UK - From Policy to Practice

UK is a diverse and multi-cultural society. State schools are local community schools. These are some of my pupils/students

Addressing inequality

Inequality is often rooted in organisational cultures and often arises from an uncritical acceptance of a ‘traditional’ way of doing things.

Without **recognition** and **action** to **eliminate** such **unfairness** it can prevail as part of the ethos or culture of the organisation.

Inclusive education

All children

- **Provided with appropriate learning**
- **To achieve full potential**
- **Within their own community**

(not just children with disabilities)

UK Policy relates to learning

The difference between -

integrated

and

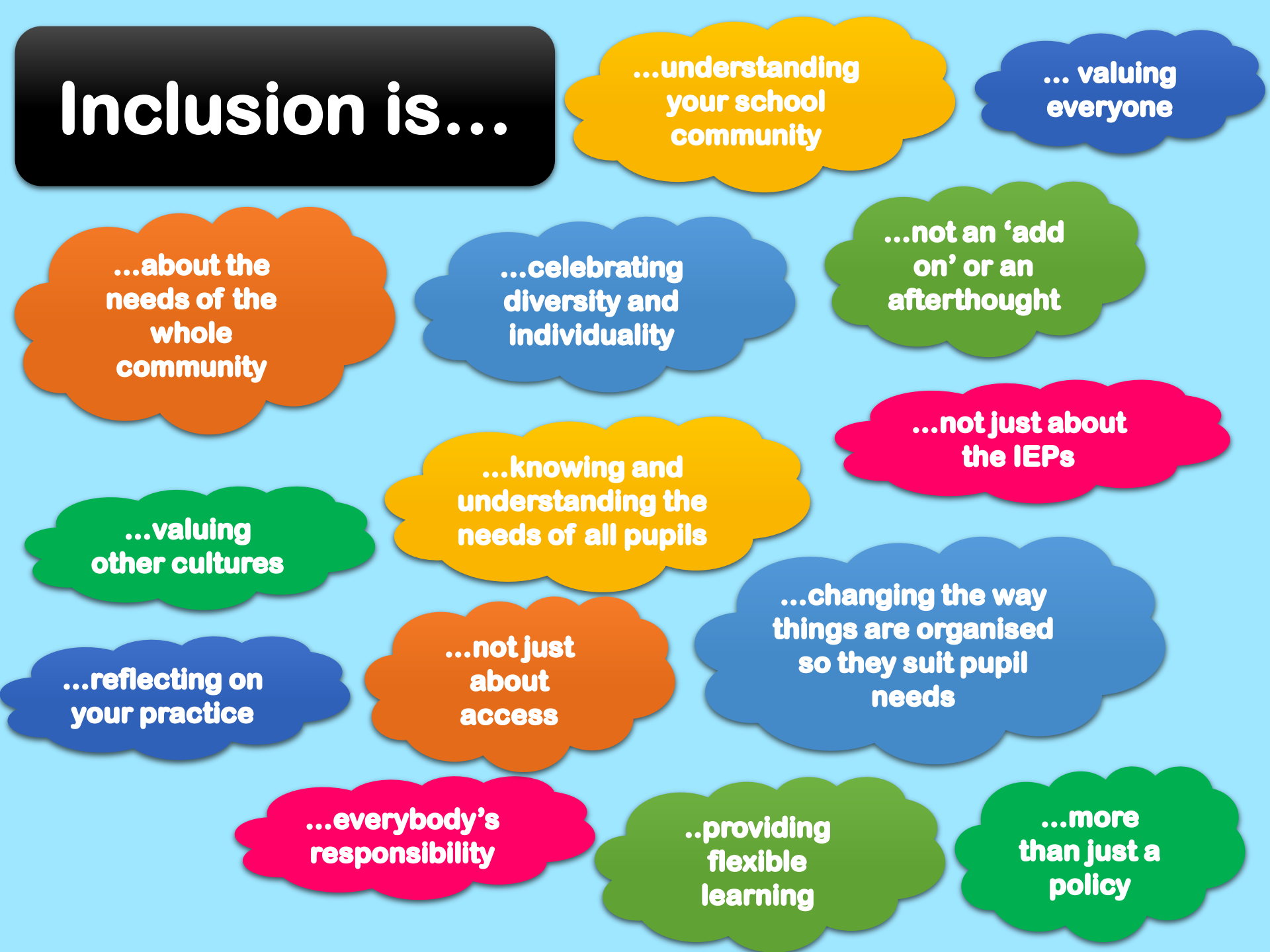
inclusive education

relates to **access** and **quality.**

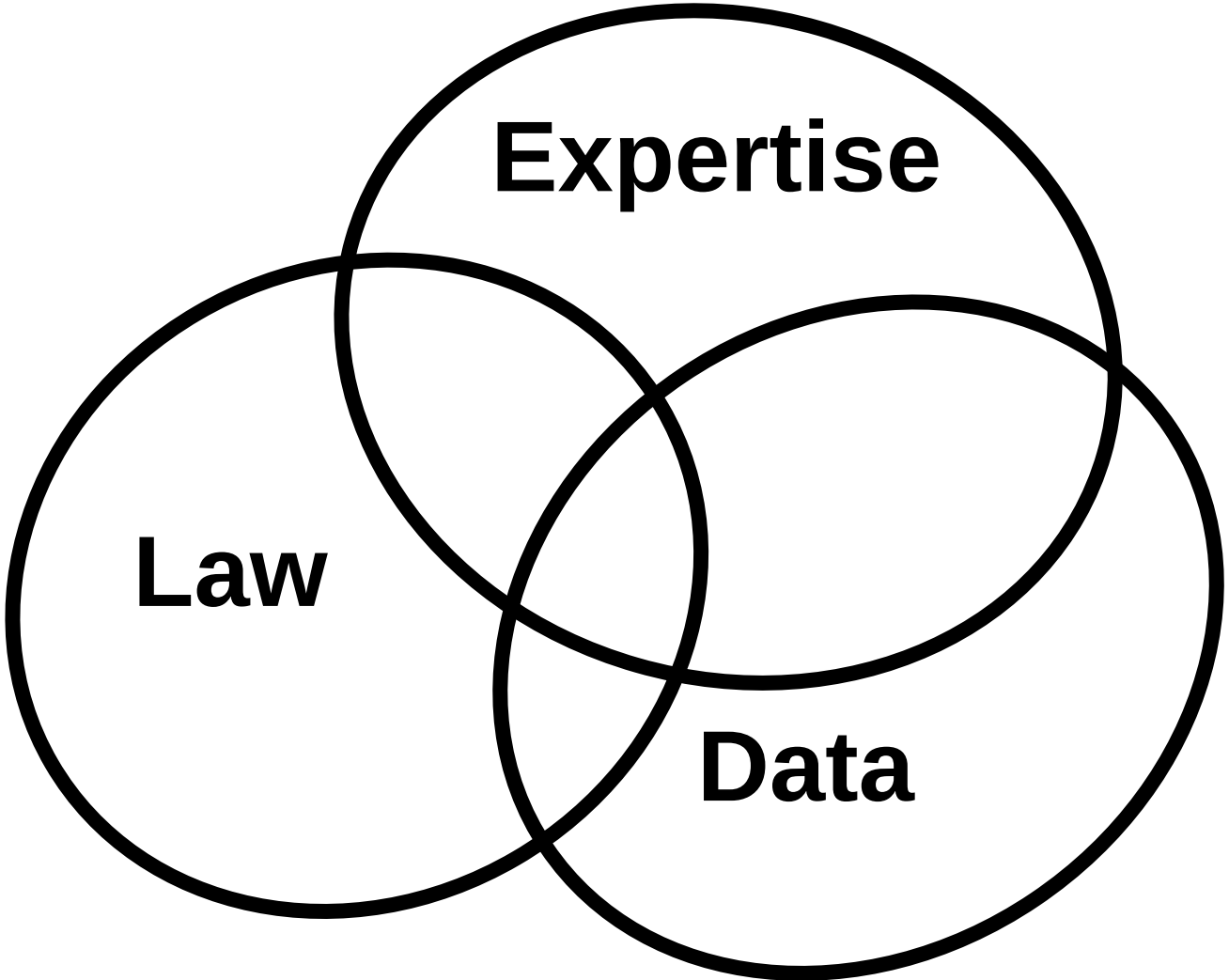
Integrated education tends to focus more on children with disabilities attending school

Whereas

inclusive education focuses more on ensuring children with disabilities are learning.


Inclusion is…
…understanding your school community
… valuing everyone
…about the needs of the whole community
…celebrating diversity and individuality
…not an 'add on' or an afterthought
…not just about the IEPs
…knowing and understanding the needs of all pupils
…valuing other cultures
…changing the way things are organised so they suit pupil needs
…reflecting on your practice
…not just about access
…everybody's responsibility
..providing flexible learning
…more than just a policy

UK Policy and Practice is built upon



UK schools need to consider

LAW

- **unlawful** for a school or other education provider *to treat a disabled student unfavourably or less favourably*

This requires institutions to *anticipate changes* they need to make

The Equality Act 2010 (UK)

EXPERTISE

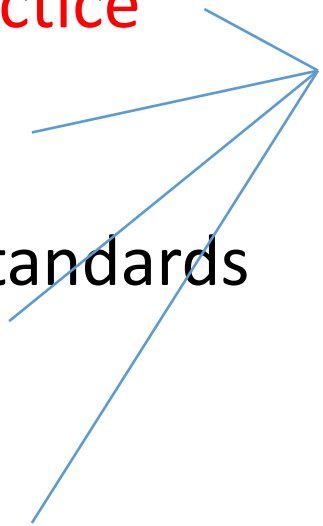
- Teachers' Standards
- SENCO qualification
- Inspection Framework
- Code of Practice

DATA

- Schools have to provide data to Inspectors to show pupil progress
- Schools must provide parents with data on spending on SEN

Some (relatively) recent developments and the focus is on learning

- New Code of Practice
- New Inspection Framework
- New Teachers' Standards
- Equality Duties



These are the "rule" books

The aim is -

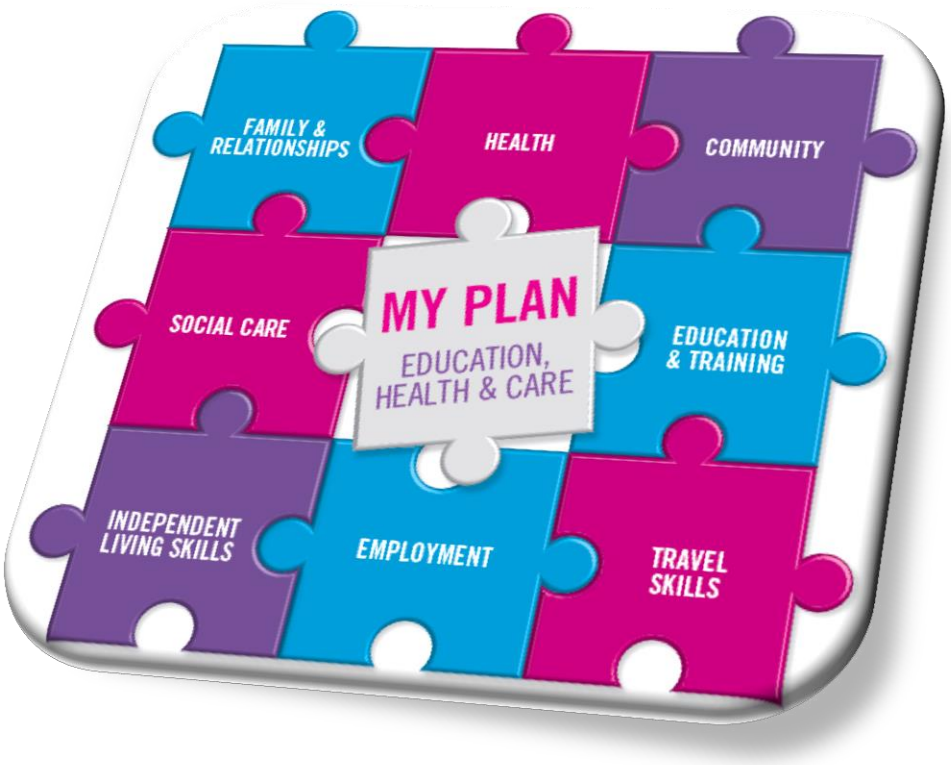
'Narrowing the Gap'

The system is supported by data

Guiding principles

- Involvement in decision making (children, parents and young people)
- Early Identification of needs
- Its about learning (inc G&T) and not necessarily classification
- Collaborative process
- High quality provision - most needy pupils with most skilled and qualified teachers
- Performance data for lowest 20%
- Greater choice and control over support
- Successful preparation for adulthood, including independent living and employment

EHCP – aka The Single Plan



YR Progress Summary Matrix

A tool for tracking progress

Buckinghamshire Learning Trust

End of Reception Progress Summary for one Early Learning Goal

School Year: 2014	ELG: 11 Numbers

Reception progress ELG			Final assessment												
			Emerging						ELG	Exceeding					
On Entry assessment		No of pupils	22 to 36 mths	30 to 50 mths			40 to 60 mths				No of pupils	No of pupils making at least expected progress	% making at least expected progress	No of pupils making more than expected progress	% making more than expected progress
				Entering	Developing	Secure	Entering	Developing	Secure							
22 to 36 mths		1					1					1	1	100.0	1	100.0
30 to 50 mths	Entering	0										0	0	#DIV/0!	0	#DIV/0!
	Developing	4						1	2	1		4	4	100.0	1	25.0
	Secure	5							2	3		5	5	100.0	0	0.0
40 to 60 mths	Entering	17							1	14	2	17	16	94.1	2	11.8
	Developing	2									2	2	2	100.0	2	100.0
	Secure	1									1	1	1	100.0		
		30														
Cohort progress												30	29	96.7	6	20.0

On Entry Assessment		% of cohort on entry
Below typical	10	33.3
At typical level of development	17	56.7
Above typical	3	10.0
total	30	

EYFSP results *(final assessment)*		% of cohort on exit
Emerging *(below expected level)*	7	23.3
Expected	18	60.0
Exceeding *(above expected level)*	5	16.7
total	30	

	Below expected **progress**
	Expected **progress**
	More than expected **progress**

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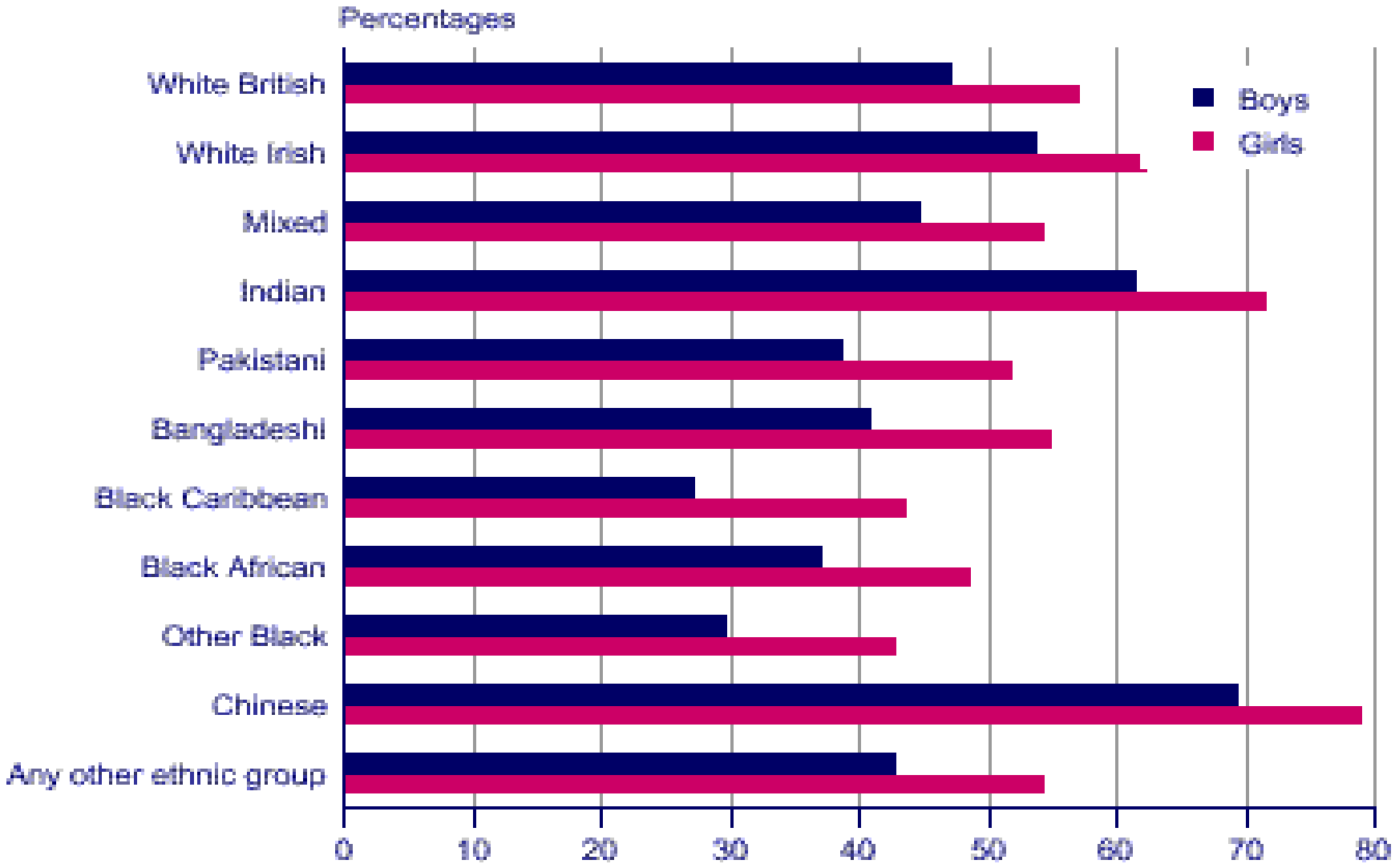
Attainment of 5 GCSEs A-C



Ethnicity	%18-24 in higher education	%18-24 in Great Britain
White	85.2	92
Indian	4.7	2
Pakistani	2.7	1.8
Bangladeshi	0.7	0.7
Chinese	1.0	0.4
Asian Other	1.2	0.4
Africans	1.4	0.6
Caribbeans	1.0	0.9
Black Other	0.5	0.7

Data helps us evaluate and identify areas for improvement

An increasing number of SEN students in Higher Education

- United Kingdom : from 2% of the student population in 1994-95 to 6.5% in 2006
- France : from 695 SWD registered in 1981 to 8 763 (0.4%) in the year 2006-07.
- Sweden : + 125% between 1993 and 1999.
- Germany: from 16% of total student population in 2003 to 18.9% in 2006.

On 11 June 2014 Rob Buckland PM asked in PQ if higher education institutions received funding to assist them with their duties under the Equality Act 2010:

Higher Education: Disability

Mr Buckland: To ask the Secretary of State for Business, Innovation and Skills what funding is currently allocated to higher education institutes to assist them in fulfilling their responsibilities to disabled students under the Equality Act 2010.

11: In the academic year 2013/14 £15 million was allocated to higher education institutions through the Higher Education Funding Council for England (HEFCE) grant, to help them recruit and support disabled students. This figure was an increase of £2 million on the previous year and has been maintained by HEFCE for 2014/15. This is in addition to the direct support provided to disabled students through the disabled students' allowances (DSA). In England, £125.1 million was spent on providing DSA in 2011/12. (HC Deb 11 June 2014 c216)

Missing cohorts – primary

Compared to the incidence of White British pupils identified as G&T at 9.9%

		% incidence	'Missing' pupils
Any other White background		8.2	1940
Gypsy/Romany		3.0	390
Traveller of Irish heritage		1.9	230
Asian		8.9	2890
of whom…	Pakistani	7.7	2660
	Bangladeshi	8.9	500
Black		9.1	1240
of whom…	Caribbean	10.0	–
	African	8.7	1100
Minority ethnic pupils		9.4	3790

(Analysis of DCSF SFR 09-2008)

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The graduated approach: the link between assessment & teaching

Do we collect accurate information about pupils' attainment and the progress that they make?
Do we identify pupils who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level?
Do we moderate the assessment of pupils' attainment levels and target setting in a rigorous way?

Assess

Do we have arrangements in place for the pupils to increase their progress and raise their attainment?

Plan

Do we have specific strategies in place for working in a partnership with parents for the benefit of pupils, including those who find working with school to be difficult?

Do we accurately monitor the progress of these children on a regular basis?
Do we monitor support arrangements to show that they are effective in increasing the rate of progress and 'narrowing the gap' for identified pupils?
Do we review support arrangements regularly with regard to their impact on pupils' outcomes, and make changes if they are ineffective?

Review

Do

In schools with best practice, it is not automatically accepted that a pupil achieving below the level expected for their age or making slower progress than expected will have a special educational need requiring additional or different provision. Instead, teachers, together with a SENCO, will analyse the effectiveness of their teaching systems for support before deciding that the identification of SEN is appropriate. These schools will actively seek to improve provision to meet a wider range of needs – through well differentiated classroom and subject teaching – rather than assuming that it always needs to introduce specialist additional provision.

Early years, schools, colleges and other education and training providers

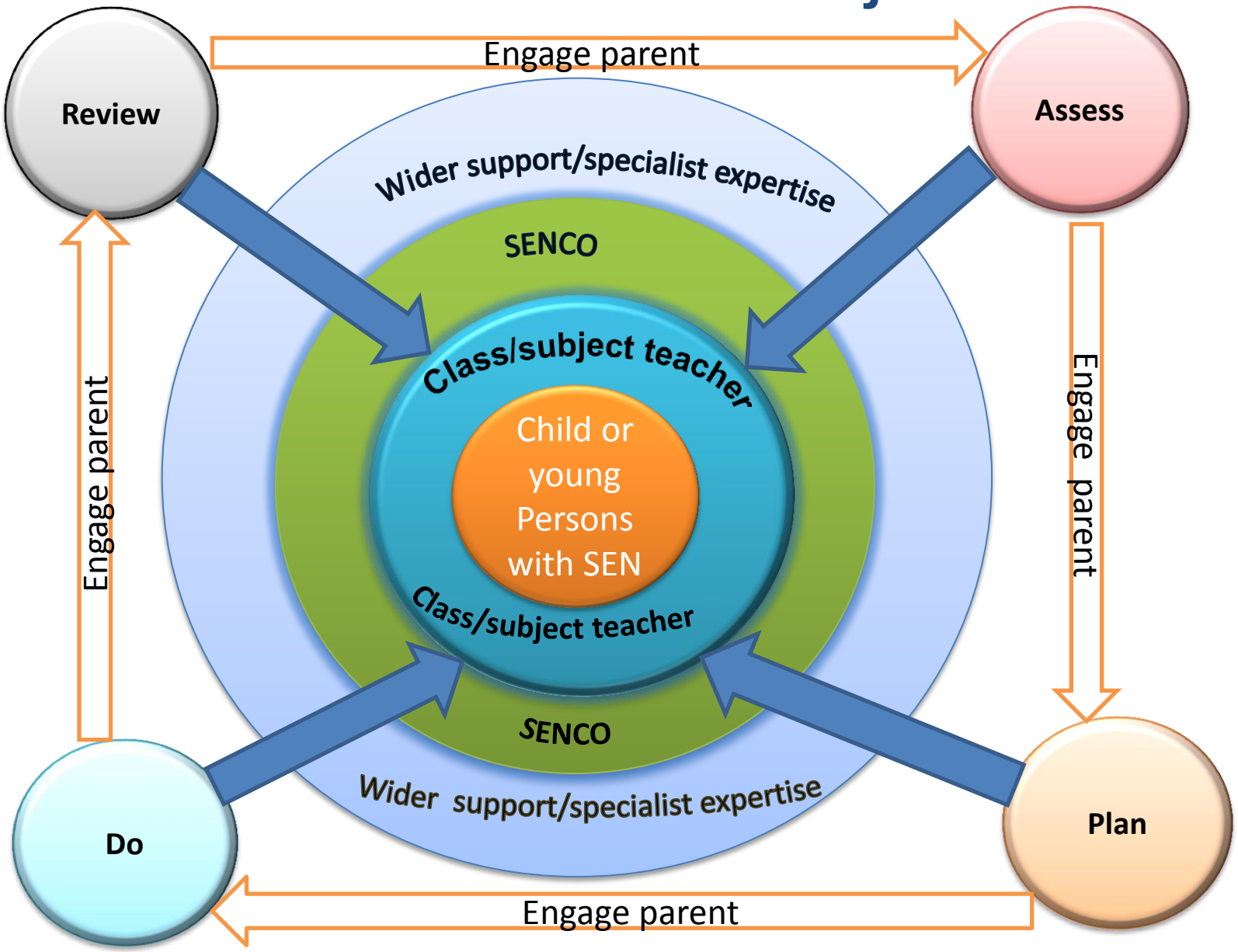
Expertise

A teacher:

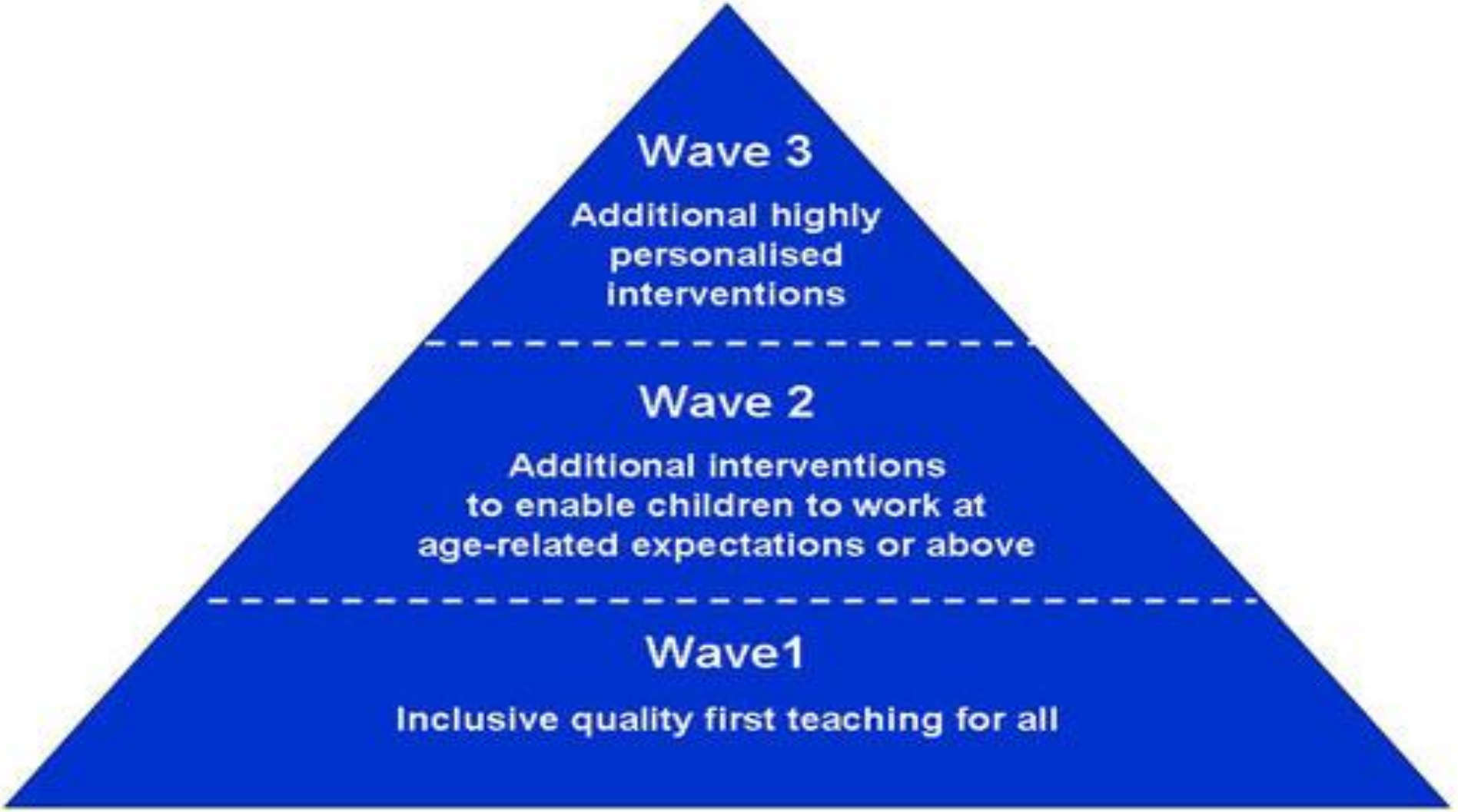
- must demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (Part 1 Sect 2)

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Part 1 Sect 5)

Reform in practice: SEN Support - the role of the class/subject teacher



Waves of Intervention Model



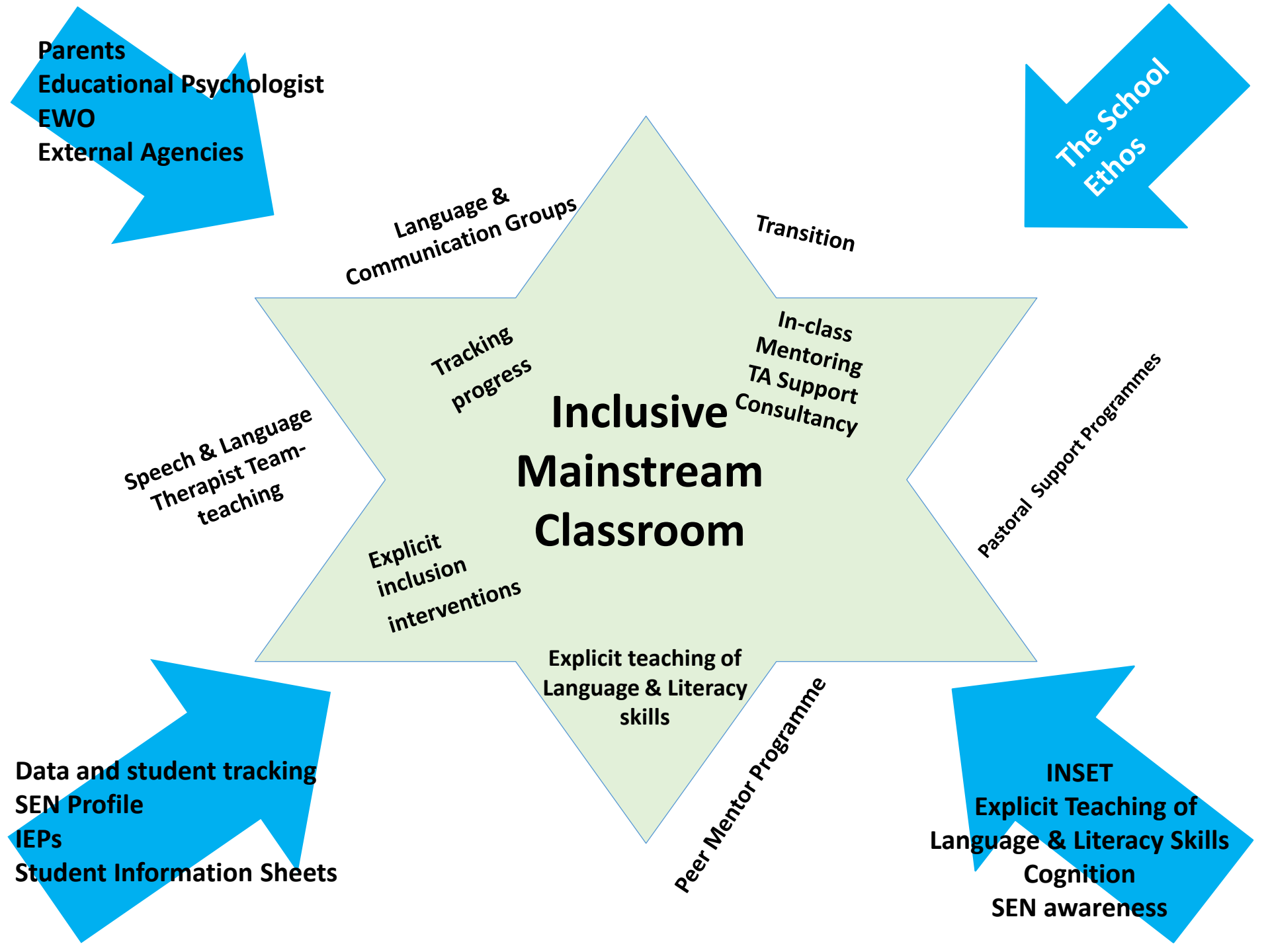
The system

All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

Some staff will have additional qualifications or training to enable them to assess pupils and/or oversee the delivery of evidence based intervention programmes.

Some Schools may commission services from local and national agencies/charities to work in schools to provide professional development to staff or specific, specialist support to pupils for whom success is elusive and who need an even more personalised programme delivered by an appropriately qualified person

All pupils receive universal high quality inclusive teaching, informed by an understanding of the processes of learning and the impact that specific difficulties can have on these. Teachers have high expectations for all and enable children and young people to work at a level which challenges their own abilities


Parents
Educational Psychologist
EWO
External Agencies
The School Ethos
Language & Communication Groups
Transition
Tracking progress
In-class Mentoring
TA Support
Consultancy
Speech & Language Therapist Team-teaching
Inclusive Mainstream Classroom
Pastoral Support Programmes
Explicit inclusion interventions
Explicit teaching of Language & Literacy skills
Peer Mentor Programme
Data and student tracking
SEN Profile
IEPs
Student Information Sheets
INSET
Explicit Teaching of Language & Literacy Skills
Cognition
SEN awareness

Questions that all schools need to ask themselves

- Do we have high **aspirations** for all of our pupils?
- Do we provide at least **good teaching** for all our pupils?
- Is our provision for pupils based on a careful **analysis of needs** and a **monitoring** of their progress in relation opportunities and outcomes?
- Do we **evaluate the effectiveness** of all our provision to meet a wide range of pupil needs?
- Does our **school leadership team** consider how to make the best provision for a wide range of pupils needs?
- Do we make **timely changes to provision** for pupils where evaluation indicates this is required?