CONNECTING CLASSROOMS

Empowerment & Engagement: building capacity for inclusion

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www.britishcouncil.org/connectingclassrooms
How do we take on any more?
Creating Capacity - there’s never enough….

- Time
- Money
- Resources
- Training
- Incentive & support
- Awareness
Developing inclusion requires...

Creating systems & structures

Developing robust policy

Incentivising the system

Establishing effective monitoring & intervention

Empowering
Developing inclusion requires...

- Targeting training & development
- Embedding collaborative working
- Enabling

Rewarding achievement as much as attainment
Planning for outcomes & impacts
A case study
Inclusive practice is based on a combination of:
A policy states matters of principle and incorporates beliefs, goals and objectives.

It is focused on action, stating what is to be done and by whom.

It is an authoritative statement, made by a person or body with power to do so.

A tool which makes administration easier and allows people to get on with the core business of delivering the goals and objectives stated in the policy.
3 Levels of Policy...

- The current policy gives permission only
- The current policy gives permission and authority to act
- The current policy gives permission, authority to act & also incentive/encouragement
• Is there a clear statement of purpose and policy that supports inclusion across the school?

• Is there a clear and identified role for a senior member of staff to promote inclusion. Is that member of staff on the senior management team?

• Does the school promote inclusion in its aims & aspirations – is inclusion actively promoted and incentivised/rewarded through, for example performance management?
Audit early developing embedded

POLICY

7.2
The degree of access across the school system for all pupils regardless of gender, ethnicity, ability, socio-economic background or health & medical needs.

The degree of engagement of all pupils within schools regardless of gender, ethnicity, ability, socio-economic background or health & medical needs.
Inclusive practice is still at the very beginning of development

Inclusive practice is being actively worked upon and developing

Inclusive practice is advanced and embedded in the system
Some key indicators

• Is there a programme in place that celebrates achievement as well as attainment?

• Is there an effective support system in place that identifies helps pupils who are struggling academically?

• Is there an ongoing series of teachers’ meetings that address the need to adapt and modify the curriculum for pupils with SEN?
• Do lessons show a range of teaching styles including visual, auditory and kinaesthetic approaches?

• Are there plenty of opportunities for collaboration between pupils in lessons?

• Do lessons reflect the different rates at which pupils learn tasks?

• Are there many instances of pupils being disconnected and disengaged from lessons?

• Are pupils actively engaged in setting and evaluation their own targets?
early developing embedded
The pervading attitudes towards inclusion in society and in schools

The balance between medical and social model thinking in the education system

The extent to which behaviours support or undermine the development of inclusive practice at system & school level

The will and commitment in the education system that pushes the inclusion agenda forwards
CULTURE

Resistance

Passive acceptance

Active acceptance and support
• Are staff positive and do they know what the stated ethos of the school is towards inclusion?
• Are parents aware of the school’s commitment to inclusion and is it part of the welcome package to the school?
• Are pupils actively engaged in promoting inclusive and collaborative work?
Audit early developing embedded

CULTURE

PRACTICE

POLICY

2.0

early developing embedded
AUDIT to ACTION
## Issue
There is a negative perception from parents in my setting towards the integration of children with SEN.

<table>
<thead>
<tr>
<th>Action</th>
<th>Who?</th>
<th>When?</th>
<th>Outcome</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Senior team to plan some awareness raising activities and sessions for parents that emphasise the benefit of more inclusive learning</td>
<td>SMT</td>
<td>Meeting before end of Jan 2015. 1st parent session before end of Feb 2015</td>
<td>Parents understand better the mutual benefit of inclusive practice and become more supportive</td>
<td>Culture of inclusion is enhanced with a view to improving our rating from a score of 2 to a score of 4 in one year’s time</td>
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**Issue:** There are too few opportunities for staff to share concerns and work collaboratively on developing pedagogies

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<td>6 weekly Inclusion Group will be established led by member of SMT. The group will act as a forum and also monitor the schools inclusion action plan</td>
<td>Deputy Head &amp; SENCO</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting by April 2015. 6 weekly after that</td>
<td>Greater sharing and awareness of the issues. Sharper focus on the development of the Inclusion Plan</td>
<td>Inclusion practice is developed with a view to increasing our rating from a 3.9 to a 6.0 by the end of the academic year</td>
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In summary

- Inclusive practice needs to be assessed with the same rigour as any element of the school’s performance

- There’s always something to be done to ensure that the needs of more children are being met in more of our schools
THANK YOU
Any Questions?
“She isn’t at a point where formal education is a viable option”

“He just can’t work in a group and has to have constant 1:1 attention”

“He has no communication ability at all”

“His behaviour is out of control and he is a danger”