



SCENARIOS FROM SCHOOLS

Prof. Donnie MacLeod
Brenda Frier
Barbara Hookey



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Authors

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The actual scenarios are presented as a PDF document on the CD-Rom. This is designed to enable users to select and print off individual scenarios as required

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2.0 TUTOR'S NOTES

Introduction

It is essential that any tutor leading a staff development session be thoroughly familiar with Section 1 of this resource: Inclusive Schooling: A Discussion Paper. The concepts, issues and principles that should inform discussion are explored in depth there. Familiarity with Section 1 and related literature on inclusion is important if the tutor/facilitator is to be able to draw out from, and highlight with, the group the appropriate issues and ideas which should have a bearing on developing practice.

The scenarios are organised around the following themes:

Ethos and culture

Leadership, Management and Co-ordination

Collaborative practice and empowering others

Developing a curriculum for all

These materials offer an opportunity for genuine exchange with parents and other professionals, and their involvement is encouraged.

Timing

Each "scenario" is designed to support a staff development session lasting approximately 90 minutes, with the exception of 2.3.1 which requires a minimum of a half day session. Within each theme a **choice** of up to five scenarios is offered. A selection of the scenarios would also support a staff development day or cluster of days with a focus on inclusion.

Materials

For each session you will need:

Sufficient copies of the relevant scenario to provide one per participant
Flipchart and pens

Using the Scenarios

These are designed to be interactive and to provoke in-depth and, at times, challenging discussion. It is important therefore that groups are representative of a range of interests and experience and that discussion takes place in settings which are free from distraction and conducive to open and unthreatening discussion. The role of the tutor/facilitator is important in ensuring that all participants are given equal opportunities to contribute to the debate and to have a sense that their contributions are valued.

It is important to allow sufficient time for participants to read and reflect on each scenario before opening discussion and debate. It is also important to invite each group to appoint a reporter to take note of key observations, issues and recommendations.



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2.0 TUTOR'S NOTES

Closing each session

In preparation for the feedback discussion at the end of each session, groups should be asked to consider the following questions:

1. What issues became apparent as you worked through this session?
2. What opportunities were seized or missed in the scenario?
3. What additional or alternative strategies might have been appropriate in promoting inclusive practice in this situation?
4. What would secure similar opportunities or resolve similar issues in your context?

These questions are crucial if the outcomes of the session are to have an impact on developing practice. It is important, therefore, to leave sufficient time to do them justice. Try to promote a creative response to each scenario and nurture the idea that there is always something, at an individual or group level, that can be done to foster change/development.

NOTE

You should invite groups to structure their feedback around the following headings:

- Issues
- Opportunities
- Alternatives
- Implications for own context



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2.1 ETHOS AND CULTURE

The scenarios used in this section are intended to enable participants to focus, in particular, on the following issues and their significance in the development of inclusive practice.

- Promoting attitude change
- Increasing participation and decreasing marginalisation
- Enabling access
- Expecting the best of all learners
- Promoting reflection and systematic whole school staff development
- Supporting evaluation and self evaluation



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2.1.1 Breaking down the barriers: enabling access and promoting attitude change

Part 1

The revised development plan for special educational needs in one local authority stated that pupils with special educational needs should have the opportunity to be educated within their own community wherever possible, and that parents be provided with choice. The council therefore proposed moving a special school from its existing building and relocating it the premises of a neighbouring primary school. This was justified in a consultative document from the Director of Education:

"The building at Riverside School is very near the end of its useful life and refurbishment is not considered to be economically viable. Hillview Primary School is pleasantly situated in a greenfield site, with extensive playing fields. There is a generous range of accommodation, including a hall with stage and a large general purposes room as well as classrooms.

Close curriculum links with Hillview Primary School have already been formed to the mutual benefit of both schools. However, these links involve Riverside School in carefully organised, but onerous, travel arrangements and staff organisation. The opportunities for integration would be much enhanced if the schools were located within the premises of a primary school.

Links with the local community are much valued by Riverside School. Hillview Primary School is only approximately 0.5 mile distant from the present building, so that the present

Activity:

Imagine you are the headteacher at

- i) Riverside School*
- ii) Hillview Primary School*

- a) Identify and discuss what the initial reactions/concerns of the staff might be to these proposals.*
- b) How might you support them in addressing these initial concerns?*
- c) How might the authority support the senior management in addressing these concerns?*



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2.1.1 Breaking down the barriers: enabling access and promoting attitude change

Part 2

Both headteachers reported some initial resistance to the proposed move on the part of parents from the two schools. This centred largely around the issue of lack of space. Also Riverside staff and pupils felt they had to prove to Hillview parents that they are "OK." However, four years later these concerns have dissipated and no-one now questions their right to belong.

The headteacher of the primary school is certain that there is a positive ethos. "From primary 7 down it's accepted that this is a shared campus. So much has now been taken for granted - it's 'in with the bricks'."

Recognising that attitudes can become fixed early on in life, the headteacher of Riverside, organised a "Getting to know you" party for the pupils from Hillview in response to the question "What do they eat?"

Staff had a voice in selecting the colour schemes, furniture etc. while the pupils had a say in decorating the school hall. This promoted a real sense of ownership. Sharing of resources, joint assemblies and a joint nativity play were some of the other ways in which the two schools developed a real sense of togetherness.

Both headteachers emphasise that their own working relationship is central to the process.

"The wish for it to work is crucial, and striving to look for opportunities to include - then they get built into the big picture. A lot of things fall naturally into place based on friendship and a willingness to work together. This then communicates to other staff and so it develops."

Good relations are fostered through regular joint planning meetings; working out areas of responsibility within the school budget and co-ordination of the two school diaries for things such as booking the school hall.

The Headteachers of both schools stressed that the success of the venture was dependent on careful consideration being given to the following:

- Information
- Consultation
- Communication
- Planning
- Organisation
- Implementation



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2.1.1 Breaking down the barriers: enabling access and promoting attitude change

Part 2

Activity:

Imagine you are in a similar situation to the senior management in these two schools.

- 1. Consider each of the areas listed immediately above. Identify what you think the significant issues in each of these would be. e.g. what kinds of information will be needed? Who should receive it? Who should be consulted? What kinds and lines of communication will have to be in place?*
- 2. Discuss what you think the implications of each of these will be for practice. What challenges will they present and how might these be resolved? What opportunities for development might arise and how could they be built upon?*
- 3. What will be the role(s) for school management in all of this?*



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2.1.2 The challenge of inclusion: Preparing the way

The Headteacher in this secondary school describes their work in seeking inclusion for children on the autistic spectrum:

"There was a bit of pressure on the Education Authority to do something quickly in mainstream for children on the autistic spectrum. I was approached to see if this school would consider providing for such children who had either been in special schools or who had floundered in mainstream.

However, there were obviously a number of difficulties when we started to think about it. How were the staff going to feel about it and what would the other pupils in the school think about it? Before I said a definite 'yes' to my bosses that we would run the base, I decided that we should have a couple of very big staff meetings. At the first one we made some efforts to explain to the staff what autism and Asperger's Syndrome are and what they could expect from children in the school who were somewhere on the autistic spectrum. The first question I put to the staff was,

"Given that we are asked to take these youngsters, what conditions do we need to put on our agreement to take them? And the sort of things that arose were, firstly, a guarantee that, if we wanted it, these pupils could always have an adult in their company. In other words, if it was felt to be necessary, they would be nowhere outside the base - ie elsewhere in the school, the corridor, the canteen, the classroom - without being accompanied by another adult. The reason for this was twofold. Firstly, it would give them someone to help them through whatever they're doing, for example, to buy their lunch or to deal with their problems in their Maths class or History class, or whatever - just somebody to see them through their work. Secondly staff wanted somebody who could remove these children from the situation if things went wrong. I think what was worrying the staff a lot was, if one of these kids should "blow" in a lesson, what would the teacher do. They can't remove one child without leaving the others unsupervised. They wanted a guarantee that they could say, "Sorry, it's not working" and the adult - who could be a teacher or an auxiliary - would just take the youngster back to the base. That was a very important provision from the beginning - that there would be enough adults around to guarantee a one-to-one ratio whenever they were outside the base.

We also felt that we needed nice accommodation for the youngsters to be in, so we were determined to find a room or rooms in which they could be based that would be set up so that it would be the sort of environment that they would be comfortable in. In other words they wouldn't be crammed into a cupboard as the base. It had to be a decent-sized room where they would have space and light, decorated in a way that would suit their needs."

The teacher in charge of the base comments:

"When the base started off we took a lot of care over the physical aspect of the building. Many people with Asperger's Syndrome have sensitivity to light or sound and we wanted to take this into account to make the building especially warm and supportive for them. With this in mind we made sure that the paint on the walls was non-reflective in order to reduce the glare and we put a carpet on the floor to reduce noise in order to make it a more comfortable



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2.1.2 The challenge of inclusion: Preparing the way

atmosphere for the pupils. The tables and chairs are high and this helps the pupils' posture and the size of the tables allow the pupils more room. Many of our pupils have organisational difficulties and need quite a lot of space but they also need personal space because they are sensitive to people round about them and don't like people coming too close."

The headteacher identified another major issue: how to ensure positive responses from the other pupils in the school.

"I was getting conflicting messages on this: Some said 'Don't tell the kids anything. Just get them to accept these kids. They'll take them on board. Others were saying, 'You really need to take a lot of time to explain things to youngsters.' I decided that we would tell the kids exactly what was happening and seek their support. So at the beginning of the session in which the unit opened I took quite a lot of time during assemblies to explain to the pupils in year groups what Asperger's and autism mean. Probably the thing that has amazed me

most about the whole business over the last few years is how well the other pupils in the school have accepted the kids. They seem to have taken on board what I was saying and almost without exception have been willing to accept the kids into classes. So, the base has obviously done a lot of good for the few autistic youngsters who have been given the chance to be in it but it's also done an enormous amount of good for the children throughout the school. And I think deep down the kids are quite proud of themselves for having made a go of this because, when we get the kids to speak about the school, they tend to pick out the base as a feature of the school and as a reason for saying, 'Look how nice a place we are.'"

Activity:

Key themes in this scenario include:

*Preparation of teachers, learners and contexts
Identifying appropriate support
Entitlement and the right to "belong"*

In relation to each of the above themes explore the following questions, as appropriate, with your group:

- 1. What difficulties/concerns were anticipated and how were these addressed?*
- 2. What assumptions, issues or concerns lie behind what was said or done?*
- 3. What alternative or additional responses might have been effective?*
- 4. To which other potentially marginalised groups of learners might these issues apply? In what ways? How might these be addressed to ensure inclusiveness?*



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2.1.3 "Ann-Marie": challenging behaviour

Anne-Marie is in Primary 1 and experiences severe emotional difficulties from time to time. Her behaviour is very unpredictable and she can become extremely distressed at any time. Life at home for her is very challenging and the source of her distress is often difficult to locate, both for her, and for those working with her. On occasion she has run away from school and tried to hide herself in the old school building nearby.

The special classroom assistant appointed to support Anne-Marie has experience of working in residential care with children and young people with social emotional and behavioural difficulties.

On this occasion, up to this point, Anne-Marie has been settled in class. Suddenly, for no obvious reason, she begins to cry, scream and thrash around. The classroom assistant appointed for Anne-Marie immediately leaves the children he is with, goes to her and carries her out of the room, takes her to the room next door which the school has designated for this purpose and sits with her and talks with her. The work of the class continues and it is clear that neither the other children nor the teacher are thrown by this episode. The class gather as a group around the teacher for a story and a chair is included in the circle for Anne-Marie.

A limit is agreed with Anne-Marie on the amount of time-out. This acts as a goal for returning to the class and the time is used to support Anne-Marie as she works through the disturbance. From time to time she tries to hide herself inside her T-shirt, but the classroom assistant does not allow it. He simply talks with her and tries to sustain one to one discussion and eye contact. Later he encourages her to use drawings to express how she is feeling. She is encouraged to disclose the source of her distress if she feels able to but there is no pressure to do so. On other occasions she has been unable to talk and has asked to have time-out in "*the barrel*": a large plastic barrel kept in this room and used under supervision, by choice, by disturbed children as a place of "safe space", "cooling down" or "depressurising".

After a while, Anne-Marie is able to superimpose a smile on the very unhappy face she has drawn. She returns to the class with the classroom assistant and rejoins the group. There is no evidence among the other children that they think anything strange or unacceptable has happened. They do not appear to have been much distracted by her exit or her return and she seem to be accepted and is soon engaged in the work of the class. She is quick and able to catch on to or catch up with the work in hand – either her own or that of the class. and is soon engaged in the work of the class. She is quick and able to catch on to or catch up with the work in hand - either her own or that of the class.



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2.1.3 "Ann-Marie": challenging behaviour

Activity:

- 1. What are the indicators of an ethos of inclusion in this scenario?*
- 2. How do you imagine this was achieved - socially, organisationally, professionally?*
- 3. How might this be sustained as Anne-Marie moves through the school?*
- 4. What issues does this scenario raise for your professional development and the development of provision in your school?*
- 5. What issues might this scenario raise for parents and the wider community?*



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2.1.4 Staff and Pupil Participation

An 'open door' philosophy is the hallmark of the school which aims to encourage responsibility and independence and help children to develop confidence, self-esteem and self-discipline.

The views of pupils, parents and colleagues are sought and valued and decision-making at whole school and classroom level is shaped and reviewed regularly and democratically.

Open evaluation is promoted, and the range of views incorporated at different stages of school development.

At the end of each term the staff evaluate, anonymously, each curriculum area. The management team collates the responses and the issues raised are taken to stage meetings, which are chaired by members of the management team. Everyone is invited to identify issues for whole school development, and individuals are given opportunities to lead new initiatives as part of their continuing professional development. Roles, responsibilities and the line management for the initiative are always clarified at the beginning.

What key principles and beliefs have informed this particular approach to staff participation? As a member of staff within the school what opportunities might you be offered? What dilemmas might you face?

School C places a high value on the participation of all pupils, parents and associated staff.

The ethos that values all the children also places high expectations of personal commitment and responsibility from the pupils. Systems for pupil involvement include Pupil Council, Peer Mediators, Buddies and Star of the Week. The pupils are very clear about the significance of these for themselves and the school.

"The school's Pupil Council helps our Head Teacher to make decisions around the school.

Thanks to the system we have been able to get more playground equipment, more computers, snack bar and more classroom equipment.

Buddies is a system that has recently started in our school. Buddies is when a P1 picks a P7 and they become friends. The P7 then makes sure their Buddy is fitting in OK. This system is working really well. Before the P1s never left their parent's side. Now they are playing happily.

Peer Mediation is a service which pupils can use if they have fallen out with one of their friends and want to sort out their conflict positively. Sixteen P7 pupils are chosen to be peer mediators and are trained by the teachers, thereby giving them the skills to do this effectively."

Constructive evaluation by the pupils is encouraged in a number of areas, with a greater emphasis on oral evaluation in the early stages:

- "I'm allowed to write how well I've done in my project. The teacher also helps me to decide what I should try to work harder at. She really helps me."
- "Before my mum and dad come to Parents Night I get to write my own Report Card. It really makes me think about how well I've done. I know my mum and dad read it and talk about it to my teacher because it goes into my tray with the other stuff"



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2.1.4 Staff and Pupil Participation

- "I'm a member of the Pupil Council. Every week we get the chance in class to talk about anything that's bothering us. We have meetings with the Head Teacher and she really listens to what we say. It makes us feel that the teachers really listen to us."
- "Even though I'm not very good at my work always I can get a Certificate for good behaviour. If you really try hard in our class you can get a certificate. I think my teacher notices what I do."

Activity:

*What do you understand by 'pupil participation' in this school?
Consider the implications for teachers in terms of:*

- 1** *planning*
- 2** *classroom management*
- 3** *learning and teaching*



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2.1.5 Making connections: developing social inclusion.

Sandybank High School is a city denominational secondary school within a council whose flagship policy is that of social inclusion. The catchment area is large and the school caters for pupils with a wide range of additional support needs.

In 2000 the Council established the Asylum Seeker Support Project, with the twin goals of developing housing and education. Sandybank is in the catchment area of the project and receives pupils from families seeking asylum. These children come from a wide range of educational backgrounds including some who have had no formal schooling and they all have differing levels of proficiency in English. In order to best support their needs an EAL (English as an additional language) Base has been established in the school to identify learning needs, help them understand how the school system works and develop proficiency in English.

The teacher in charge of the EAL base comments:

"We provide teacher reinforcement and back-up. We fill in the gaps in learning and provide support both in the base and in mainstream classes. Some of our pupils have taken S. Grades and Highers achieving excellent results which raised the profile of the school. A big problem, however, is that of teaching resources. We started from scratch with a limited budget, so we try to adapt existing materials. We have also tried to get some money from external agencies. I would say that the curriculum inclusion has been more positive than the social inclusion. The youngsters tend to stick together for cultural and emotional reasons and it takes time to integrate and for native kids to accept them. We encourage them to become involved in extra curricular activities such as sport, clubs etc. Currently some are involved with the local pupils in a piece of drama on the theme of 'Refugees Worldwide' linking it with the historical context of the Highlanders. This has been very successful with all the kids working and planning together. Also two of our mainstream pupils came second in an anti-racist song contest with a song they wrote that is now being used as training material for music teachers in the authority."

The school seeks to find opportunities to include all pupils in the extra-curricular activities. The Ceilidh Band has members from a variety of different nationalities, and this has led to a sharing of musical traditions which has been enriching for all involved.

Although the school is denominational, the Oratory is open to all, with regular services being held to cater for the variety of major faiths represented in the school population.

The Head Teacher remarks:

"Hopefully we practise what we preach - the basic values of dignity of the individual, respect for others, tolerance, compassion ... that's a very strong message amongst our boys and girls or they would not have fitted in so well.

"I feel that one of the biggest enemies of social inclusion is apathy due to lack of confidence. I would like more active parental involvement but there is a level of deference - 'you know best.' They don't realise the power that they could have to change their kids lives, but they are getting



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2.1.5 Making connections: developing social inclusion.

better at it. We are available every Tues night for parents to come in and chat informally. I also walk the streets and get to know the parents. By touring the perimeter at interval and lunchtime I can pick up on strange or unsettling behaviour or actions in the community and now have a parent network to support me.

We also have a very strong Pupil Council. The kids are really involved and I'm pleased to see that they really do represent the more vulnerable ones. They are quick to identify pupils on their own, or those who cannot afford the PE kit etc. Just recently they got very angry about how the pupils in the EAL base were treated by the council, so the Pupil Council raised money to buy uniforms for these youngsters..

It gives pupils real teeth to make decisions and as a result the kids have a great dignity and very high regard for their peers."

Activity:

1. *What do you understand by ' social inclusion' in this scenario?*
2. *Identify the major challenges for this school in addressing the concept of social inclusion?*
3. *What were the strengths within this setting that enabled progress to be made?*
4. *What are the markers of an ethos of inclusion in this school and how are these being established?*
5. *What would be the markers of an ethos of inclusion in your school?*



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2.2 LEADERSHIP, MANAGEMENT AND CO-ORDINATION

The scenarios used in this section are intended to enable participants to focus, in particular, on the following issues and their significance in the development of inclusive practice.

- Providing effective leadership
- Clarifying roles and responsibilities
- Increasing participation and decreasing marginalisation
- Establishing effective co-ordination strategies
- Creating enabling policies, systems and structures
- Embedding inclusion in cycles of development planning
- Promoting reflection and systematic whole school staff development



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2.2.1 Tackling the Legacy of the Past.

Seaview School encompasses nursery, primary and 4 year secondary and serves a diverse island community. The total roll is currently 268 (nursery 25, primary 81 and secondary 162). The secondary department is the main school for children from three associated primaries. The nursery and primary departments form a separate wing within the school complex. The school makes provision for learners representing a wide range of special educational needs including those related to autism, visual impairment, cerebral palsy, social emotional and behavioural difficulties, and multiple and complex disabilities. There is a Support Base located in the centre of the school. In addition there is a specialist support centre for learners with visual impairment and additional disabled toilets have been installed in a number of locations throughout the school.

The relatively new and well appointed building was opened in 1984. The school provides a very strong focal point within the community and its facilities function as a community resource. The pupils come from the immediate district and community. One secondary pupil, however, with special educational needs has elected to remain in the school although her family now live some distance away. The school is committed to a policy of inclusion and "aims not to create barriers to pupils on the grounds of gender, race, impairment....." (*Information for Pupils and Parents 2000*)

Although the original plan for the new build did not include any specific features to address the needs of those with disabilities, these plans were amended in the course of building to address the needs of a child in the community who would require wheelchair access. These needs and their implications were identified and pursued by the clerk of works who was aware of the future needs of a child within the community and of her family's desire that she should remain within the community and in the company of her peers. This reflects the prevailing sense of a school within and for a community. Similarly, subsequent alterations and additions have been put in place to address, in advance, the needs of other children coming to the school. There is now no area of the school which is inaccessible to learners with special educational needs.

There is one learning support teacher in the primary department and two in the secondary department plus a SEN teacher. In addition there are a number of SEN classroom assistants and a visiting specialist in visual impairment. In discussions and in school documents a distinction seems to be made by separate reference to SEN and Learning Support



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2.2.1 Tackling the Legacy of the Past.

Activity:

Using [Activity Sheet 1](#) brainstorm responses to the following questions:

1. What - if anything - is fundamentally different about the posts of SEN and Learning Support teacher?
2. To what extent might recognising two separate posts inhibit an inclusive approach?
3. What issues are involved here?
4. What might the implications of these be for promoting and enhancing inclusion?
5. What steps might
 - a) a local authority and
 - b) a school take to address these?



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Activity Sheet 1

Issues:

Implications:

Action Steps:



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2.2.2 Managing Inclusion: issues of leadership and co-ordination

PART 1

"**Integration** is a matter of location and there are at least four variants:

1. Periodic integration: children from special schools are bussed into mainstream school at a regular time each week for 'integration', or an 'integration event' is organised.
2. Geographical integration: disabled children may be educated in units or schools on the same campus or site as their non-disabled peers, but do not mix, even socially.
3. Social integration: disabled children may share meals, playtime and assemblies with non-disabled peers, but are not taught with them.
4. Functional integration: disabled and non-disabled children are taught in the same class.

What all forms of integration have in common is the assumption of some kind of assimilation of the disabled child into the mainstream school. The school remains largely unchanged and the focus is on the child fitting in if the child is unable to do this, the law can be used to direct her/him to a special school/unit.

Inclusion, on the other hand, is about a child's right to belong to her/his local mainstream school, to be valued for who s/he is and to be provided with all the support s/he needs to thrive. Since mainstream schools are generally not organised in this way, it requires planned restructuring of the whole school. This restructuring should be seen as an extension of the school's equal opportunities policy and practice. It requires a commitment from the whole staff, the governors, parents/carers and pupils/students. Inclusion is not a static state like integration. It is a continuing process involving a major change in school ethos and is about building a school community that accepts and values difference."
Reiser, 2000.

Activity:

1. *Reflect on and discuss the descriptions of integration and inclusion offered above. To what extent do these accord with your own understanding of the two terms?*
2. *To what extent, and in what ways do the descriptions challenge any pre-conceived notions and assumptions you may have?*



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2.2.2 Managing Inclusion: issues of leadership and co-ordination

PART 2

St. Andrew's Primary School and Collingwood School, a primary special school who share a campus, have decided that the appointment of an inclusion teacher would facilitate the process of curriculum inclusion. The local authority, in consultation with the schools, drew up the following job and person specifications:

JOB DESCRIPTION

General Duties

Working as part of a multi-disciplinary team, liaise between Collingwood School and St. Andrew's Primary school to develop inclusion where applicable.

Reporting Arrangements

Responsible to the headteacher St. Andrew's Primary School.

Teaching Duties

Responsible for planning, preparing, reviewing and evaluating appropriate programmes of work for individual pupils inclusion into mainstream.

Responsible for assessing, recording and reporting pupils work.

Responsible for liaising between two schools re programmes, planning, evaluating and reviewing.

Curricular Duties

Planning and developing differentiated approaches to enable children with SEN access to mainstream curriculum.

Other Duties

To participate in Staff Development opportunities. To make use of a wide range of resources and equipment to ensure an appropriate curriculum for pupils.



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2.2.2 Managing Inclusion: issues of leadership and co-ordination

PART 2

PERSON SPECIFICATION

Post: Social Inclusion Teacher School:

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	As required by GTC	Dip Special Ed Additional relevant qualifications
Previous Experience	Range of experience in working with pupils with ASN	Experience of a range of settings (ASN)
Curriculum Development	Knowledge of 5-14 and differentiation as applies to	Experience in compiling and implementing IEPs
Resource Organisation	Ability to adapt resources to create a variety of learning	Has been involved in the development of resources for ASN
Communication Skills	Ability to communicate with staff, pupils, parents and other	Experience of communicating with staff, pupils, parents and other agencies. Consultative, courteous and articulate
Interpersonal Skills	Ability to work as an effective member of a team	Highly participative. Having the ability to promote enthusiasm
Contribution to a positive ethos and raising	Willing to contribute to the life of the school	Evidence of having contributed to the life of the school
Commitment to Authority/School Policies	Extensive knowledge of national guidelines and the Council's initiatives - in	Commitment to and support of inclusion



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2.2.2 Managing Inclusion: issues of leadership and co-ordination

PART 2

An interview panel was convened and the following questions were drawn up:

INCLUSION POST **Interview Questions to Candidates**

1. This inclusion post is a new position for two schools. It involves liaising between them. What qualities, both personal and professional, do you think are important in making this venture a success?
2. What experiences either within your present post or previous positions would equip you for the demands of the post?
3. Part of your remit would involve working closely with staff of both schools, but how would you involve parents in this initiative?
4. What would you envisage to be the main difficulties of the job?
5. How would you monitor (a) the progress of each pupil? and (b) the success of the initiative?
6. How would you see this inclusion post developing?

Activity:

1. *In the light of the discussions above consider and identify what assumptions (if any) you think lie behind the job description and each of the interview questions.*

2. *In the light of your understanding of inclusion what changes would you now make to (a) the job description and (b) the interview questions.*



SCENARIOS FROM SCHOOLS

2.2.3 Finding a way: there is no "away"

Ian's parents were keen that he should go to the local school just like the other children with whom he had gone to playgroup and nursery. Ian is a young boy with Asperger's Syndrome whose needs were to bring to the school challenges of a level and type they had never had to address before. The staff were aware that there had been difficulties in nursery. The headteacher was sympathetic to the parents wishes and, although he was anxious, he entered into discussion with the P1/P2 teacher and the authority in order to explore matters related to support, expectations etc. "In the end," he says, "we began with an auxiliary for two years but no specialist support." There were negative reactions from other parents and the headteacher has had to work on these individually with these parents and groups.

The auxiliary had no previous experience of working with children with autism. There were some links for Ian with a specialist provision for children with language and communication difficulties and this helped the school to develop some strategies that would work although, for Ian, usually only for a short time.

As the P1/P2 teacher and the auxiliary say,

"Initially we were very much in the dark and had no special support. It was trial and error. We developed lots of strategies but they only worked for a day or two. The unsettled behaviour did affect the other pupils but they were very tolerant and didn't expect that he should be removed. We did some discussion with the other kids to help them understand Ian's problems but perhaps we could have done more. We did Circle Time to help Ian but it included all the kids. We had to learn the hard way and made many mistakes but never thought of giving up.

There was a climate where staff could talk openly about the concerns and problems. We have grown professionally and we have more confidence for next time. We developed strong links working in partnership with the family. We also have more strategies to help the school and staff cope. Ian's social development has also been a great gain."

The P1/2 teacher adds, however, "I found it hard that Ian was not doing any formal work. I didn't feel that I was 'teaching'. That upset me. I felt he should be doing proper work, but formal work was not possible. It took some accepting. The headteacher was very reassuring and supportive but if someone had told me, 'He won't do any formal work and that's OK,' it would have helped me."

What about P3?

Some time before Ian would have been due to go into P3 it became clear that the P3 teacher was unwilling to have him in the class and the headteacher became very concerned about the possible implications. The class teacher could not see how she would be able to "contain him in P3". Following extended discussion with the authority a specialist teacher was appointed to work full time, one to one with Ian in a separate room and this arrangement held throughout P3. This teacher is not willing to discuss this or how it has affected her subsequently. The headteacher still wrestles with the legacy of this.

2.2.3 Finding a way: there is no "away"

The P4/5 teacher tells her story,

"I have been Ian's class teacher for two years but it's really just this year that I feel I am his class teacher. I watched from the sidelines in earlier years. It seemed to me it was a reactive process rather than a well thought out plan. It was decided to move Ian into class at P4 but I personally didn't think he was ready. I clashed with the support teacher who wanted to move this forward. I felt my role was "Do this. Don't do this, don't do that". I was powerless, uncertain and it was like he wasn't really one of my pupils, one of my class.

This year (P5) we started with a new set of roles where Ian is now in the class and I feel towards him "I am your teacher." This has worked better. He now does things he alleged he doesn't like e.g. relating to women and certain curricular activities. He has learned to deal with these. He is making an effort. He is even attempting to tell jokes. There are times when he still needs to have his person with him e.g. trips etc. but at least he handles these situations much better. We've made many wrong turns but overall it is coming together. There have only been two occasions when he has had to leave the class. We have high expectations of him, including socially, and he seems to respond to this. Consistent messages are also crucial. He has a highly developed sense of routines and expectations and Lynne, his auxiliary, and I have to remember this when giving instructions etc.

I do feel I've grown personally and professionally and learned through my experience with Ian. Perhaps it's that if you relate to individuals you can motivate them and this is the first time I've felt I have developed a relationship with him. As a class teacher you don't always get the chance - it's often more about motivating groups. It is crucial to work as part of a team and there is a safety in that. The difficulties I had with the specialist teacher were to do with us not being sure of our respective roles. Ian's needs are very much tied up with our needs."

Ian's parents comment,

"The gains for Ian are immense. He has known his cohort since he was three and a half and they are completely accepting of him. There are no losses in not putting him into specialist provision. There wasn't really anywhere else available and, by the time there was, he had moved on. The things we think have been important are:

- Flexibility and understanding of how his problems present themselves
- Time to explain his difficulties to people.
- Willingness to listen to parents. There is a sense of school and family working together. The headteacher was accepting of Ian from the start and knew the boy inside Ian. He also saw the limitations of what the school could do - especially in P1/2 where staff had no specialist training.
- Regular meetings with the headteacher and working through strategies together.

There are things about the ways schools are organised and structured that do not suit many kids, especially ones who see the world differently."



SCENARIOS FROM SCHOOLS

2.2.3 Finding a way: there is no "away"

Headteacher's postscript

"Any changes have been difficult for Ian and I have had to spend a lot of time calming him down. The specialist teacher also taught Ian a lot of strategies to cope and manage his autism and responses. It gave the school hope that he might make it through to P7. Ian has learned to develop relationships with people and school doesn't need to verbalise the strategies any longer. By the beginning of this session the school felt in a position to gradually phase out the specialist support. This was finally done by Christmas apart from auxiliary support.

Ian will talk about his Asperger's. He is clever and will on occasion use his Asperger's as an excuse for behaviour which is not Asperger's related. Another success story is that he will now go in with other kids for activities such as Volleyball. He ended up with medals in the competitions. It's also good to learn to do things that may seem not quite safe - where there is a bit of risk. We hope he might be able to go to an outdoor centre for 5 days.

Staff Development happened by trial and error but perhaps this is best, as there have not been any preconceptions on the part of staff. School now feel that they can work with Ian without the "safety valve" from before.

If his peer group had not been prepared to react in the way they did and support him then this placement would not have worked.

From a management perspective someone has to have an overview and there is a need to judge the levels of support necessary for staff. But it is also about human relationships."

Activity:

Compare the teachers and others in this scenario in relation to the following quotation:

"We cannot put people away from us anymore than, as environmentalists have shown, we cannot throw something away. There is no "away". We live in complex interdependencies with the planet we inhabit. Whatever we do, whatever is done, includes us all, no matter what strategies we may use in an attempt to distance and isolate ourselves. Actions that exclude and diminish others exclude and diminish ourselves."

(Ballard, 1997)

- 1. What issues might remain for the P3 teacher and the headteacher and how might these be resolved?*
- 2. Although a story of some considerable success, this has been an adventure and a story of "trial and error/learning as we go." What are the risks and advantages of such an approach?*
- 3. What factors have contributed to the success?*
- 4. What lessons might schools and authorities learn from this scenario?*



SCENARIOS FROM SCHOOLS

2.2.4 Entitlement v best interests? Gaelic Medium, bilingualism and additional languages

In the Gaelic-medium classes in this school the teachers cope with a wide range of learner need. This includes learners with special educational needs, some of whom have Records of Needs. Among these are learners with physical disabilities, learners with social emotional and behavioural difficulties, learners with dyslexic type difficulties, learners with autistic spectrum difficulties and learners with more general learning difficulties. The teachers deploy strategies associated with best advice in relation to the needs of these learners, including:

- Making support available to children with social emotional and behavioural difficulties through clear and positive systems of rewards and discipline, the use of "time out", "circle time"
- Maintaining consistent communication with home and family
- Making adjustments to tasks and activities and their timing to accommodate differential rates and styles of learning
- Developing teacher produced resources to address areas of difficulty
- Changing the physical organisation of the class to create private learning areas free of distraction
- Arranging case conferences and seeking advice from educational psychologists and learning support teachers, both Gaelic and non Gaelic-speaking.
- Engaging in co-operative teaching and joint curriculum planning in order to enhance differentiation to meet such diverse needs.

Nonetheless there are sometimes major difficulties in working towards inclusion, some of which may be particular to the Gaelic-medium context.

Jenny has specific and quite severe language difficulties. Her parents want her to have Gaelic medium education and have exercised their right to this entitlement. Jenny is bussed to the school each day. Her family is English speaking and no Gaelic is spoken at home although there has been a history of Gaelic speaking in previous generations of the family. There are some concerns within the school about the appropriateness of her placement, particularly in the light of the absence of specialist Gaelic learning support.

Ian has just started in the Gaelic-medium nursery class and there are particular challenges for his teacher as she tries to manage through the medium of Gaelic, the behaviour of a child with autism who has no Gaelic. She uses a number of calming, reinforcement and intervention techniques and she has had support from learning support staff and the educational psychologist in developing these. She faces, however, the challenge of remaining true to the "Gaelic immersion" language policy of the class and Council while seeking to secure communication with, and effective management of Ian and his class. She tries to reconcile the need to communicate with Ian with the need to maintain the communication ground rules in place for all the children. Ian's difficulties would represent a challenge to any teacher in any context but there may be an additional layer of difficulty for the teacher and Ian in a context where the language of the class is a language other than the child's first.



SCENARIOS FROM SCHOOLS

2.2.4 Entitlement v best interests? Gaelic Medium, bilingualism and additional languages

Activity:

You are invited to arrive at an agreed set of decisions about placement and provision in respect of these two learners. You should consider each child separately.

To arrive at these decisions you are asked to explore the following concepts and principles as they apply to these learners and their broader circle of family and peers. As you do this you are asked to remember that there is a growing body of strong research evidence which suggests that bilingual children are not hampered but, indeed, may gain great advantages from education programmes such as this.

- 1. Explore the concept of **entitlement** as it applies here to child and family. Try to resolve any emerging dilemmas. What are the professional implications for the teacher?*
- 2. How does this scenario articulate with the duty on authorities vis a vis section 2 of The Standards in Scotland's Schools etc Act (2000) - "It shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."*
- 3. In the same way, explore the principles of **enabling access** and **securing meaningful participation**. What support needs will have to be addressed and how might this be achieved?*
- 4. Explore the principle of "in the best interests of the child" and seek to resolve any tensions without damage to the principle of partnership with family and learner.*
- 5. What might be the some of the implications of these same principles for other minority groupings within an authority? - eg ethnic minorities, traveller children, looked after children.*



SCENARIOS FROM SCHOOLS

2.3 COLLABORATIVE PRACTICE AND EMPOWERING OTHERS

The scenarios used in this section are intended to enable participants to focus, in particular, on the following issues and their significance in the development of inclusive practice.

- Ensuring collaborative planning and review
- Increasing participation and decreasing marginalisation
- Clarifying roles and responsibilities
- Securing the active involvement of parents, young persons and others in the decision making process
- Promoting and supporting collaboration with special provision and services

2.3.1 Multi-disciplinary working

Castleton is a large city centre community primary school with Gaelic-medium classes. New community school status has meant that the school now has close involvement with a wider multi-disciplinary team, including a doctor, social workers, therapists and a social care worker. Members of the social work team work on a weekly basis within the school enabling collaboration with pupils, parents and school staff. The care worker works directly with pupils on the verge of exclusion and only one social worker does not have pupil contact. The ideal would be to have a social worker based in the school.

As well as providing individual expertise in a range of roles, members of the multi-disciplinary team meet together to explore some of their diverse experiences and perceptions and to identify a shared set of school and community needs. These include recognition that:

- They have very different experiences of young people with special educational needs including those with social, emotional and behavioural difficulties.
- The group does not necessarily hold a shared understanding of the concept of inclusion.
- Young people with mental health problems and their families require a particular type of support, including counselling.
- The 'monitoring list' identifying children causing concern, including those with marked aptitudes and abilities, should be reviewed and updated regularly and the progress of all the young people considered carefully.
- Support is needed for young people acting as carers.
- Parenting groups, offering the development of parenting skills, can be of great value particularly during the early intervention years.

Activity:

1. Identify who you would consider to be the members of the multi-disciplinary team.
2. Take each of them in turn and consider the knowledge and expertise each would bring to the team.
3. Imagine you are a member of this team beginning to work in Castleton school for the first time;
 - What hopes and aspirations do you have?*
 - What differences in professional practice might you encounter?*
 - What differences in professional practice might take place?*
 - What particular ethical, organisational and collaborative challenges might you face?*
4. Consider the ways in which the education authority could foster and support multi-disciplinary working.



SCENARIOS FROM SCHOOLS

2.3.2 "Jack": rebuilding self esteem and a sense of belonging

Over the course of the year Jack had become more and more marginalised in his secondary school. The bullying had intensified and he was turning in on himself. His motivation had dropped significantly since he had moved to secondary school and the prospects for success or sustained progress were becoming increasingly bleak. Life for Jack and his family in this community had deteriorated steadily and they had come to feel that things were beyond repair. Jack's parents began to feel that any hope for improvement would have to lie in a fresh start and a new set of opportunities. They made an approach to another secondary school that was reputed to have a strong sense of links with and accountability to the community. They moved home and enrolled Jack in the local secondary school.

A Guidance teacher at Jack's new school takes up the story.

"There's a regular club here for the kids in community and it's run by the area community officer. It happens twice a week and we meet with the community officer once a month to liaise with them about pupils they have concerns about.

One time we set up a joint project with the aim of helping pupils with social difficulties. The community officers worked with me and with these pupils every single week. There was also a social worker there all the time. Myself, Barbara from the community office and someone from the social work department, three of us, ran this course. The school donated some money and we ran the course after school on a Tuesday for about twelve weeks, meeting for two hours each week. We highlighted a number of pupils we knew would benefit, contacted the parents, asked the pupils if they wanted to come along and we ended up with a group of ten. We just did all sorts of stuff - beach - getting soaked Two of the pupils had social work supervision orders. We did twelve weeks with the kids and then had a residential weekend which we planned together with the pupils.

Closely linked with that we now have our camping groups. Three of us from the school are involved plus the community officer and, sometimes, a social worker. The groups go away once a month or so and are given responsibility in the planning. These groups also assist pupils in integrating and working as a group. There's very much an ethos with the pupils that everyone on this deserves to be treated equally and in a pleasant manner. On the last trip somebody started having a go at someone else and a third person came and said "oh, no. You can't do that." I was impressed with that."



SCENARIOS FROM SCHOOLS

2.3.2 "Jack": rebuilding self esteem and a sense of belonging

The Headteacher comments:

"We often talk of Jack. Jack was coming to the point in the other school where he couldn't cope any more. It was becoming unbearable. The family approached us about coming here, hoping that we could resolve it. They even moved to live nearby. We were probably as anxious as they were that it might not work out. We were racking our brains as to what we could do. I suppose that through the camping idea, we were throwing out a lifeline. I noticed that the parents picked up on that very quickly. I guess they hoped it would bridge the way further.

We got Jack involved. Groups were created. Friendships were started. Jack was delighted to be here and pleased that he had managed to get away from the abuse in his previous school. Jack is now beginning to achieve more. Along with two of his mates he now runs the Astronomy group in the school with only a little teacher involvement and they have a great time watching the skies."

Activity:

1. What key factors contributed to the success of this programme?
2. What things strike you about leadership and collaborative approaches in this account and in what ways could these have been problematic?
3. What boundaries do each of these professionals (education, social work and community) place on their responsibilities for promoting inclusion?
4. How do you think each of these professionals and parents might have defined curriculum and allocated responsibilities for learning?
5. Brainstorm the benefits for:

Jack
Other pupils
The teachers
The headteacher
The family
The community
Community education
Social work



SCENARIOS FROM SCHOOLS

2.3.3 "Darren": increasing parental participation

Darren is a primary aged pupil with AD/HD. who is currently in a mainstream school. He spends some time each week in specialist provision where staff work chiefly on his social and emotional development. In conversation Darren's mum outlines some of the experiences she has had in attempting to secure appropriate inclusive education for her son.

" When Darren first went to school we were living in the city and you had to fight for everything. The psychologist assessed Darren on his own - not in class - and said there was nothing wrong. I was under a lot of stress, as Darren was a handful but I was made to feel that I was a bad parent. When they eventually said he had AD/HD I was no wiser. I was given no information. I only found out about it myself from the internet.

When we moved to this town which is in a different Council from his previous school, a case conference was held at which a shared placement was suggested between the primary school and a special provision. I was a bit nervous because some of these specialist provisions tend to assume an expert role and shut out parents - well that's my experience.

Before starting his shared placement he was sent, for a time, to a non-residential psychiatric unit for assessment, but they were patronising and there was a lack of information. You need support from doctors and the health service, but this is not always forthcoming. Doctors will monitor them but they don't really suggest any strategies to help. I feel the referral stage is crucial before the medics are involved. We should be consulted but this did not always happen. Solutions tend to be tidy and short term. But I don't feel parents should have to fight for solutions. People need to believe parents and carers. What happened to rights?

However, things have worked out really well. Home life with Darren is still hell, but the primary school have been marvellous. I've had very good advice from the headteacher Mrs. W. in relation to the shared placement, and tremendous input from both the unit and the school. There is great dialogue between them. There is a shared auxiliary, and a book goes between the two schools, and there is also a home/ school diary. I think this is vital where children don't communicate very well - you can get clues from it and that's invaluable.

In the primary school the staff are very easy to talk to. You don't have to make an appointment - they will make time to see you. The headteacher, Mrs. W. has great insight into the children. She talks to them and even if they can't communicate she finds ways to listen. We get positive feedback from the school and this is important because we can reinforce it at home.

The school involves the kids in the curriculum. Their targets are discussed with the parents and we feel involved. I've got Darren's targets here in my bag! It is important that similar tasks are set for youngsters if you are going to be fully inclusive. That does happen here.



SCENARIOS FROM SCHOOLS

2.3.3 "Darren": increasing parental participation

Children need praise for what they are good at and we need to keep praising them. Here there is lots of positive reinforcement and similar sorts of rewards as the rest of the class. Darren loves getting his name in the 'good book.' At his last school if he was a handful, they stopped him doing everything such as P.E. and outings.

Here, he is treated like any other child, with the same sanctions as everyone else. He's a different child here."

Activity:

- 1. Consider the range of experiences outlined above and identify at each stage whose needs you think are being met.*
- 2. In relation to multi-disciplinary working what might have been a more appropriate range of alternative responses? Consider this from the perspective of the doctor, psychologist, Health Service and education authority.*
- 3. In this case consider in what ways you think the principles of entitlement and participation were*
 - (i) facilitated*
 - (ii) hindered*
- 4. Identify the range of positive strategies employed by the school to involve both Darren and his mother in the curriculum and decision making processes. Discuss each of these and identify any further strategies/ approaches you would consider to be helpful in meeting Darren's needs*



SCENARIOS FROM SCHOOLS

2.3.4 Supporting inclusion: a 'joined up' approach.

This large city secondary school caters for pupils with a wide range of additional support needs. It includes a unit established by the education department to accommodate the needs of pupils with a Hearing Impairment from across the city; an EAL base for pupils from asylum seeker families; a Behaviour Support service and Support for Learning.

During a recent planning forum, members of the teams from the different services identified issues of mutual concern.

The teacher in charge of the Hearing Impaired Unit expressed concern that during the building works there was little or no consultation with the specialist staff in the Unit. The result was that the suite of rooms is not necessarily what would best meet the needs of the pupils and staff. Commenting on the nature of her work she said:

"Mainstream teachers often have a fear of the unknown. However gradually this can be broken down and then teachers will then try to do more for the pupils. With deaf kids, however, it is very difficult as you have to be there for them. This can create all sorts of barriers in the classroom if we are not careful. We also have responsibility for the audiology needs of a child from Sri Lanka in the EAL unit. The fact that he wasn't speaking was not initially attributed to his hearing loss and it took some time to identify this. However, he now comes in to us from time to time and also participates in a lunchtime club."

The Behaviour Support policy in the school consists of a) Direct support in Crannog b) indirect support - a 'Time Out' room where pupils bring work and sit for an hour or however long the period still has to run. Then they go back into class. Placement is the responsibility of a Joint Assessment Team (JAT).

The AHT with responsibility for behaviour support comments:

"Teachers are extremely skilled at dealing with a range of difficulties. They now need staff development to develop further strategies e.g. for supporting behaviour, e.g. the "Get out of Jail" card which the child uses when they feel it's getting too much for them.

The Hearing Impaired Unit and Support for Learning have policies in tandem- they've worked together for a long time. On the other hand Behavioural Support and EAL are relatively new and are working towards developing more congruent policies. We now need to set up a forum - perhaps once a term to take this forward. Staff tend to be less comfortable with kids with behaviour problems and EAL. so we are at a stage in development when this is appropriate."



SCENARIOS FROM SCHOOLS

2.3.4 Supporting inclusion: a 'joined up' approach.

During the discussion the group identified key issues which require to be addressed:

1. In-service is crucial. There has to be consultation amongst various support agencies. The Senior Management Team is very good at giving time to liaise with colleagues on an informal basis. This is invaluable in getting to know people. We also have a formal slot on staff development days to air concerns/problems and work out our own solutions. These two elements are crucial. However, there is a tension between what people need and all the other demands placed on them e.g. SQA. So perhaps the question needs to be: "Do we make staff development compulsory?"
2. Inclusion is a huge education authority policy but there is not enough opportunity to get groups of staff together as a forum for discussion and development of ideas.
3. Resources. These have not been commensurate with the needs in schools. Inclusion has to be built on a foundation of solid resources. What happens when funding dries up. e.g. excellence funding. Good initiatives could be choked off.

Activity:

The school was recently inspected and the HMI Report contains the following point of action: "The school should take forward its plans to integrate further all services contributing to support for pupils, particularly in respect of monitoring pupil attainment and planning programmes for individuals."

1. *Identify the key issues the staff will have to consider in beginning to respond to this point of action.*
2. *What strengths exist within the current situation?*
3. *What strategies might be adopted to capitalise on these strengths?*
4. *What challenges/issues does this raise for you in your context as you seek to develop effective approaches to collaborative working?*



SCENARIOS FROM SCHOOLS

2.4 DEVELOPING A CURRICULUM FOR ALL

The scenarios used in this section are intended to enable participants to focus, in particular, on the following issues and their significance in the development of inclusive practice.

- Increasing participation and decreasing marginalisation
- Expecting the best of all learners
- Raising attainment by creating appropriately challenging learning opportunities
- Embedding inclusion in cycles of development planning
- Being committed to curriculum change in its broadest sense
- Promoting curriculum coherence and continuity



SCENARIOS FROM SCHOOLS

2.4.1 Access and Participation?

Seaview School

Ellie is in S4 and is doing 6 Standard Grades. She is always ready for a chat even during this period of Art and Design when she is trying to produce some design folio work.

"I am doing Art and Design as a Standard Grade. I like it. I have cerebral palsy but I get around pretty well with my chair and I can get to all the subjects in the school. I was having some difficulties with science and I decided to give it up. That didn't have anything to do with my CP though. I just found science too difficult.

My left arm and hand are weak and sometimes I find it difficult to do things I want to. I ask my friends and the teachers to help me when I need that. I like it here and I chose to stay here instead of going to the other secondary school."

Ellie is attempting to create a very specific shape in her design. She asks the teacher to turn the paper in a particular direction and to adjust it so that she can hold it to a specific angle in order to make exactly the line and shape she wants.

"The thing I worry about sometimes is the assessment in Art and Design. I ask for help but I don't know if that will be allowed for the proper assessment." She and her teacher talk about this for a little while.

"I am not sure either and I worry about it too sometimes," he says to her, "but it is still your work, your idea. You decide if it is the design you want. You tell me what I have to do to help." They both agree that he only follows her instructions so that she can produce the design she has thought of. They agree that it should be allowed and that they will carry on like this until they get a different answer to their problem.

Activity:

1. *What does access to the curriculum mean in this case? What underpins this view of the curriculum?*
2. *What does ensuring participation mean here?*



SCENARIOS FROM SCHOOLS

2.4.1 Access and Participation?

St Andrew's School

Extracts from a conversation with the headteacher of St Andrew's School where the building is shared with a special school.

" We share a campus now and, as the headteachers of the two schools we were really keen to create a sense of one community. We do a lot to make that happen, you know. We meet every week and do joint planning of assemblies. We have taken on the IEP system that the special school had developed and we've discussed that a lot. But our Young Enterprise idea has been a real winner. We chose art and craft ideas that wouldn't emphasise big differences among the children in skills. We did abstract designs and used splatter paint designs for the mugs and things. The children really worked well together and we were twice winners in the magazine

"We are really proud of how much we have achieved. Yes, it was fine to have Allan in P2 and Vicky in P4 when we had the inclusion teacher in there with them and it seemed to work well, but it isn't really appropriate now, since she left, because they can't do the language work that the teachers have set. I know that's an area we really need to try to address next but it is very difficult."

Activity:

- 1. In what ways are the views of access, curriculum and participation the same here and in what ways do they seem to differ? What might lie behind these differences in understanding?*
- 2. How might you begin to enable both schools to move forward?*
- 3. As a group, formulate agreed statements detailing what you now understand by enabling access and securing participation and how these translate into school and teacher responsibility.*



SCENARIOS FROM SCHOOLS

2.4.2 Steps to Progress: Planning within the mainstream curriculum

In Riverside School they are concerned to address the issue of planning for inclusion of pupils within core curriculum areas, but recognise that this presents many challenges. This is often to do with such things as the mismatch of age and ability groups, and the fact that presentation of much of the formal curriculum requires a level of skill in reading and writing. As the headteacher remarked:

"We are now ready to take the big step forward to academic inclusion, but it is easier to include where the curriculum is orally based. It is much more difficult in a scheme driven piece of work."

Staffing is done on a class by class basis, but the school have tried to introduce some flexibility by creating the post of inclusion teacher to support the links. The central role this teacher will occupy is viewed as crucial to the success of any development work.

The development plan below is a summary of the attempt to address the challenge of inclusion in the core curriculum.

Activity:

- 1. Read the development plan as proposed, and assume that task 1, the appointment of an inclusion teacher has been successfully completed.*
- 2. Using the action planning grid provided, take each of the remaining tasks in turn and plan in detail the specific action steps that will be required to achieve these within the proposed time scale. (If time is an issue, a pair or small group might want to select only one or two of the tasks in the development plan for consideration. On the other hand a large group could subdivide and share out the specific tasks.)*
- 3. Note any concerns/challenges arising from these tasks and, where appropriate, suggest an alternative response.*
- 4. Are there any additional tasks that you would feel should be added in to the grid?*

The statements from the curriculum section of the audit tool in the "Success for All" Handbook may be helpful to stimulate ideas/discussion.



DEVELOPMENT PLAN - SESSION 2000-2001

Priority 1: Inclusion Target:

To further develop inclusion initiatives in core curricular areas within mainstream school

Related PIs: 1.2, 1.3, 2.3, 3.2, 3.3, 5.3

	IMPLEMENTATION GROUP/SUPPORT	TIMESCALE	RESOURCES	SUCCESS CRITERIA	EVALUATION	ARRANGEMENTS FOR REVIEW
1. Appointment of teacher to inclusion post.	Council representative & Headteachers from both schools.	By August 2000.	Staffing Budget.	Appropriate person in post by August 2000.	Evidence of appropriate inclusion for individual pupils and improvement in teaching and learning of pupils from both establishments. Awareness raising for affected mainstream staff of SEN and inclusion.	Evaluate effectiveness through daily and weekly recording system and monthly assessment and planning cycle. Regular meetings between SEN and mainstream class teachers to monitor and evaluate the effectiveness of process.
2. Awareness raising of pupils' needs for person appointed to post.	SMT, Class Teacher, Speech & Lang. Therapists, Appointed person.	By October 2000.	Time - PAT. Human - release of personnel.	Person in post has working knowledge of individual children to be included in programme.		
3. Formulate framework and process for inclusion strategies.	SMT from Mainstream/SEN and appointed person.	By October 2000.	Time - PAT. Human - release of personnel.	Agreed framework in place.		
4. Plan appropriate programmes for inclusion into mainstream curricular areas.	Mainstream/SEN staff and parents.	By October 2000.	Time Resources Human	Programmes devised and implemented.		
5. Monitor and evaluate appropriateness of programmes.	SMT and relevant staff.	Monthly.	Time Human	Pupils included in mainstream classes for core curricular areas.		



SCENARIOS FROM SCHOOLS

2.4.3 Accessing the Secondary Curriculum

The management and delivery of an accessible curriculum that promotes genuine participation challenges many secondary schools. The Support for Learning staffing resource may be limited and creative planning and collaborative evaluation can be key features of an effectively managed curriculum.

One Principal Teacher of Support for Learning described her school's approach...

"We had to address the fact that we have a very limited Support for Learning staffing element. That isn't likely to change, so we have to ensure we are being used as effectively as possible. We decided not to create a SfL column in S3, as this would be pretty inflexible. Instead we operate a Supported French section, which is supported jointly by a modern languages teacher and a Support for Learning teacher. The French is conversational French, and we include elements of cultural awareness, travel and tourism. We e-mail schools in France. However we also use the time to support other subject areas. By the time they reach Standard Grade French may be taking a back seat, and we will support other subject areas more. This is a carefully planned strategy for raising attainment; the pupils are more motivated and take responsibility for their own learning.

We also felt we were not making effective use of support in Maths in S1. The support was widely spread over all classes, and there was no real impact being made. Because S1 Maths is taught at the same time to all classes we were able to re-organise the classes. In one of the classes we put 16 pupils who were working at level E, along with 14 pupils working at levels B and C. Support is targeted entirely at this class, but because it is a large class, it means we have been able to keep the other class sizes down. With double teaching in the one class the results have been remarkable; there is more continuity of learning and target setting is easier. We have introduced group targets. The pupils are much more secure, motivated and are making good progress. They all feel there is a high level of expectation made of them, and they appreciate the additional attention."

Activity:

- 1. What were the dilemmas the school faced in trying to deliver a curriculum which was as accessible as possible to the pupils?*
- 2. In 'tinkering with the curriculum' as described above what issues had to be addressed in relation to Management, Staffing and Collaboration.*
- 3. How might this school respond to the suggestion that they are excluding some pupils by structuring the classes in this way?*



SCENARIOS FROM SCHOOLS

2.4.4 Needs and entitlement: a balancing act

The staff in this secondary school describe the role of their specialist base in seeking to secure the curriculum entitlement of learners with needs on the autistic spectrum. The teacher in charge of the base comments:

"We have designed the base to help the pupils as much as possible to cope with their mainstream education. Our aim is to support them and, hopefully on the way, reduce the stresses that make mainstream education difficult for people with Asperger's Syndrome to access.

We have teachers and support assistants in the base and many of them support pupils in mainstream classes. This can be for a variety of reasons. It can give the pupil confidence. It can help them focus on the task. For example, their mind might wander, or they might not understand the main emphasis of the task involved and they might need assistance to identify the specific area they should be working on.

Support staff can help in classes where there's discussion work going on. For example, they can help the pupil participate in the discussion and, in this way, put them in a good light in front of other pupils.

As teachers in the base we try to inform the other teachers of some of the difficulties our pupils encounter. We have a lot of discussion, therefore, before each pupil goes into a new class and make sure the teacher is comfortable and knows the areas where the pupils might experience difficulty. The teachers in the base have to be in partnership, therefore, with the teachers in the mainstream classes.

In the base we also teach specific social skills - skills which are going to help them communicate with other people and especially understand how other people think and operate. We also give support through discussion work. This is very important as it is another way in which pupils are helped to understand social aspects of living, what's expected of them in various social situations and to understand how their behaviour affects others."

The headteacher of the school still wrestles with what he sees as an unresolved issue:

"I think an issue to which I don't think there's an easy answer is what sort of curriculum these kids have. In the base the teachers spend a lot of time trying to address their autism and giving the kids strategies to cope with the world the way they see it. That takes a lot of time out of the week and doesn't leave us as much time for classes as the other kids have. How then do we ensure a balanced curriculum? How do we ensure they're getting enough Maths, English, Science, Social Subjects, and so on. I sometimes worry that they're getting a very distorted curriculum. Now perhaps we have to live with that and say that, on balance, it's more important that they're in a mainstream school, they're addressing their autism, they're getting some teaching than to try and insist that they should be following the same curriculum as other kids. Maybe that is just too much to expect."



SCENARIOS FROM SCHOOLS

2.4.4 Needs and entitlement: a balancing act

Activity:

Key themes in this scenario include:

- *Participation: involving learners*
- *Partnership and collaboration*
- *Curriculum entitlement - balance and breadth*

In relation to each of the above themes explore the following questions, as appropriate, with your group:

- 1. What difficulties/concerns were anticipated and how were these addressed?*
- 2. What assumptions, issues or concerns lie behind what was said or done?*
- 3. What alternative or additional responses might have been effective?*
- 4. To which other potentially marginalised groups of learners might these issues apply?
In what ways? How might these be addressed to ensure inclusiveness?*