the pupils and takes into account their individual needs.
- Opportunities to follow a pathway that is suited to needs.
- Assessment of performance is appropriate i.e. NC level 1 upwards (or even P levels where appropriate)

## Communication

This is vital between Heads of Year, subject teachers, Heads of Departments, Tutors, home and outside agencies to ensure the needs of the child are foremost in any planning for their education (including their personal, social, emotional education)

# INCLUSION IN & OUT OF THE CLASSROOM

## IN

- Seating plan
  - Table arrangements/ environment
  - Wall displays
  - Curriculum (teaching resources)
    - worksheets/ differentiation
    - time to complete tasks
    - visual support
    - Multi-sensory teaching style
    - PE resources
- .....and more

## OUT

- Stairs/lifts/steps
  - Alternative social area
  - Playground buddy
  - Information to staff re: needs
  - Liaison with teachers
  - Parent communication
  - Planning time
- .....and more

# REFERENCES:

- ◉ *'The Index for Inclusion'* Booth & Ainscow (2002)
- ◉ *'Understanding & Developing Inclusive Practices in Schools'* Ainscow, Booth, Dyson, Farrell, Frankham & Howes (2001,2002)
- ◉ *'Improving the Quality of Education for all'* Hopkins (2002)
- ◉ *OFSTED*
- ◉ *'The Warnock Report'* DES (1978)
- ◉ DfES Inclusive Schooling - Children with Special Educational Needs (2001)
- ◉ The SEND Code of Practice 2014

# INCLUSION IS.....

Viewing the difference between pupils as resources to support learning, rather than problems to overcome