

Inclusive schools: What works?

**Reshmi Copperthwaite
&
Daisy Russell**
CDC



What is your first thought when you hear the term 'inclusion'?



<https://app.sli.do/event/bDyUANZ3CW8SyGn3tYTyWj>

- ❑ The action or state of **including** or **being included** within a group or structure

- ❑ The **practice** or **policy** of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or mental disabilities and members of other minority groups



The idea that everyone should be able to use the same facilities to take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage

Cambridge Dictionary (2022)

Workshop agenda

- ‘Being in school’ for those with SEN and a disability
- Expectations and aspirations
- What does the law tell us?
- CDC inclusion policy
- Putting values into practice the inclusive way

‘Being in school’

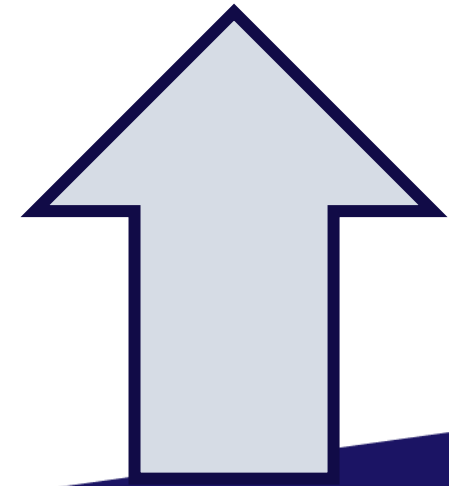
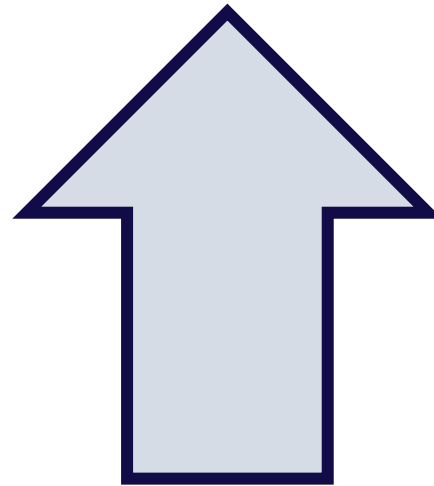
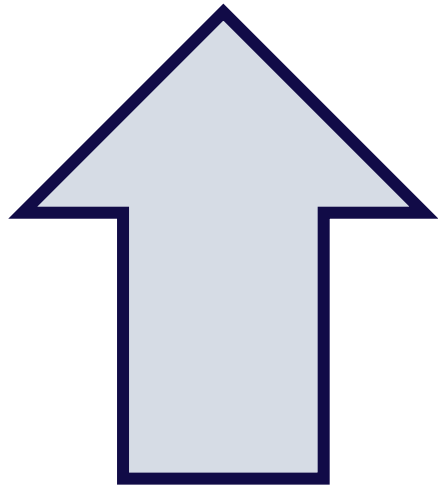


In school...or not?

SEN support
excluded 5 times
the rate of peers
without SEN

Overall absence rate
for those with an
EHCP, double those
without SEN

Rising trend of 5
year olds being
excluded; 7000 in
2018/19



The right to a mainstream education

Rapid increase in home education, Ofsted 2019:

Unexplained pupil exits from school, EPI and NEU (2019)

- **Pupils with SEN *more likely to experience an unexplained exit***

Poor outcomes for pupils who 'leave' mainstream school roll

Pupils 'leaving' can have 'flattering' impact on school results

Quality of provision for pupils with SEN

Ofsted (2019) identifying schools that are failing in their duties, new EIF:

- This is a school where the provision for vulnerable pupils and pupils with SEND is far from good enough
- Senior leaders and trustees have failed in their statutory duty to ensure that the school provides an inclusive education. They have not made the necessary reasonable adjustments to ensure that provision meets the needs of all pupils, including those with SEND
- Senior leaders have engaged in taking some pupils off the register by encouraging some parents to home-educate or to seek different schools for their children



And post education?

Quality of life outcomes experienced by adults with learning disabilities and autism

People with a learning disability often experience inequalities when accessing their local community, seeking employment, and using public services including health care, social care, housing, criminal justice, and welfare...including having a shorter life expectancy, below average quality of life and having disproportionately high deaths rate during the COVID-19 pandemic.

Outcomes and improvement framework

<https://www.local.gov.uk/our-support/sector-support-offer/care-and-health-improvement/autistic-and-learning-disabilities/learning-disabilities/intro/better-lives>

Quality of life outcomes experienced by adults with learning disabilities and autism

Like adults with learning disabilities adults with autism experience inequality far more than the general population. The impact of this inequality is apparent in outcomes such as people with autism being more likely to be:

excluded from schools

receiving poor healthcare

underemployed

poorly served by the criminal justice system.

Outcomes and improvement framework

<https://www.local.gov.uk/our-support/sector-support-offer/care-and-health-improvement/autistic-and-learning-disabilities/learning-disabilities/intro/better-lives>

A top-down view of several children sitting around a large white sheet of paper on the floor, drawing various school-related items. The drawings include a globe, a clock, a microscope, a house, a pair of scissors, a calendar, a girl's face, a girl at a desk, a backpack, a palette, a pencil case, a calculator, a computer, a magnifying glass over the number 3, a girl, a stack of books, and a girl's face. The children are using various colored markers and pencils. The text 'Does it matter where kids are taught?' is overlaid in the center of the drawing.

**‘Does it matter where
kids are taught?’**

Inclusion: does it matter where pupils are taught?

Provision and outcomes in different settings for pupils with learning difficulties and disabilities

Better
education
and care

This report examines the factors that promote good outcomes across a range of different provision for pupils with learning difficulties and disabilities. It found effective provision was distributed equally between mainstream and special schools when certain factors were securely in place. However, more good or outstanding provision existed in resourced mainstream schools.

- type not quality of provision
- more good and outstanding provision in resourced mainstream schools than elsewhere.

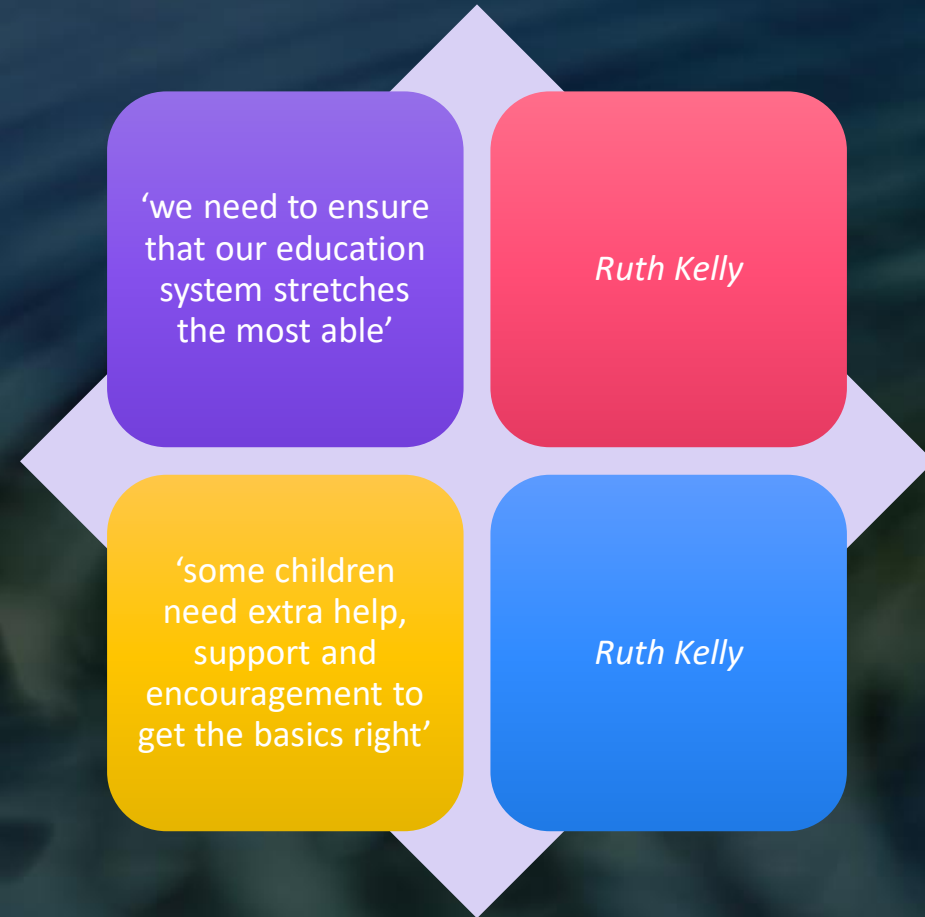
key factors for good progress were:

- the involvement of a specialist teacher
- good assessment
- work tailored to challenge pupils sufficiently
- commitment from school leaders to ensure good progress for all pupils.

Expectations and Aspirations

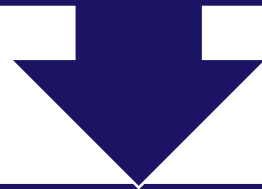


Woven into our thinking at every level



The culture

Are you confident that all your most able pupils are sufficiently stretched and challenged?



...It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation of business, intellectual and political leaders. If we succeed, it will benefit not only them as individuals but our country as a whole.

What does the law tell us?



SEND Code of Practice 1.6

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people

Schools must:

- Ensure children and young people with SEN engage in the activities of the school alongside people who do not have SEN
- Designate a SENCO (excludes 16-19 academies)
- Inform parents of any special educational provision for their child
- Prepare a SEN information report which includes admission arrangements, steps to be taken to ensure disabled children are not treated less favourably than others, facilities provided to enable access and their accessibility plan to show how they aim to improve access over time

Equality Act 2010

A school should make 'reasonable adjustments' to prevent discrimination.

Schools, education and training providers are required to have Accessibility Plans outlining how they intend to make their setting more accessible for disabled pupils

<https://www.sendiass4bcp.org/resources/Professional/CDC-Disabled-Children-and-the-EqA-What-teachers-need-to-know-and-schools-need-to-do-Plain-Text.pdf>

Admissions

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan.
- In line with the **Equality Act 2010**, children with disabilities must not to be treated less favourably than others in the admission process.

EHCP and Admissions

If a parent wants their child to attend a mainstream setting, the LA can only refuse if a mainstream placement would be incompatible with the efficient education of others, and there are no reasonable steps the LA could take to avoid this (section 33 CAFA 2014).

Under section 43 Children and Families Act 2014, the school named in an Education, Health and Care Plan (EHCP) must admit the child. This is not an oversubscription criterion – schools must admit such children regardless of whether they have places available.

How to not make all children/YP feel welcome...

- ‘We are a very academic school’
- ‘We have a zero tolerance policy for all pupils’
- ‘We treat everyone the same’
- ‘It’s a very busy and loud environment, do you think they’ll cope?’
- ‘I think your child would be much happier at the school down the road’
- ‘Unfortunately we don’t have the resources to meet your child’s needs’

Medical needs

Section 100 of the CfA 2014 places a statutory duty on governing bodies of maintained schools, academies and pupil referral units to make arrangements at school to support pupils with medical conditions. A child's mental and physical health should be properly supported in school, so that the pupil can play a full and active role in school life, remain healthy and achieve their academic potential.

<https://www.legislation.gov.uk/ukpga/2014/6/section/100/enacted>

Medical Needs

There is also statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Schools should have a medical support policy and an individual health care plan for pupils with medical conditions that

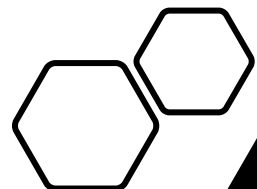
- are long-term and complex;
- fluctuates;
- is a recurring condition; or
- where there is a high risk that emergency intervention will be required.

Things that can happen

- Prescription medicines can be given
- Staff can be employed and trained to provide medical interventions, including invasive and personal interventions
- Nappies can be changed
- Toileting can be supported
- Part time/flexible timetable can be put in place

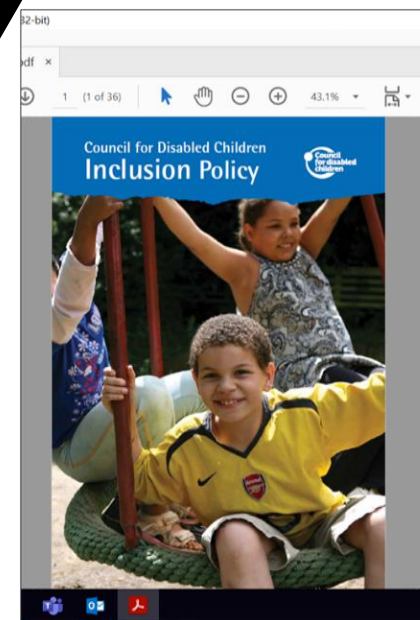
CDC Inclusion policy





Practice examples

6 key principles



Principles

Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people. CDC believes that the following factors are crucial to the development of inclusion:

- a welcome for all disabled children, secure relationships and support for families when they need it;
- respect for difference and a commitment to building friendships and community to the benefit of everyone;
- equality of access to play, learning, leisure and all aspects of life;
- the active participation of children and their families in decision-making;
- a proactive approach to identifying and removing barriers;
- timely access to information and to people with empowering attitudes, supportive skills and expertise.

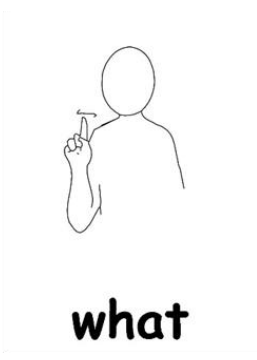
Putting values into practice the inclusive way



A welcome for all disabled children, secure relationships & support for families



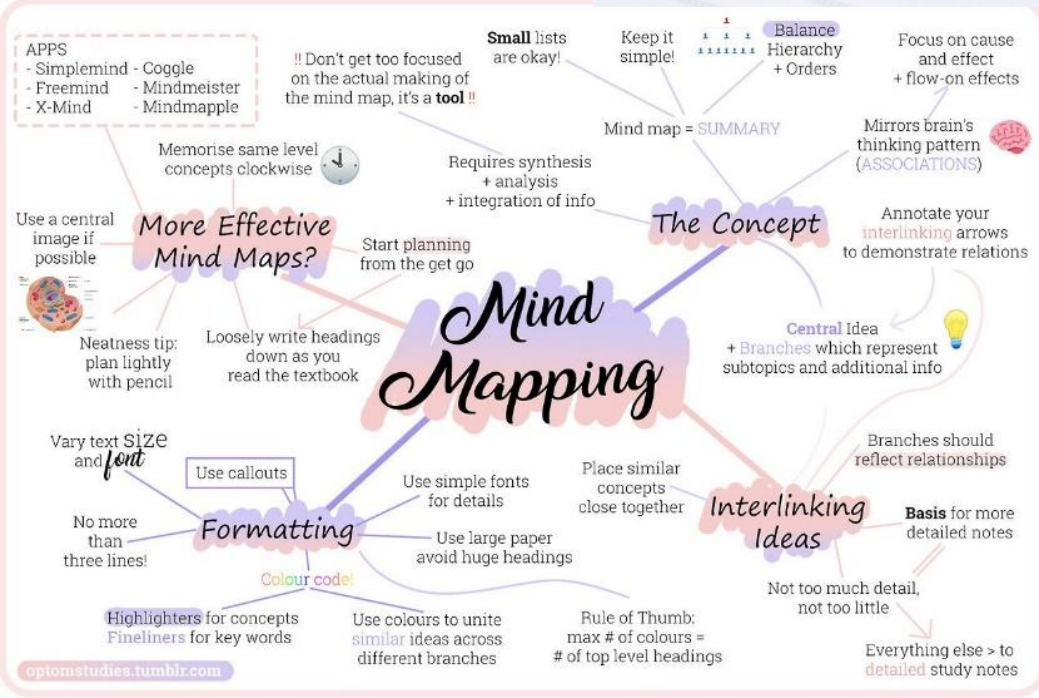
Respect for difference and a commitment to building friendship and community to benefit everyone



ROLE PLAY



Equality of access to play, learning, leisure and all aspects of life



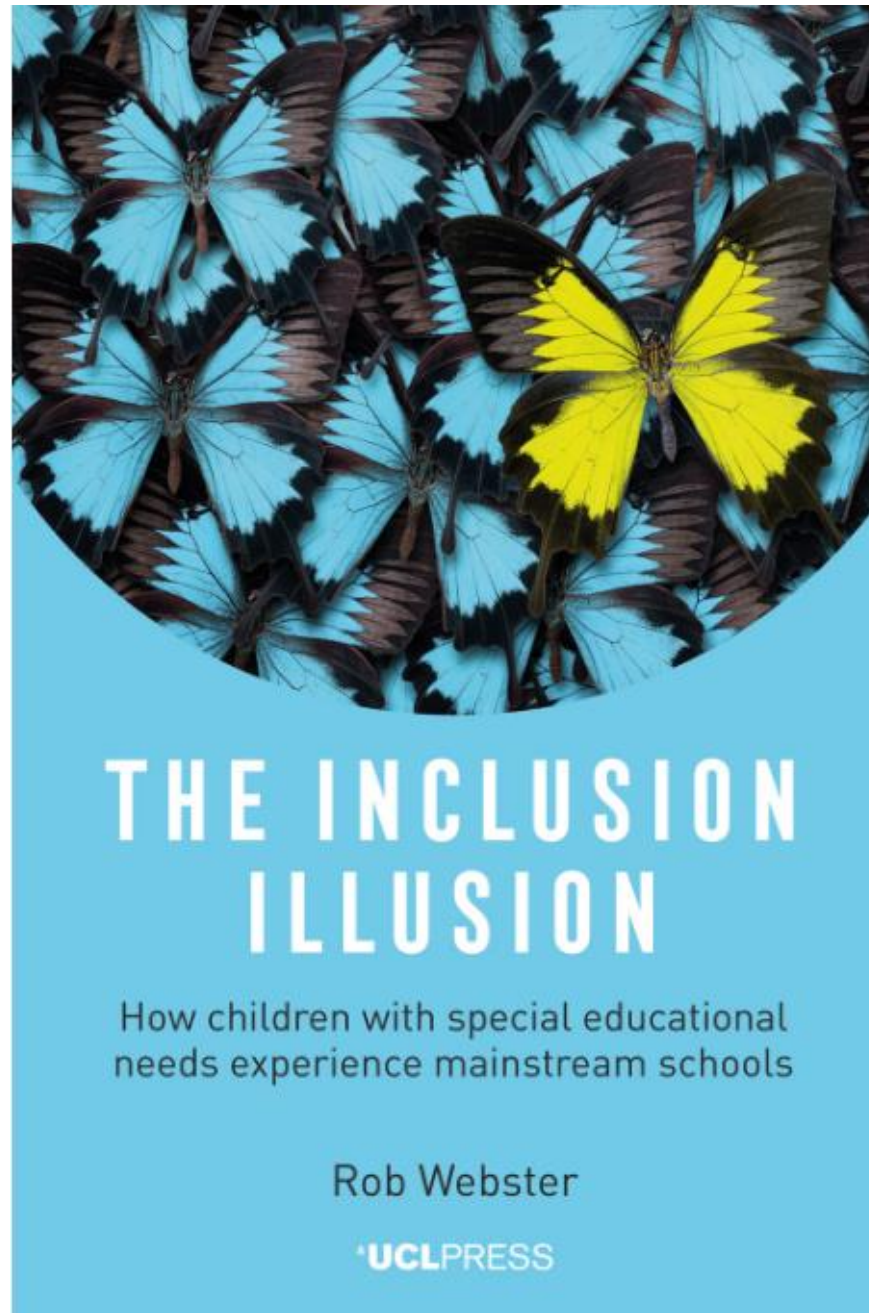
Activity

In your group, discuss the last 3 inclusion principles. Come up with ideas on how you may be able to support inclusive practice in your role using the inclusion principles on each jamboard page.

Record your ideas on jamboard post it notes.

https://jamboard.google.com/d/174U8pjOW0gQzzNbWdNTQW1QbG5aCUpMQSUfZdSgTO_c/edit?usp=sharing

2022



Where to find help?

Special Educational Needs and Disability Information, Advice and Support Services, local and impartial statutory services, providing IAS for children, young people and their parents on education, health and social care.

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/information-advice-and-support-services-network/find-your-local-ias-service>

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/sendiog-information-sheet>