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- 7 schools in East London
- 3 with resourced provisions (enhanced provision) opened back in 1990s
- Long history of inclusive practice that has built expertise
- All highly inclusive
- All with high numbers of pupils with the most complex level of need
- Typical number in Resourced Provision 30 complex needs
- Typical number in all other schools 20 complex needs



Monega Primary School



Vision and Ethos must come first

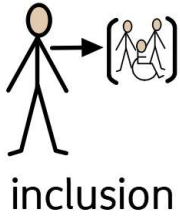




Supporting and celebrating diversity and inclusion in school works because it gives all children the potential to achieve, and creates an environment where those with additional needs **are not segregated and seen as 'other'**; they are part of the same community of learners.

Inclusion addresses negative cultural attitudes and misconceptions about people with disabilities, or those who are members of minority communities.

Building an Inclusive Society



“... Those with special educational needs must have access to mainstream schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

Mainstream schools with an **inclusive orientation** are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all”

(Taken from the Salamanca Statement –UNESCO World Conference on SEN)



What Ofsted are saying in 2021

Chris Pollitt (HMI Specialist Lead for SEND)
Inclusion is important for OFSTED



Monega Primary School

Before making final judgement on overall effectiveness during an OFSTED inspection . Inspectors will always consider the spiritual, moral, social and cultural development of pupils and evaluate the extent to which the school **meets the needs of different pupils** , including pupils with SEND

SEND CODE OF PRACTICE

Schools must ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEND.

Schools must use their best endeavours to make sure that a child with SEN get support they need - this means doing everything they can to meet the children's SEN need .

The quality of teaching for pupils with SEN and the progress made by pupils should be a core part of the school's performance management arrangements and it's approach to professional development for all teaching and support staff.

SCHOOL INSPECTION HANDBOOK



The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Teachers enable pupils to understand key concepts, presenting information clearly and encouraging appropriate discussion.

Teachers check pupil's understanding effectively, and identify and correct misunderstandings.

Teachers ensure that pupils embed key concepts in their long term memory and apply them fluently.



Monega Primary School

Every leader is a leader of pupils with SEND

- Every leader must commit to the vision
- Every leader needs to speak the language of inclusion
- All CPD must include aspects of differentiation and variation
- All monitoring of teaching and learning and outcomes expects the same level of care and commitment to be given to all learners . Quality of teaching for pupils with SEN and the progress made by pupils is a core part of the schools performance arrangements and its approach to professional development.
- Curriculum is accessible to all .
- Leaders work closely with SEND specialists when developing the curriculum

INCLUSION

We aim to include children appropriately according to their level of need. We believe it is very important that pupils experience a range of inclusive experiences .

Locational Inclusion	Linked inclusion
Children with SEND and complex needs are educated within regular classes with their typically developing peers. In the same location working on their own personalized curriculums.	that supported children will work with their peers in their classes and be involved in the learning activities set out for the class.
Social inclusion- children are included in all the social aspects of the School day e.g. playtimes, assemblies and the dining area.	
Good inclusion does not mean the child is always in the classroom	

Many people ask the age old question

What is the point in a child being in a classroom if they are doing something completely different?

- Every child has the right to be educated with children of their own age. Role models are important for everyone.
- Every child has the right to reasonable adjustments and the chance to learn it in a typical environment .
- Across the world in every stage of life , in every job we do, in every relationships we have we copy norms .
- Every child has the right to be valued equally to their peers and not be seen as separate to or 'other'.
- Pupils being together acknowledges that pupils are equally valuable and their opinions and needs are important .
- Pupils in classes will experience a more complex environment that stimulates developmental progress. Research demonstrates that Neural connections are stronger in a richer learning environment
- Pupils with SEND do better when in a setting where more is expected of them. They are inspired by the positive performances of their peers and they rise to the higher expectations of their teachers .
- Being in an inclusive environment increase chances of inclusion in future environments.
- Entitlement to a learning experience that respects diversity, enables participation

'Would it be acceptable to not include a child new to English because they don't yet have the required skills to access the curriculum'



Why colour a
Egyptian God

Why copy
write

Why match
pictures ?

All I see is cutting
and sticking

What's the point in
overwriting yellow
letters ?

It is important for children that their learning is accessible and achievable

Colouring : aids concentration , builds fine motor & finger gripping and coordination that support early writing skills , creativity, colour awareness and sense of achievement,

Overwriting and copywriting : Many children do not learn phonetically and will process words as images overwriting and copywriting are key components for image processing.

Matching : Matching is a pre reading skill, that enables pupils to obtain comprehension of key vocabulary. Matching increases cognitive activation and is essential to comprehend at instructional level.

Matching gives meaning to pictures, which leads to giving a context to words. This helps to develop vocabulary enabling the processing of spoken and written language. For example being able to understand an instruction.

Cutting and sticking : Cutting is a life skill, cutting and sticking develops a range of finemotor movement that transfers to a wide range of other activities like cutlery use . Hand eye co-ordination , indepenendt movement of fingers , strength hand movement , bilateral co-ordination skills , visual perceptual task management directionality in a task , finger hand dexterity , promotes grasp pattern and

Making the curriculum meaningful
for children with Autism.

The planning process

1. Break planning down to the very key facts. Simplify by using key words. Going backwards through a task you have already planned for others.

2. Make it meaningful for a child with autism or making it skills led.

What could they learn that is valuable? Which word is most related to everyday living? What skill would be useful to reinforce?

3. When teaching make the learning accessible. **simple language**, ICT , visual support, sign along ,objects , TA's

4. Set a task that works on targets whilst experiencing the theme.

cut and stick pictures, 3D activities such as making a dice, matching, sequencing, underwriting, puzzle pictures,

5. Assess- have they engaged in learning towards their target.

Benefits of inclusion for typical children

- Having a diverse classroom with a range of needs creates a humanist climate of giving.
- Pupils who attend inclusive settings are less selfish and more skilled at supporting others .
- Raises children's awareness of difference and helps them to develop respect for all people.
- Helps to prepare them for the real world where they live in and inclusive society.
- Access to a wider range of resources and teachers that are skilled in seeing the learning journey from beginning to end.
- It is important that children focus on what children can do rather than what they lack. Children naturally acknowledge the achievements of pupils with SEND.
- They can be inspired by children that may have shown strength & courage against adversity. They develop awareness of their own limitations.
- Developing skills in engaging with others that have difficulties eg learning sign language.

Benefits of inclusion for children with SEN

- Increase their social skills and communication skills using typically developing peers as models.
- learning should take place in varied environments in order to maintain children's motivation, to show a greater sense of the child's progression and to give them opportunities to generalise.
- Increased opportunities for interactions and models of social behaviour skills.
- They will experience a more complex environment that stimulates developmental progress.
- Children have greater opportunity to access the national curriculum.
- We feel that expectations in inclusive environments are higher and driven by the success of all.



The risks of working in separate rooms all of the time

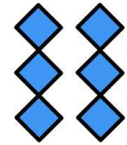
- Teachers tend to treat children who have been segregated as less able than they are.
- Lower expectations are more common
- Children in groups seen as 'other' can be exposed to more negative ridicule.
- Enclosed specialised spaces do not allow children to develop a breadth of coping strategies for dynamic environments.
- Lack of strong role models in enclosed specialists environments limits children's access to copy.

Questions ?

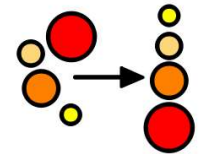


How you can use a **set of simple symbols** in a range of progressive tasks .

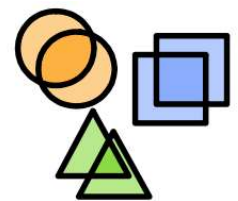
- 2 copies match on top
- Child cuts out symbols sticks in book copies keyword / simple sentence
- Child to build simple sentences
- Child cuts out and puts in sequence
- Child sorts 2 ways people/ places, soft/ hard.
- Child /group completes a learning journey to match symbols to real example
- Child finds picture to match in book
- Child uses as reading task.....phonic identification ie find all the s
- Child match picture to object
- Print two copies play snap



matching



sequencing



sorting