

# Learning Together: An Introduction to Inclusion

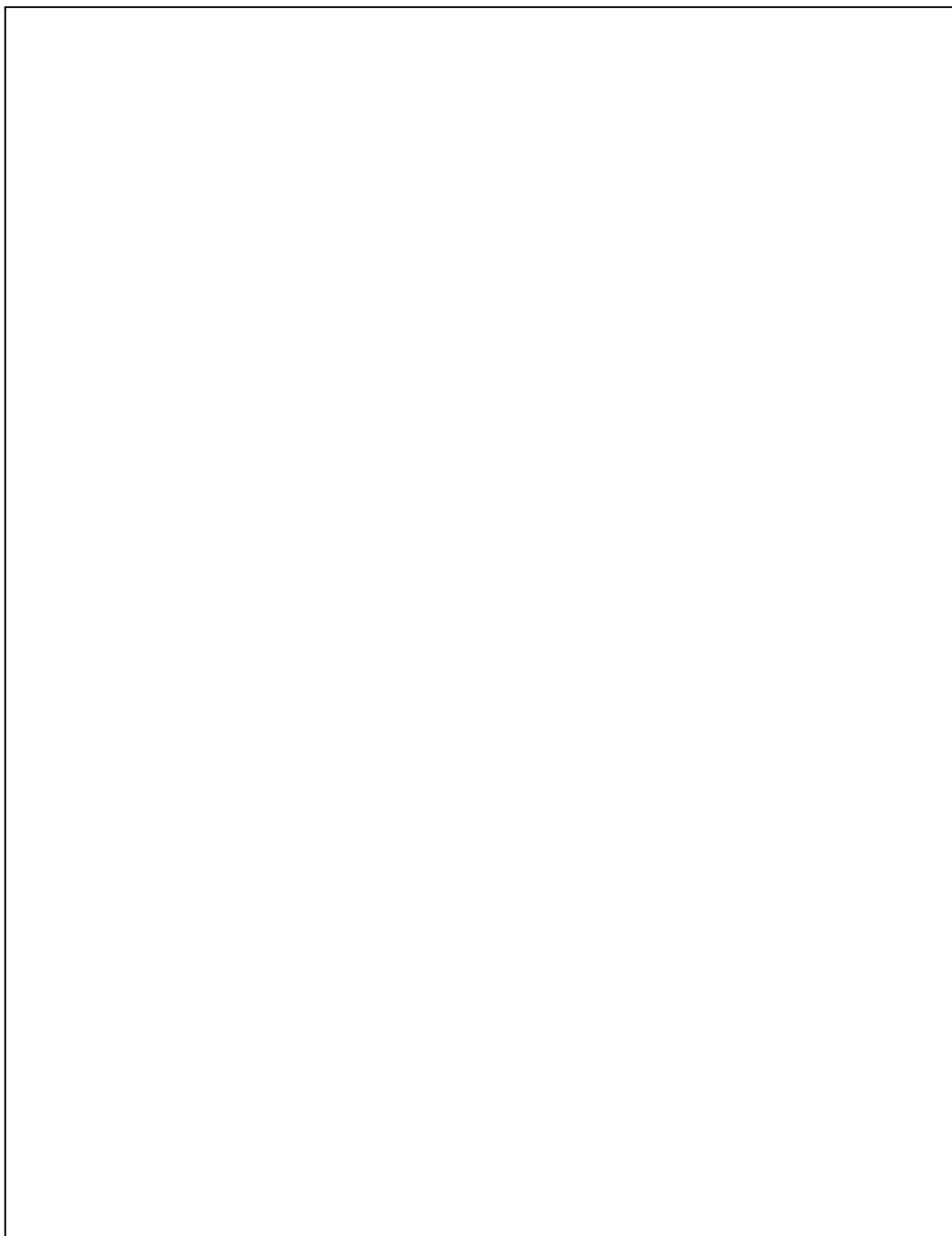


Achieving success for all learners

## Journey to Excellence

*Professional development pack topics have been chosen to help you plan a journey through popular staff development themes. They provide “guided tours” through some of the resources on The Journey to Excellence website as a window onto excellent practice. Engaging with the associated activities will help you to reflect on and develop your practice purposefully.*

**This resource will be updated to reflect new and innovative approaches as Curriculum for Excellence is developed. Please [email](#) or comment in the box below any feedback on the resource or suggestions for improvement to help keep the resource up to date.**

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## **An inclusive approach to education involves:**

- creating an ethos of achievement for all pupils within a climate of high expectation;
- valuing a broad range of talents, abilities and achievements;
- promoting success and self-esteem by taking action to remove barriers to learning;
- countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school; and
- actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.

*Count Us In*, HMIE (2002)

## **Purpose of this activity**

This activity is designed to help you reflect on the implications of inclusive education for your classroom practice. You will be able to draw on features of excellence relating to inclusion, illustrations of practice from all sectors and the perspectives of a range of leading national and international educationists.

The programme of study focuses on how inclusive approaches to education may help **all** learners achieve the purposes and aims of the curriculum 3-18.

## **Learning outcomes**

After completing this programme you will have:

- identified those aspects of school life which best promote inclusion;
- reflected on the extent to which your school and/or classroom is inclusive;
- liaised with fellow professionals engaged in providing services for children;
- reflected on the extent to which the curriculum, learning and teaching in your school and classroom promote inclusive approaches;
- observed and reflected on the work being done to promote inclusion in schools across all sectors within the broader context of *Curriculum for Excellence*;
- discussed some current thinking and research on how imaginative and creative approaches to the curriculum, learning and teaching can promote inclusion; and
- planned and implemented a strategy to foster an inclusive ethos and practice at classroom, departmental or school level.

## **Who is this for?**

This programme is for all who work with learners in all sectors. It is particularly relevant for those who design and deliver learning experiences in the classroom, both teachers and support staff. Indeed the programme has relevance for a wide range of partners and professionals working in other sectors and who contribute to children's services.

## **What will I/we need to work through this programme?**

You will need access to the online resource which supports [The Journey to Excellence](#). It will also be useful to refer to the Scottish Government publication [Supporting Children's Learning: Code of Practice. Statutory Guidance](#) published August 2010 is also available relating to the Education (Additional Support for Learning) (Scotland) Act 2004 amendments.

## Is this an individual activity or do I need to work with others?

You may choose to work individually at a time and place of your choice. However the very nature of an inclusive approach to education presupposes collaboration among teachers, colleagues who work alongside teachers in classrooms, other professionals and parents. When you reach the end of the programme, you will be invited to consider how it has changed and improved your practice. For this reason, it may be helpful to work with a colleague (not necessarily a teacher) to observe practice and to offer each other feedback and advice.

You may wish to adapt the programme of study to enable larger groups of staff within stages, departments or across the whole school to work through it collaboratively. You can also adapt it to meet the needs of colleagues and partners who are not teachers.

## How long will it take?

The programme is designed to be open ended, to enable you to reflect on your current practice and to find out more. However the core activities should take around three hours to work through.

*“Inclusive education is concerned with the quest for equity, social justice and participation. It is about the removal of all forms of barriers of discrimination and oppression and it is about the well-being of all learners.”*

Professor Len Barton, Institute of Education, University of London



## Self-reflection

- What do you understand by the term *inclusion*? What types of learning needs do you think come under the broad heading “inclusive education”?
- Which of these learning needs do you regularly encounter during your day-to-day work? How effectively do you feel you address those needs? How do you know?
- What people do you work with when planning and implementing strategies to address those needs? How effective do you think this collaboration is? How do you know?
- Using the quotation from Professor Barton as a guide, note down the ways in which your school attempts to promote “**equity, social justice and participation**” and remove “**barriers of discrimination and oppression**” and promote the “**well-being of all learners**”.
- How are these principles of inclusion reflected in your school’s vision, values and aims?
- How are these principles embedded in your classroom practice? To what extent does this practice reflect the vision, values and aims of your school?
- What difference is this practice making to the learners in your school?



Movie

Now view the **introductory movie** aspects of broad area 5, [Culture and ethos](#)

As you watch the movie consider which aspects are strengths of your school and/or classroom and which may require further development.

### Key aspects of broad area 5: Culture and Ethos.

- [Promoting positive relationships within a learning, caring and inclusive school community](#)
- [Supporting children and young people](#)
- [Providing positive experiences for the whole school community](#)
- [Promoting positive healthy attitudes and behaviours](#)
- [Aiming high](#)
- [Enabling all children and young people to achieve](#)
- [Encouraging enterprising attitudes and behaviour](#)



Read

### Using the Resource

Read through the following statements carefully

**Promoting positive relationships within a learning, caring and inclusive school community – improvement guide for aspects of Culture and ethos.**

***“With integration, the child fits into the school. With inclusion, the school adjusts to the child.”***

Primary headteacher



### Activity 1

Using the improvement guide, compare your school to the statements above.

#### Activity

Highlight in green those characteristics you consider to be the strengths of practice in your classroom or school.

Highlight in yellow those which are good but could be improved.

Highlight those in red which require significant improvement.

Select one yellow and one red (if you have any) and develop an action plan to take forward the improvements you have identified.

You may find it interesting to carry out a similar exercise using the improvement guides for the other aspects of inclusion.

- *Supporting children and young people.*
- *Providing the whole school community with positive experiences that promote and protect their health.*
- *Promoting positive healthy attitudes and behaviours.*



#### Movie

Watch the video clip [Additional Support Needs – Reflecting on the broader concept](#)



### Activity 2

#### Activity

This workshop uses case studies on Shannon (primary) and Andrew (secondary) prepared for the training resource 'Supporting children's learning' (2005) produced by Donnie McLeod and Brenda Frier for the Scottish Executive. The following activity is designed to help you use the definition of additional support needs outlined in the Code of Practice (2005) and consider the implications for a particular young person. It is important to highlight a [revised code of practice](#) was published in August 2010.

- Use the notes below on the definition of Additional Support Needs to determine if Shannon or Andrew has additional support needs and to identify what they are, including identifying the range of factors leading to this.
- What are the implications for Shannon or Andrew and others with whom she/he comes into contact?

## **Definition**

Additional support needs arise where the child/young person is unable for whatever reason, or is likely to be unable, to **benefit** from school education without the provision of additional support. Some children and young people require support which is additional to or otherwise different from the education that is generally provided to their peers in order to help them benefit from school education. The code of practice suggests the benefit is to do with access to a curriculum which supports their learning and personal development; where teaching and support from others meets their needs; where they can learn with, and from their peers and when their learning is supported in the home and the wider community. If the child or young person has difficulty in any one of these areas it may lead to a requirement for additional support to enable them to benefit from school education.

**Factors** giving rise to additional support needs.

- **The learning environment** e.g. unsuitable curriculum, approaches to learning and teaching not meeting needs as young person's first language not English, young person more able.
- **Family circumstances** e.g. homelessness, parental substance misuse, looked after by local authority, young carer.
- **Disability or health** e.g. motor or sensory impairment, on autism spectrum, learning difficulties, mental health needs.
- **Social and emotional** e.g. behavioural needs, bullies or bullying, experiencing discrimination.

### **Case Study Shannon**

Shannon is in a P2 class. She is the oldest of five children – her younger brother has just started school and her three sisters are all under 5 years old. All of the children are on the child protection register following an incident when they were left alone in the house for several hours.

Before she started school, nursery staff expressed concern about Shannon's development skills and ability to cope with the routines and behavioural requirements of school. Since starting at school, Shannon's behaviour and relationships with other children and adults have been problematic. She has assaulted classmates and staff – one child ended up in hospital when Shannon pushed him off a chair. Shannon cannot be with other children unless she has adult supervision because her behaviour places herself and her classmates at risk of injury. She has a short concentration span, is easily distracted and, if not supervised, tends to disappear from the classroom. Following the incident when the child was injured, classroom assistant time was allocated to support Shannon's placement in school. There has been multi-agency monitoring and review of Shannon's progress and support measures to meet her needs since she was at nursery. Despite this, concerns about her learning, behaviour and parental care have continued. She spends weekends with respite carers every fortnight and spends two hours in the after-school care club three afternoons each week – provision funded by the authority.

Recently there have been indications that she may be beginning to progress educationally, particularly with reading skills. She is now able to recognise about 100 words and is beginning to read three letter blends. Her attitude to learning has changed and she is more willing to concentrate on reading related activities for a few minutes. However, at the moment much of the teaching and consolidation of reading skills is done on an individual basis. Attempts to include her in a reading group resulted in parental complaints that their child was frightened to come to school.

At the most recent review and planning meeting Shannon's teacher identified a need for referral to a speech and language therapist. She is concerned that Shannon rarely makes eye contact with anyone, frequently repeats what others say to her and doesn't seem able to maintain a conversation. She also often doesn't appear to understand many of the words people would expect her to know.

Parents have complained about Shannon's placement in the school to the Parent Council and the Director of Education.

### **Case Study Andrew**

When Andrew was in Primary 6 his behavioural difficulties and educational progress caused concern to his class teacher. Even at this stage there were concerns that this might be a very troubled boy. He was bright, articulate and well mannered. When he was settled he was keen to work. He had no cognitive difficulties but his educational progress was significantly delayed. Contact with other professionals revealed that there were significant family pressures. He had a younger brother and a sister at home and two older brothers both in separate foster care. His father was not around consistently and frequently failed to turn up for contact visits. He frequently made promises to Andrew he did not follow through. A social worker was involved with the family. It was agreed at a meeting with Andrew's mum, the social worker and school staff that difficulties at home were having a major impact on Andrew's ability to benefit from education.

The learning support teacher worked with Andrew and the class teacher on targets set in an IEP covering numeracy, literacy and personal and social development. In P7 he was referred to the Educational Psychologist and behaviour support staff from the local authority became involved. A transition plan to secondary was set up. However, due to changes in staffing the plan was not put into place and Andrew was excluded in week 1 of S1 following a violent incident. His mother was 'sent for'.

The secondary school put a support plan in place involving Andrew spending some time in the Pupil Support Base. The social worker met regularly with Andrew's guidance teacher and stronger links were made with Andrew's mother. During a review meeting Andrew disclosed he had been abused by his grandfather who had been charged with abusing Andrew's mother and older brothers. He began to receive help from a specialist project for abused young people.

At the end of S1 he was self harming and violently attacked his mother, after which he was temporarily placed in an assessment centre. His case was referred to the Children's Panel which decided that Andrew should be placed in foster care. A Care Plan was opened for Andrew covering family contact and future plans for his care. No foster carers were available and Andrew remained in the assessment centre for a further few months before suddenly being transferred to a children's home. In the children's home Andrew's behaviour deteriorated dramatically- there was a culture of non-attendance at school and incidents in the community. He threatened suicide and attempted arson. At this point the Child and Family Psychiatry Team become involved. His behaviour continued to be unpredictable and there were significant mental health issues.

Towards the end of S1 the Educational Psychologist referred Andrew to the authority Social Emotional and Behaviour Difficulties Panel who agreed to a shared placement in a specialist behaviour provision. Although this would mean extra support it also involved yet another team of people working with Andrew and another set of plans. During S2 Andrew showed signs of settling down. He responded well to the specialist provision and greater staff-pupil ratios but his behaviour in mainstream was still a cause for concern. Communication between the Children's Home and the school was poor e.g. situations/information was not passed on due to shift changes. An experienced foster family was finally identified for Andrew.



View the movie

[Staged intervention strategies \(St Luke's High School East Renfrewshire\)](#)

#### Movie

Now view the series of videos on **Enhancing capacity : a secondary school's response**

- [An ethos of support](#)
- [Social, emotional and behavioural needs](#)
- [Youth counselling](#)
- [Additional support: identifying needs - planning responses](#)
- [Creating contexts for all](#)



#### Activity 3

The aim of this workshop is to help you reflect on whole-school factors which enhance capacity for inclusion, including working with partner agencies

#### Activity

Using the series of clips individually or in groups reflect on the following:

##### 1. **An ethos of support.**

What are the key indicators of inclusion described here and what are the key factors in ensuring success?

##### 2. **Social, emotional and behavioural needs**

What are the key messages for teachers here?

What staff are involved in supporting this group of young people?

Identify the key issues for your school or centre with respect to supporting this group of young people.

##### 3. **Youth Counselling**

Discuss the role of the youth counsellor.

How are these needs currently addressed in your school or centre?

What more needs to be done?

##### 4. **Additional support** - identifying needs and planning responses.

Reflect on structures in place in your school or centre for:

- identifying needs
- involving all staff in a common approach
- planning and staged intervention
- accessing specialist support

##### 5. **Creating contexts for all**

What are the implications for school managers and teachers in ensuring all learners are included in ways which meet the needs of all young people and staff?



Movie

View the movie clips on [Planning an appropriate curriculum – A secondary school's response](#)

and the series of clips from a **primary school – Responding to individual needs:**

- [Setting the context](#)
- [Assessing needs and strengths](#)
- [Developing strategies](#)
- [Planning with the learner](#)
- [Creating consistency](#)



Activity

#### Activity 4

This activity is designed to help you look at your current arrangements for staged intervention and support and consider key approaches to the curriculum which ensure learners are fully included.

Using clips from – Staged Intervention St Luke's High School planning an appropriate curriculum - secondary school's response

*or*

the primary example - Planning an appropriate curriculum - responding to individual needs (meeting the needs of a child with social, emotional and behavioural difficulties)

Discuss/reflect on the following:

- Identify the steps taken to ensure the curriculum fully includes learners with individual needs.
- In offering an inclusive curriculum, what steps do the schools take to identify learning needs and remove barriers to learning? What planning mechanisms and strategies are most effective in ensuring success?
- What steps are taken to ensure continuity and consistency for learners?

Now looking at your own school/centre use the planning grid below to consider where you are now in terms of planning the curriculum to include all learners, and what steps you now need to take to bring about improvement.

**Planning the curriculum to meet the needs of all learners**

Current strengths in preparing for the inclusion of individual learners.	Evidence	Who is involved?
Development Areas	Action Needed	Who needs to be involved?
Current strengths in assessing needs and strengths	Evidence	Who is involved?
Development areas	Action needed	Who needs to be involved?
Current strengths in developing strategies to support individuals	Evidence	Who is involved?
Development areas	Action needed	Who needs to be involved?

<b>Current strengths in planning with individual learners</b>	<b>Evidence</b>	<b>Who is involved?</b>
<b>Development areas</b>	<b>Action needed</b>	<b>Who needs to be involved?</b>
<b>Current strengths in working with learners</b>	<b>Evidence</b>	<b>Who is involved?</b>
<b>Development areas</b>	<b>Action needed</b>	<b>Who needs to be involved?</b>
<b>Current strengths in creating consistency for the learner</b>	<b>Evidence</b>	<b>Who is involved?</b>
<b>Development areas</b>	<b>Action needed</b>	<b>Who needs to be involved?</b>



## Movie

A number of movies on **The Journey to Excellence** website illustrate aspects of inclusion. You may find it interesting to view a range of these movies, from across the sectors, as the messages they contain apply to **all** learners in **all** sectors. You could use the movie finder to make your own selection of movies, or choose some of the movies listed below.

[Integrating children with additional support needs \(Bankton Primary\)](#)

[Overcoming barriers \(Annette Street Primary\)](#)

[Including all pupils \(Dingwall Academy\)](#)

[Support for an international student body \(St Andrew's High School\)](#)

[Choices, Chances and Ambitions \(Clydebank High School\)](#)

[The way forward \(Youthstart - John Wheatley College\)](#)

[Empowerment through inclusion \(Govan High School Autism Unit\)](#)

[Supporting young asylum seekers \(Anniesland College\)](#)

[Driven to succeed – Three Towns Motor Project](#)



## Activity

### Activity 5

The activity that follows has three main areas of focus.

1. **The characteristics of effective inclusion**
2. **Inclusion of learners with additional support needs**
3. **How effective inclusion enables all learners to achieve success.**

The activity would be best carried out by a group of people drawn from across the school. It could be done over more than one session.

1. **What are the common characteristics of the approaches to inclusion adopted by the schools, colleges and partner agencies that feature in the movies you have watched?** (NB you may feel that some of the approaches used are not inclusive.)

List on a large sheet of paper common characteristics of successful inclusion and any factors which are not inclusive.

You might also find it helpful to have your copy of *How good is our school?* and/or *The Child at the Centre* so that you can refer to the illustration of very good practice in QI 5.3 Meeting learning needs.

2. **How are the schools, colleges and partner agencies in the movies attempting to foster inclusion for learners who encounter barriers to learning due one or more of the following factors identified in the Code of Practice (Additional Support for Learning Act)?**
  - The learning environment
  - Family circumstances

- Disability or health needs
- Social and emotional factors

**You might find a grid like the one below useful to record your findings.**

The learning environment	Family circumstances	Disability or health needs	Social and emotional factors

3. How are schools helping all learners achieve the [purposes and aims of Curriculum for Excellence?](#)

### Five broad areas of excellence

Schools and centres need to take action in the following five areas to enable their learners to develop the capacities, attitudes, capabilities and skills which are the outcomes of Curriculum for Excellence.

The following list is a sample of movies illustrating examples of inclusion organised within the five broad areas of excellence on the Journey to Excellence website.

You may like to revisit the self-evaluation which you carried out during the first **Self-reflection activity**. What aspects of the movies illuminated the issues of inclusion that you face in your classroom?



In what ways did the movies lead you to reconsider your current practice or provide you with possible strategies to promote inclusive practice in your classroom and/or school?

### Broad area of excellence: Learning and teaching

- [Success: Life skills \(Glencryan School\)](#)
- [Success: Closing the gender gap \(Queensferry Primary School\)](#)
- [Success: Collegiate planning in action \(Campsie View School\)](#)

### Broad area of excellence: Partnerships

- [Partnership: An interagency approach \(Gowans Terrace Centre\)](#)
- [Partnership: Fostering community links \(Clippens School\)](#)
- [Partnership: A school at the heart of its community \(Gylemuir Primary School\)](#)

### Broad area of excellence: People

- [Empowerment: Promoting pupil voice \(Abercorn School\)](#)
- [Empowerment: An inclusive environment \(Campsie View School\)](#)
- [Empowerment: Making a difference \(Isobel Mair School\)](#)

### Broad area of excellence: Culture and ethos

- [Well-being: Promoting positive behaviour \(Clippens School\)](#)
- [Well-being: Integrating pupils with additional support needs \(Bankton Primary School\)](#)
- [Well-being: Integration in primary school \(Dunoon Primary School\)](#)
- [Well-being: Head, heart and soul \(St Thomas Aquin's High School\)](#)
- [Well-being: Use of reflection in the forming of young people \(Ballikinrain School\)](#)
- [Well-being: Creating an ethos for excellence \(St Andrew's Secondary School\)](#)

### Broad area of excellence: Culture and ethos

- [Ambition: Setting sights high \(Campsie View School\)](#)
- [Ambition: Enterprising attitudes \(Clippens School\)](#)
- [Ambition: Creative use of ICT \(Cauldeen Primary School\)](#)



Movie

Now view the following movies which give perspectives on inclusion from a number of well-known educationists. You may find it helpful to view the movies with a colleague (not necessarily a teacher) and to discuss the relevance of each one for your school in general and your classroom in particular.

**Broad area of excellence: Learning and teaching**  
**Engages young people in the highest quality learning experiences**

- [Intelligence is not fixed \(Brian Boyd\)](#)
- [Intelligence is learnable \(David Perkins\)](#)
- [How are you intelligent \(Brian Boyd\)](#)

**Broad area of excellence: Learning and teaching**  
**Focuses on outcomes and maximises success**

- [The gender debate \(Brian Boyd\)](#)

**Broad area of excellence: Partnership**  
**Values and empowers its staff and young people**

- [Creativity and stickability \(Brian Boyd\)](#)

**Broad area of excellence: Culture and ethos**  
**Develops a culture of ambition and achievement**

- [Motivation is the new discipline \(Alan McLean\)](#)



What are the implications for your practice in the perspectives expressed by David Perkins and Brian Boyd?

To what extent are Alan McLean's perspectives confirmed by your own experience? How can we attempt to engage with pupils who lack positive motivation or who are disaffected?

*The Journey to Excellence* online resource also provides abstracts of several key documents that are relevant to the field of inclusive education. They include:

**Broad area of excellence: Partnership**

**[Research abstracts: Partnerships](#)**

- NFER, EiC Research Report, *Excellence in Cities: The National Evaluation of a Policy to Raise Standards in Urban Schools 2000- 2003*
- Reynolds D (2004) *Leading Edge Partnership programme: An Overview or the interim findings. A Qualitative Study*

**Broad area of excellence: Culture and ethos**

**[Research abstracts: Culture and ethos](#)**



Read

- North West Regional Educational Laboratory (1990) *Onward to Excellence: Effective School Practice – A Research Synthesis* North West Regional Education Laboratory, Portland Oregon

What additional perspectives on inclusion do these articles provide?



## **Optional**

### **Case Studies**

#### **Movie**

The Case Studies for the following schools provide further helpful illustrative background.

[Blairmore Nursery School](#)

[Abercorn School](#)

[Allan's Primary school](#)

[Campsie View School](#)

[Glebe School](#)



Activity

## Next steps – making a difference in the classroom

A good way of carrying out this activity is to plan it and carry it out in conjunction with at least one colleague. Working with a small group might be even better. These colleagues may be teachers, for example, support for learning specialists, members of behaviour support teams, English as an additional language teachers or learning assistants. They could also be family workers or professionals from other disciplines, for example, those working in community learning and development, community police officers, health professionals, social workers or educational psychologists.

The activity is open ended but you may wish to plan for it to be carried out over several months so you can judge the impact of your work. When planning, it helps to **build in** strategies for monitoring and evaluating that impact. This could involve you in agreeing how you will record your actions and the subsequent outcomes. You can also begin to think about how and with whom you will share the outcomes.

**Look back carefully at the previous activities and all the ideas and evidence you have gathered.**

- With your colleagues identify an aspect of inclusive practice that is of particular interest and/or relevance to all of you and is an issue in your classrooms and/or school.
- Revisit the movies that you feel are of particular relevance to your chosen aspect. Identify and plan strategies that you will implement over a period of time to make your classroom/school more inclusive. Make sure that you are clear about your respective roles during this project.
- Implement and monitor the impact of your strategy.
- In collaboration with your colleague/s prepare a brief report describing your work, indicating observable benefits for learners and others. Identify an opportunity to present your findings to others. **Be as creative as you can to ensure maximum impact.**

## Useful Links

### HMIE

*Improving Scottish Education 2005-2008 (2009)*  
<http://www.hmie.gov.uk/documents/publication/ise09.html>

*How good is our school? HMIE (2007)*  
<http://www.HMIE.gov.uk>

*A Climate for Learning (2005)*  
<http://www.hmie.gov.uk/documents/publication/rbblr.html>

*Developing Successful Learners in Nurturing Schools: The Impact of Nurture Groups in Primary Schools (2009)*  
<http://www.hmie.gov.uk/documents/publication/ingps.html>

Case Studies of Good Practice in improving the Climate for Learning (2006)  
[http://www.hmie.gov.uk/documents/publication/hmie\\_csgp.html](http://www.hmie.gov.uk/documents/publication/hmie_csgp.html)

### Scottish Government

*Behaviour in Scottish Schools, 2009*  
<http://www.scotland.gov.uk/Publications/2009/11/20101438/0>

### Learning Teaching Scotland

Positive relationships and behaviour  
<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/>

Respectme – Scotland's anti-bullying service  
<http://www.respectme.org.uk/>