



Leadership for Inclusion Debbie

All about me...

- ☺ Teaching for 38 years in Newham
- ☺ Born and grew up in Newham
- ☺ 28 years at Cleves since it opened in 1993
- ☺ I have been a Nursery teacher, Early Years Leader, Senco and Deputy Head
- ☺ I retired in January 2021





Ethos and Aims

Our aim was always to include all children within the school and celebrate the diversity and differences in all of us.

The vision was driven by Newham's drive for inclusion and our first Head teacher – Brigid Jackson-Dooley.

School Information

- ❖ Cleves is a mainstream primary school with around 480 children on roll
- ❖ 23 places across the school are reserved for children with complex needs from across Newham
- ❖ Places are allocated by an Early Years Panel of professionals which take account of parental preference and proximity to the school
- ❖ All children are fully included in all aspects of school life and follow the National Curriculum
- ❖ The school has high expectations for all children
- ❖ We use a personalised approach for all children, ensuring that all of their needs are met within an inclusive environment.
- ❖ Our school is identified as Outstanding by OFSTED and SEND was identified as a strength of the school.

Leadership Structure

June Week 27 2020

Staff 2020/2021				
Executive Head Teacher Sarah Lack				
Head Teacher Nneoma Onyemachi				
Deputy Head Teachers				
Jim McLucas		Debbie Lakey		
Health and Safety Safeguarding Mental Health & Well-being Community Cohesion		Inclusion Safeguarding SEN Wellbeing and behaviour		
Assistant Head Teachers				
Ayshe Halil	Sab Ubhoo	Heather Horton	Lizza Donnelly	Rosie Hayes
Teaching and Learning – EYFS Lead	Inclusion Lead Safeguarding SEN Wellbeing and behaviour	Teaching and Learning – English Lead	Teaching and Learning – Assessment Lead	Teaching and Learning Curriculum development – Core Subjects & Computing Lead

Leadership structure and evolution



Cleves Primary School Inclusion Team

Curriculum Support Teacher
Early Years
NNEB's
CST TA's

Curriculum Support Teacher
Key Stage 1 (Year 1-2)
NNEB
CST TA's

Curriculum Support Teacher
Key Stage 2A (Year 3-6)
NNEB
CST TA's

Curriculum Support Teachers are key stage and wing based with full time teaching commitment with individual, small group and whole class PPA cover. (Resource, HNF and SEN support)

They support teachers and teams to plan for individual children and liaise with all agencies working within the key stage - Physio, OT, CCNT, S+L etc.

They work in partnership with parents and support all parents within school.

They are accountable for all children within a key stage and have a shared responsibility to ensure all children make good progress.

Deputy Head/Inclusion leads on the vision and development of all aspects of inclusion within the school.
Leads and manages the whole inclusion team.

Support NNEB (3 days)
Support for whole team.
Support for new admissions in partnership with Deputy Head.
Support for training and courses.

Safeguarding and Inclusion Team

Learning Mentors and School Counsellor support children and plan for groups and individuals to receive additional support around wellbeing and mental health. They liaise with families and all agencies involved.

Family Support Worker works in partnership with Deputy Head and Inclusion Team to support families and the wider needs of all children.

The whole team are accountable for all children and have a shared responsibility to ensure all children make good progress.

Leadership structure and evolution

- ❖ Changed and evolved over time and following different leaders but the structure has enabled us to be successful
- ❖ Leaders need to be resilient and keep the vision in mind even though you may need to compromise at times of challenge
- ❖ It relies on teamwork, having a shared vision, developing each others skills and listening to all staff
- ❖ Role of CST is crucial because they drive the direct work with children, the day to day development, work with other professionals and parents.
- ❖ They need to know the Senior Leadership will fully support in all aspects of the role.
- ❖ The Deputy Head (Inclusion) role works alongside the CST and coordinates the whole system which enables them to focus on direct work with children and Parents.

Children





Children

- ☺ Children have a wide range of complex needs which include; sensory needs, learning needs, physical needs and medical need. It is usually a combination of needs that make it more complex but at the heart of it they are still children and need exactly the same as a child without such complex needs.
- ☺ Children are fully involved in school life with all aspects of their development supported in an inclusive way.
- ☺ Children have the opportunities to make real relationships and friendships with peers on equal terms in a natural way. In my experience the friendships that children make in Early Years continue through to Year 6 and beyond.

Parents and Carers

- ☺ Parents are the key partner in our work with children.
- ☺ All parents are welcome to look around the school and be supported in decision making with an honest and open dialogue
- ☺ Home visits are a key part of the transition process and developing a strong partnership from initial contact
- ☺ Transitions are tailor made to meet everyone's needs
- ☺ We have an open door approach to all parents and openly encourage a dialogue about their children, so they feel safe to question, and be part of the planning for and development of their child
- ☺ Parents play a key role in the celebration of achievements at the Annual Review
- ☺ Parents are supported as a family and school can signpost to other services and help to access support
- ☺ Parents Group has had a very positive impact and helped parents to be empowered and support each other alongside the school



Staff



- ☺ All staff need to be involved and fully committed to inclusion
- ☺ Everyone needs to feel valued and know that they contribute to all aspects of all children's development
- ☺ Cleaners, Caretaker, midday staff, TA's, Nursery Nurses, Learning Mentors, Teachers all play a key part in the jigsaw and enable progress for children
- ☺ Leadership means being accountable to all staff, having a shared vision that the most important people in any school are the children and parents
- ☺ Every member of school staff has a role and a part to play but any successful organisation is one where people feel **"its everyone's job"** and the **"its not my job"** mentality is not prevalent
- ☺ A collaborative approach where people are enabled to be successful but can also recognise areas of development and accept support

Classroom Practice

- ☺ This has evolved and changed over time due to changes in Leadership, Ofsted and natural development
- ☺ The children are all class based but for each child decisions are made in partnership with parents about the balance of smaller group and whole class learning. Every child is class based during the afternoon sessions.
- ☺ All children take part in morning greetings and registration, playtimes, lunchtime, PE, music, art and foundation subjects. Children with the most complex needs may work in smaller groups during the morning sessions where the sensory curriculum is more focussed on the individual needs and more emphasis on personalised areas of learning
- ☺ Teachers are supported by the CST in planning for all children



Curriculum for Everyone

- ❖ At Cleves we use the National Curriculum to provide a broad and balanced curriculum for all the children
- ❖ This is further developed, adapted and ultimately more personalised for individuals and groups of children
- ❖ We all know that children learn in very different ways and for children with complex needs it is often a very sensory approach to learning which can benefit all children
- ❖ Those concrete experiences and real life learning are key for all children so all children are involved in all educational trips, residential trips, PE sessions and swimming etc
- ❖ Teachers and Curriculum post holders plan for everyone to be included and make adaptations as needed.
- ❖ Children are all fully involved in all the social aspects of school life and we support parents in developing those links as the children move on



Training and development

- ❖ Training and development is key to all schools but is essential when working with children who have very complex needs
- ❖ Cleves has always invested in developing all staff and has a robust system of training for all staff
- ❖ Our support teams have weekly after school training sessions which are fully funded and this enables us to undertake more specialised training for the benefit of all children
- ❖ Our focus is wide ranging but helps to develop our teams in all aspects of the curriculum and in more specialised areas such as Enteral feeding, Epilepsy or music therapy
- ❖ All staff are expected to support all children within the class or group and our responsibility as leaders is to equip them with the knowledge, understanding and confidence to do this effectively
- ❖ As a Deputy Head, with the Curriculum Support Teachers, we would not expect our teams to do anything that we would not do ourselves. We are fully involved in all aspects of the training and the responsibilities we all take on in school



Personal Development and support

Developing staff

We recognise the need to develop staff skills and build in succession planning to ensure the values and systems developed are sustainable. Identifying staff with particular skills and potential to develop and work within teams supporting children and parents is important.

Bereavement support

Our children with complex needs may also have life limiting conditions so it is important to ensure everyone feels supported within this context. Key staff have identified training and teams support families, the children and wider community to deal with loss and celebrate our children's lives.





Attitudes and beliefs

All of our children at Cleves are well placed to challenge people's thinking about Inclusion and what it means to them.

All children can speak honestly and eloquently about their friends and what the relationships mean to them.

Children are encouraged to talk about difference and celebrate everyone's achievements.

They can change people's thinking and beliefs.

For some people inclusion is a real challenge and from experience I have found that it is often perceived as too difficult but when they have the right support and gain knowledge then confidence grows.

“Can do attitude” or solution focussed?

I prefer “can do attitude” 😊

- ❖ It is essential that leaders have the attitude that all things are possible and any barriers can be overcome
- ❖ If you can promote that way of thinking it can have a very positive impact within a school
- ❖ It can encourage “safe” risk taking and pushing the boundaries inside and outside of school
- ❖ Working in teams can promote focussed thinking about how to do something that seems impossible or out of reach
- ❖ Work with children and parents on solutions not problems



The wider team

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Specialist Sensory Teachers
- Wheelchair Service
- Community Nursing Team
- Complex Needs Team
- Music Therapists
- Educational Psychologists
- Travel Assistance

At Cleves all of these people are an essential part of the team and it is very important that leaders value their input and make them feel like a part of the school community.

Extra Curricular



Extra Curricular



Residential Trips

At Cleves all children have always had the opportunity to attend residential trips.

To enable this to happen Leaders have,

- ❖ Supported parents with worries and fears about children going away from home
- ❖ Supported parents to visit venues before trips so they are aware of where the children will be staying
- ❖ Planned with parents for activities and all care needs while away
- ❖ Worked closely with Instructors and staff at venues about how we can include everyone and making adaptations when needed
- ❖ Calls and Facetime when away so parents can feel confident
- ❖ Detailed planning and risk assessments to support inclusion and not make them barriers

Inclusion means...



Inclusion is about all children learning from each other and children with complex needs teach all of us that difference is amazing and wonderful.

Children from Cleves see difference as the norm and as they grow into young people and adults they build a more inclusive and equal society.

As future leaders they can challenge preconceptions about disability and ensure all are included.

Any questions?



When circumstances allow
then please come and visit
us at Cleves.

Our children are amazing!!!!