Inclusion
100% of children
100% of the time

Professor Sonia Blandford
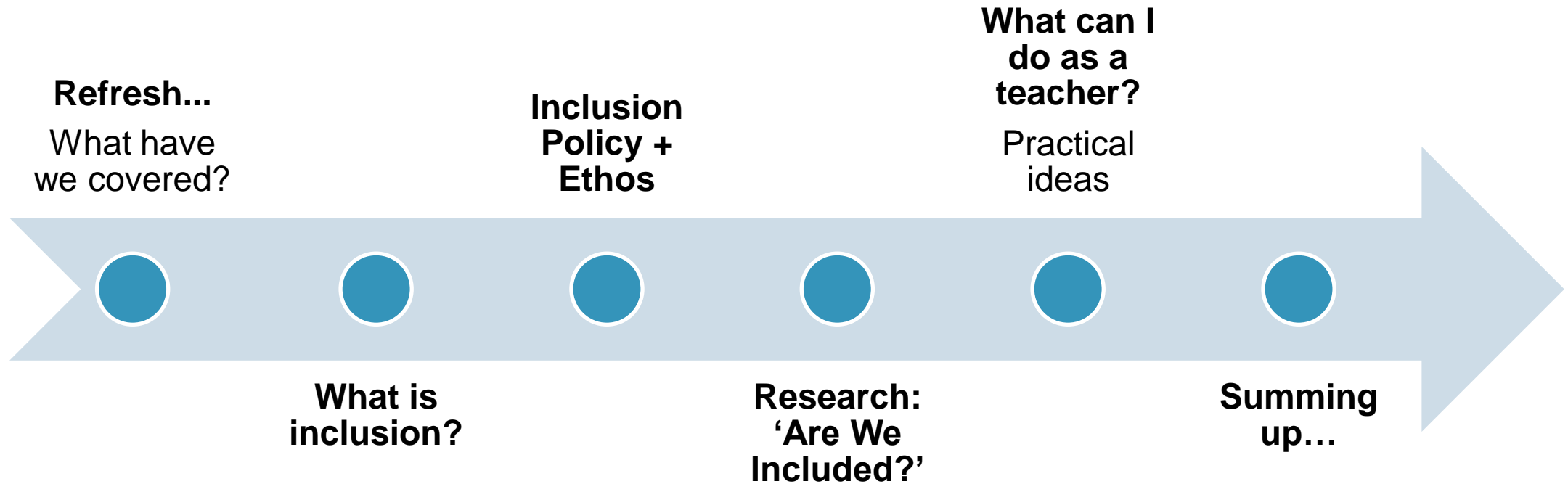
Wendy Casson

In this presentation...

Refresh...
What have we covered?

What is inclusion?

Inclusion Policy + Ethos

Research: 'Are We Included?'

What can I do as a teacher?
Practical ideas

Summing up…

Wendy Casson: BEd (Hons), NPQH, MBE

- 35 years in education as teacher, senior leader, LA Officer, and governor
- HT of one of the largest PRU's in the Europe
- Delivered professional development around inclusion, locally and nationally
- Awarded MBE in January 2022 for services to education

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Professor Sonia Blandford DSc, EdD

- 40 years in education
- Professor of social mobility
- Founder of Achievement for All
- Prince's Trust Learning Lead
- 2016 list of the top 500 influential people in the UK
- 2016 Woman of the Year Awards
- 2018 UK Social Mobility Award Leadership of the Year
- 2022 BBC Making a Difference Awards

Revisiting Teaching

- **High expectations** for all
- **Good relationships**
- **Curiosity** - Know the child you teach
- **Embrace -** the slips and trips
- Think outside of the box - **Trauma?**
- We all learn differently

Inclusion - what does it mean in practice?

"Every student can learn,
Just not on the same day,
Or in the same way"

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A working definition of Inclusion:

Beyond a traditional view of inclusion,
broader than making provision for any single group:

➢ Inclusion is: **100% of children learning and having their needs met in high quality education, 100% of the time**.

....

➢ Inclusion is: **aspiration, progression and success for *ALL***.

....

➢ Inclusion is:

"We are Included"
"We have the chance or choice to be equal to others"
Every Child, Every lesson, Every day, Every week

Considering the *Truly Included Child*:

The **truly** *included* child:

- ✓ Attends regular classroom lessons;

- ✓ Participates in all activities offered to other students;

- ✓ Is accepted by the rest of the school community;

- ✓ Achieves in all learning domains;

- ✓ Has a strong sense of belonging and feels happy to be part of the school community.

Inclusion - what does it mean in practice?

" Inclusion is the action or state of including or being included within a group or structure. In a school or education setting, it means that every child and every adult who works or learns in a school is valued and whose personal needs are being met"

Part 5 of the Teaching Standards

5   Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

The inclusive classroom

- Don't just teach to satisfy Ofsted or to meet the teacher's standards…..**teach to meet the needs of your pupils.**
- Don't just let Ofsted or teacher's standards direct how you teach….. **Allow the pupils to guide you**
- Don't try and change the child, **change what you can around them**
- **Reflect** on the effectiveness of your lessons and your approaches to teaching

System Leadership:
Evaluation of Plymouth's 'Place-Based School Improvement Strategy'

The Foundations

➢ "I leave to several futures (not to all) my garden of forking paths…" (Borges, 1941).

➢ History has not been kind to predictions of skills and capacities for the future (Arthur C Clarke et al.)

➢ The fourth industrial revolution and the impossibility of prediction

➢ An alternative approach…

The Foundations

➢ Equality, Diversity, and Inclusion

➢ Mutuality and Moral Purpose

➢ Meritocracy vs Cultural Foundations, Values, and History

➢ Multiplicity of destinations needs a multiplicity of routes

➢ Not Just 'Getting In, But Staying In'…

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SEND Code of Practice 2015

"Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives."

SEND Code of Practice 2015

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN 20
- a focus on inclusive practice and removing barriers to learning successful preparation for adulthood, including independent living and employ

Interventions - School

- **SENDCO**
- **SLCN**
- **Ed Psych**
- **CAMHS**
- **Mental Health Practitioners**
- **Social Care**
- **Looked After Teams**

'Are We Included?'

Researching Inclusion in practice:
Plymouth universities and Plymouth secondary schools working together for the Plymouth child

www.sw-ift.org.uk

Researching Inclusion – 'Are We Included?'

*Building on international research by Prof. **Umesh Sharma** and colleagues at **Monash University**, Australia.*
***10 Plymouth Secondary Schools**, in collaboration with **Plymouth Education Board** and **Plymouth City Council**.*

Study 1

- **3 Online questionnaires**, developed by Monash University:

  Distributed to Teachers/Leaders, Students and Parents/Carers.

- To validate the Monash questionnaires for use in the UK,

  and gather insight into inclusion practices within Plymouth.

- Summary reports shared with each school.

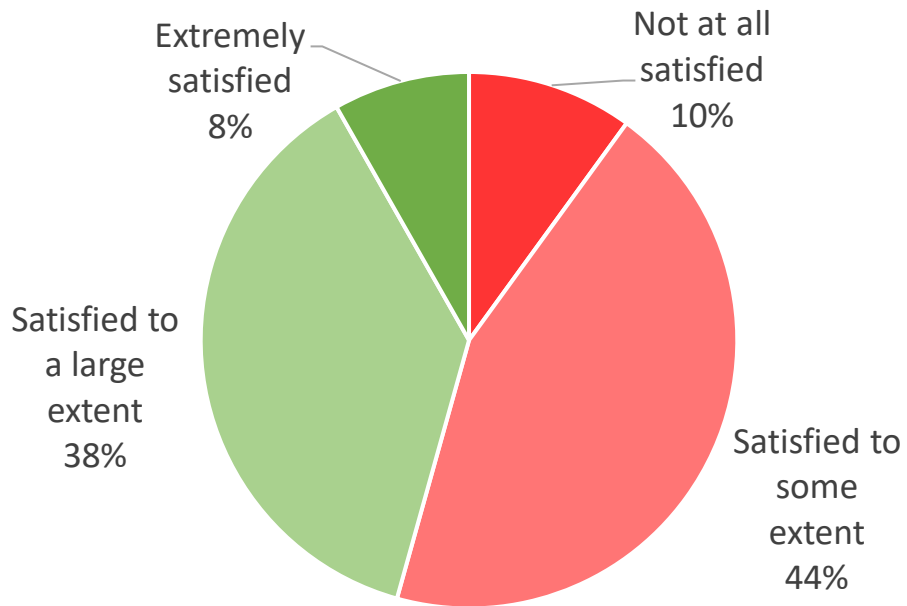| Questionnaire Responses	
Teachers/Leaders	165
Students (Years 7 and 10)	907
Parents/Carers	398
Total:	**1470 responses Across 10 schools**

Study 2

- **12 Follow-up interviews:** 3 teachers, 3 leaders, 3 students, 3 parent/carers

- To further validate the questionnaires, gather insight into inclusion in Plymouth, and feed into Study 3
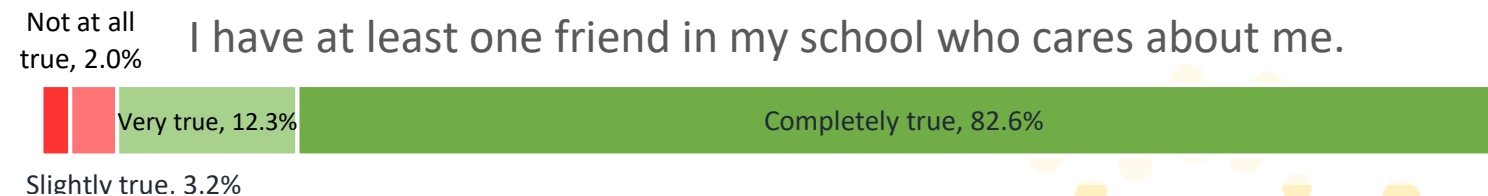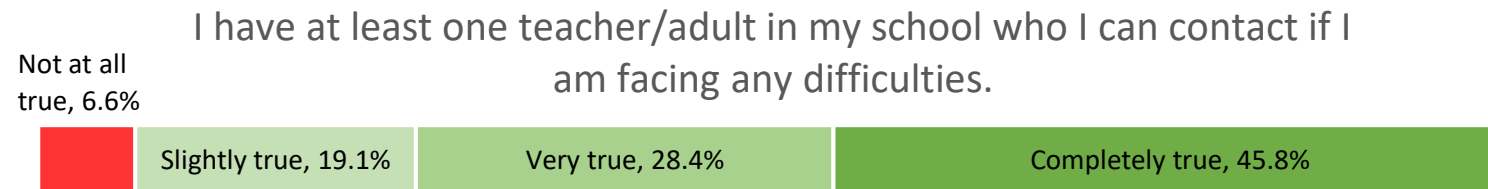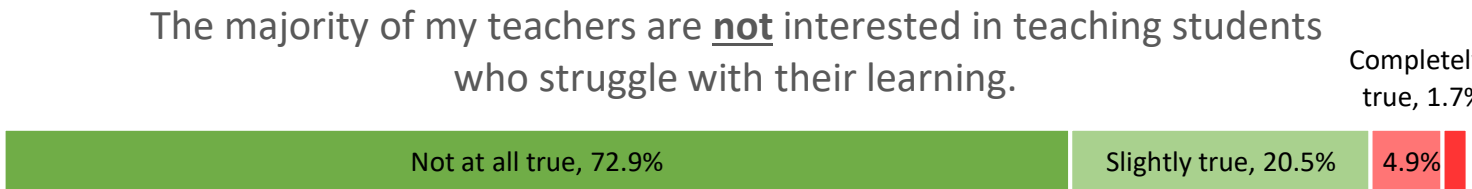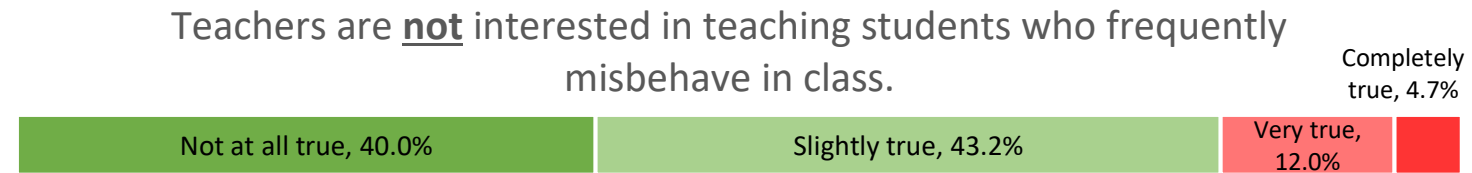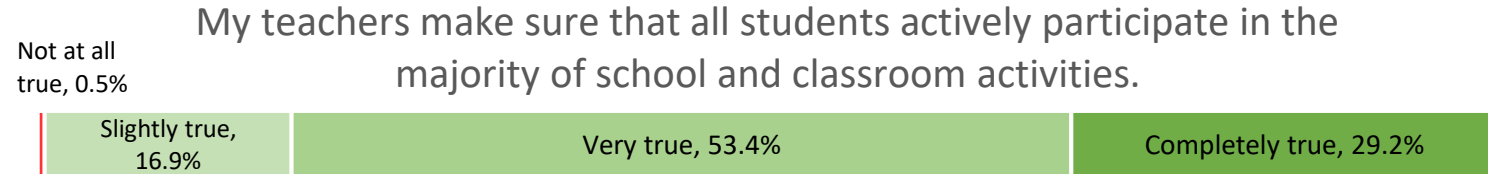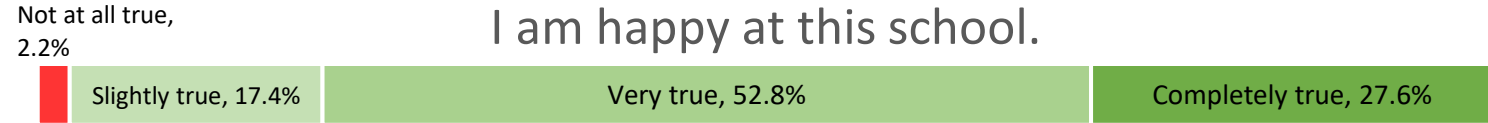
Study 3

- A **six week coaching/intervention program** in each of the 10 participating schools – 6 x 1hr sessions.

- To improve inclusion, attendance, confidence/mental health, aspiration, achievement and student engagement.

- Delivered by 'mentors' to groups of 10 - 20 students, alongside teachers, leaders and parents/carers.

Study 1 – Questionnaire Results: <u>Students</u>
<u>(June 2022)</u>

Please rate your overall satisfaction with how included you feel at school

Extremely satisfied 8%

Not at all satisfied 10%

Satisfied to a large extent 38%

Satisfied to some extent 44%

Of the 46% students that are 'Extremely Satisfied' or 'Satisfied to a large extent' with how included they feel at school:

I am happy at this school.

Not at all true, 2.2%

| Slightly true, 17.4% | Very true, 52.8% | Completely true, 27.6% |

My teachers make sure that all students actively participate in the majority of school and classroom activities.

Not at all true, 0.5%

| Slightly true, 16.9% | Very true, 53.4% | Completely true, 29.2% |

Teachers are **<u>not</u>** interested in teaching students who frequently misbehave in class.

Completely true, 4.7%

| Not at all true, 40.0% | Slightly true, 43.2% | Very true, 12.0% | |

The majority of my teachers are **<u>not</u>** interested in teaching students who struggle with their learning.

Completely true, 1.7%

| Not at all true, 72.9% | Slightly true, 20.5% | 4.9% | |

I have at least one teacher/adult in my school who I can contact if I am facing any difficulties.

Not at all true, 6.6%

| Slightly true, 19.1% | Very true, 28.4% | Completely true, 45.8% |

I have at least one friend in my school who cares about me.

Not at all true, 2.0%

| Very true, 12.3% | Completely true, 82.6% |

Slightly true, 3.2%

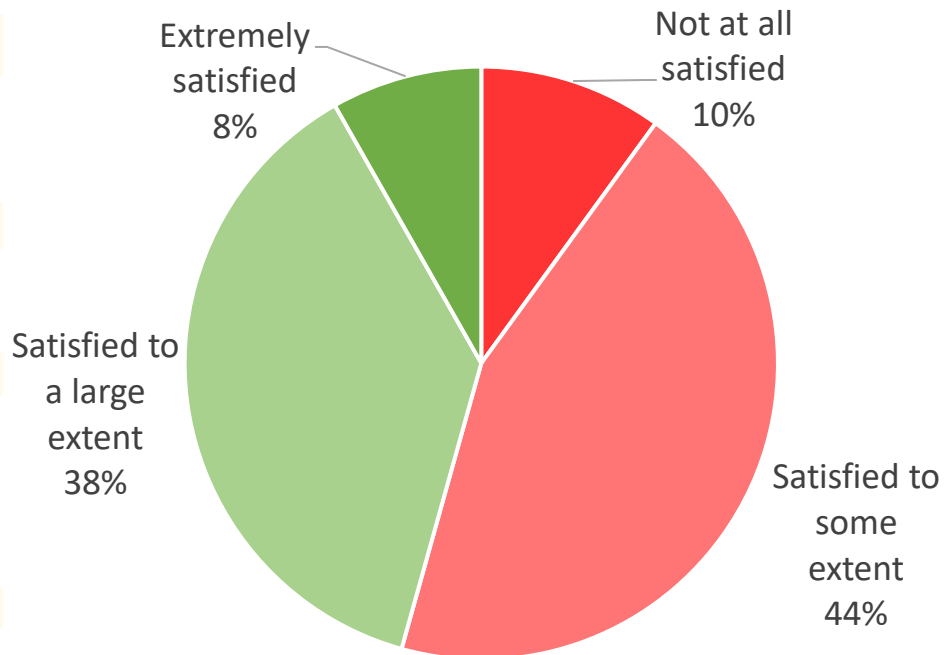# Study 1 – Questionnaire Results: <u>Students</u>
(June 2022)

Please rate your overall satisfaction with how included you feel at school

Extremely satisfied 8%

Not at all satisfied 10%

Satisfied to a large extent 38%

Satisfied to some extent 44%

Of the 10% of students that are 'Not at all satisfied' with how included they feel at school:
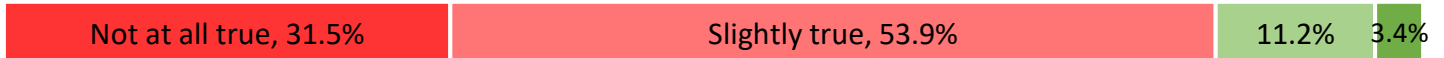
I enjoy coming to school every day.

| Not at all true, 76.7% | Slightly true, 21.1% | 2.2% |

Most teachers in my school make learning fun.

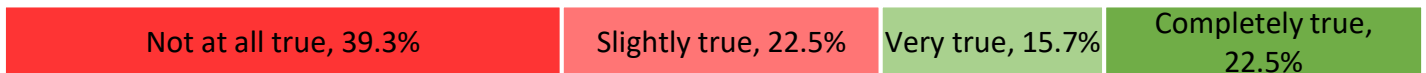| Not at all true, 58.4% | Slightly true, 38.2% | 3.4% |

My teachers make sure that students who face difficulties in learning a subject receive enough support and guidance.

| 16.9% | Slightly true, 58.4% | Very true, 21.3% | 3.4% |
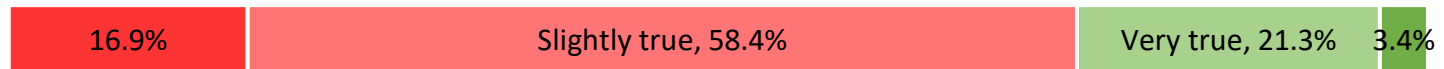
My teachers are very caring towards all students.

| Not at all true, 31.5% | Slightly true, 53.9% | 11.2% | 3.4% |

I have at least one teacher/adult in my school who I can contact if I am facing any difficulties.

| Not at all true, 39.3% | Slightly true, 22.5% | Very true, 15.7% | Completely true, 22.5% |

Teachers are not interested in teaching students who frequently misbehave in class

| Not at all true, 19.3% | Slightly true, 36.4% | Very true, 25.0% | Completely true, 19.3% |

Study 1 – Questionnaire Results: _Teachers and Leaders_

Attitudes, practices, confidence and barriers

○ Generally, **attitudes** toward inclusion are good, but not all staff embrace inclusion as passionately as we might hope.

○ Teacher/leader likelihood to engage in **practices** that accommodate learners who need additional support was good.

○ Teachers and Leaders rated their **confidence** in a number of areas.
   Results point to a significant overall <u>lack of confidence</u> in the following inclusive practices:

Getting parents/carers of children with SEND involved in their child's learning	_Adapting teaching strategies to support a student who is failing/becoming disaffected_	_Controlling and/or calming disruptive behaviour in the classroom_	_Preventing disruptive behaviour before it occurs_	_Designing learning activities that accommodate the needs of students who have a disability_	_Using a variety of assessment techniques_

Meanwhile, confidence in the below areas was distinctly lower still:

|		
Dealing with physically aggressive students in the classroom	_Collaborating with other professionals (e.g. SENDCo, Ed. Psych., SLTs)_	_Informing colleagues of laws and policies relevant to SEND provision and inclusion_

Study 1 – Questionnaire Results: *Teachers and Leaders*

Teachers and Leaders listed any barriers that currently hinder inclusion in their classroom:

(Box size is proportionate to the number of mentions)
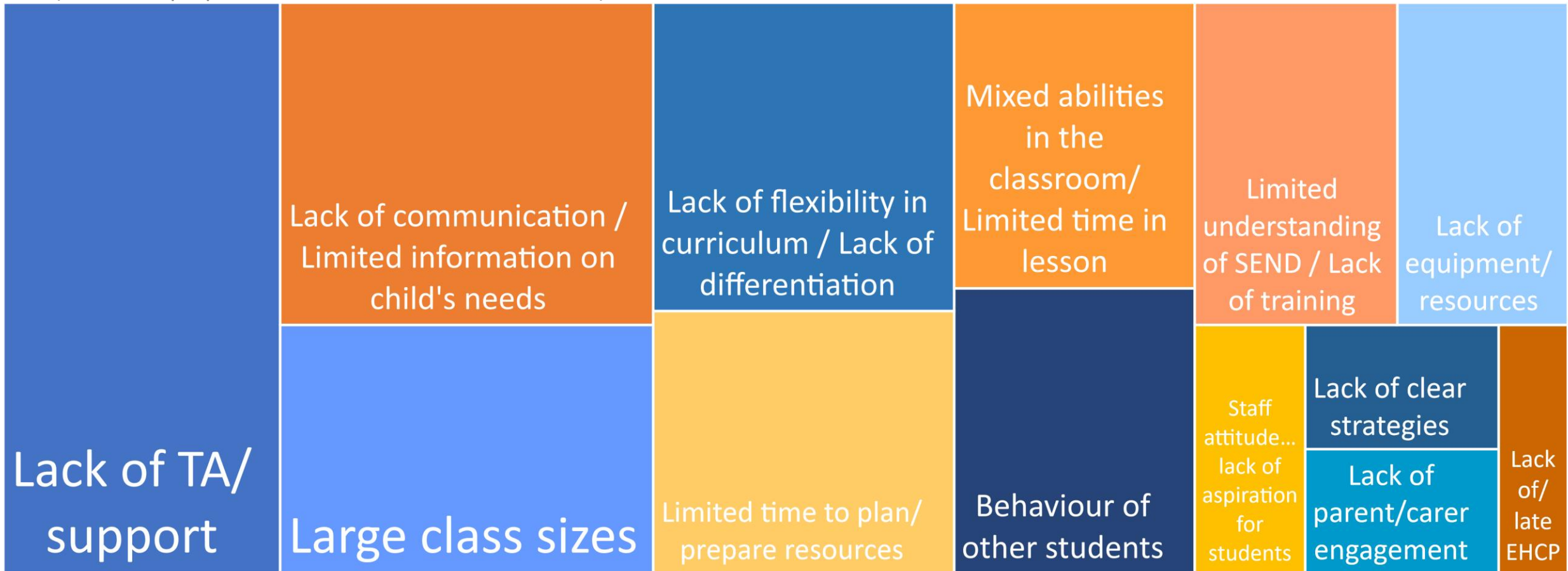
Other barriers mentioned include: **student attendance, lack of flexibility in school behaviour policies, physical limitations of buildings/facilities, a culture of internal-exclusion**, and **a lack of funding/government cuts**.

Study 2: *Follow Up Interviews (July 2022)*
Emerging Themes

Stories of exceptional practice – *proactive, passionate teachers/leaders; confident and enthusiastic students making creative and invaluable contributions; satisfied and empowered parents/carers – advocates for the schools!*

But… Still more we can do… if we aspire to **"We are included!"** for **every child, every lesson, every day, every week**. *Most students are included, but some only on a superficial level.*

Behaviour – *Behaviour generally dealt with 'effectively'; lack of a 'whole child' approach / viewing behaviour as communication; Some tendency to favour the 'SEND hub', internal-exclusion or permanent exclusion over keeping the child in lessons.*

Importance of Positive Relationships – *Teachers usually know their pupils, but sometimes just as a face or a name. Importance of genuine, caring and well-established teacher-student relationships was emphasised by all groups.*

Teacher/SENDco Collaboration – *A need for ALL teachers to take a proactive approach – not just the SENDco!; Some students bouncing between classroom to SEND hub with limited long-term continuity; teacher frustrations surrounding access to student profiles/EHCPs/strategies; Need for a whole school approach…*

Parental involvement – *A lack of parental engagement at times – yet teachers, leaders and parents/carers recognise the importance of parent-school collaboration.*

Attendance – *A culture of external exclusion; 'School refusers'; Emotionally Based School Avoidance; Ongoing impacts of Covid-19.*

Study 2: *Follow Up Interviews (July 2022)*
Emerging Themes

Systems and Collaboration

- A lack of joined up thinking between class teachers and SEND provision in schools – students pushed from one to the other with limited continuity or long-term planning – a need for a whole-school approach

- Issues surrounding information sharing between SEND provision and class teachers – student profiles/EHCPs/strategies.

Extra-curricular activity

- A lack of recognition of the significant role that extra-curricular activity can play in inclusion.

- Current offer isn't always reaching <u>ALL</u> students.

Systemic Issues

- Disparity of provision between selective/grammar schools and non-selective/comprehensive schools

- Teachers, leaders and parents/carers commented on how a one-size-fits-all National Curriculum, standardised testing and neoliberal/performativity agendas are antithetical to 'true' inclusion.

Study 3:
Towards
"We Are Included!"

Plymouth Universities and Secondary Schools working together for the 'Plymouth Child'

'Are We Included?' *Celebration Event*
December 2022

'Are We Included?' *Celebration Event*
March 2023

Study 3: Mutuality Coaching program
September 2022 to June 2023…
Funded by DfE, OfS, NSSW, PCC, and Plymouth University

- A **six week coaching/intervention program**

2022 November – December 2022	2 schools
2023 January – March	2 schools
2023 April - June	2 schools
2023 Opportunity Plymouth	8 schools

- 6 x 1hr sessions per school

- **Aim**: to improve inclusion, attendance, confidence/mental health, aspiration, achievement and engagement.

- Delivered by **AWI? 'mentors'** to groups of 10 - 20 students

- Session plans developed in **collaboration** with the schools

- *Related to this-* **DfE Evaluation study**

Session Plans:

1) **Getting to know each other and positive role models**

2) **Aspiration** - the end goal, university, career…

3) **Access** - Building confidence

4) **Attainment** – The importance of 'doing your best' and how 'you' do that

5) **Achievement** – Communication

6) **Recap on 'what you have learnt'** – Group led, possibly Presentation/campus celebration

Study 3 Findings: Autumn 2022 Pilot

Students

Students report increased feelings of inclusion amongst their peers

An improvement in 'Behaviour', 'Independent Learning', and 'Quality of Work' data for some students

School staff report increased confidence and self-esteem amongst students

Increase number of parents reporting that students enjoy attending school, enjoy lessons, and look forward to classroom activities

Parents

Improved parental satisfaction surrounding school's Inclusion agenda

School Staff

Greater reflexivity around Inclusion; improved attitudes to Inclusion and willingness to undertake CPD

Whole School

A catalyst for positive discussion and ethos building around inclusion

What can I do as a teacher?

Misconceptions:
A want to change the child…

> **"Don't change me, change the support around me"**

What can I do as a teacher?

Learning environment - crucial

Strategies for all

Knowledge of the child(ren) is strength

Behaviour for Learning

What can I do as a teacher?

- Awareness of adaptive and responsive teaching

- Encourage creativity

- Be aware of language levels

- Less is more - talking, instruction, stimulus

What can I do as a teacher?

Pace, tone and pitch

Recap and refresh learning

Targeted use of questions - blank levels!

Encourage individual reflection - trays

Red, amber, green

'Choose me'

A recent visit to a school with over 50% Pupil Premium (DfE, 2022) students, situated in an area with the highest levels of need in England:

…to inspire teachers, leaders, parents and carers to guide all children through their childhood to realise their aspirations – to be chosen for clubs, activities that lead to employment. For children to take responsibility for their own futures, through behaviour for learning, participation and belonging, to say to their future employers *'choose me'*.

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"Those teachable moments……."

External influences
- Lesson disruptions
- What happened last night
- Family dynamics
- Previous lesson
- Weather
- Health

Sometimes, you may have to roll with it...

Grant yourself the *serenity*
To accept what you cannot change
Courage to change what you can
But above all

The *wisdom* to know the difference

We are all learning…

- Communication
- **Reflection - be curious**
- Relationships
- **Understanding need**
- With…not to!
- Confront without confrontation

Summing up…

Most children *love* coming to school,

Some come to school to be *loved...*

A shared vision - a core set of values and beliefs shared by all staff.

Commitment - to creating an ethos and culture of achievement across the whole school.

Collaboration - with parents, children and young people and others within and beyond the school, including other schools, to develop and share best practice.

Communication -encourages modelling positive engagement with all stakeholders.

Action Points

- We are all learners
- High standards
- Relationships
- Curiosity
- Know the child
- Reflection

Be Curious

Questions?

Teaching and Learning to Unlock Social Mobility for Every Child:
Building Learning Futures

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