



Inclusive Learning

General introduction plus UK policy overview

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Component parts of inclusion in the UK

- Regulatory Framework
- Early and accurate identification
- Inclusive Teaching Practice
- Monitoring, evaluation and review
- Inspection



The Equality Act 2010

- and other legislation requires schools not to treat disabled pupils less favourably;
- and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

New Standards for Teachers

- have a clear understanding of the needs of all pupils, including those with special educational needs

- Requires institutions to anticipate changes they need to make
- Only required to declare a disability (not to prove)
- Places a duty on public bodies to promote disability equality
- Produce a disability equality scheme
- Not only pupils but prospective pupils
- It is unlawful for a school or other education provider to treat a disabled student unfavourably.

new Teachers Standards

Teaching

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- have a clear understanding of the needs of all pupils, including those with special educational needs
- communicate effectively with parents with regard to pupils' achievements and well-being.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- promote a love of learning and children's intellectual curiosity
- deploy support staff effectively

Parents
Educational Psychologist
EWO
Tavistock & Portman Trust
External Agencies

The School Ethos

Language &
Communication Groups

Speech & Language
Therapist Team-
teaching

Explicit
inclusion
interventions

Inclusive Mainstream Classroom

Explicit teaching of
Language & Literacy
skills

Transition

In-class
Mentoring
TA Support
Consultancy

Tracking
progress

Peer Mentor Programme

INSET to Extend Explicit
Teaching of Language &
Literacy Skills

1 day Phonics Training for all
Staff

Neurodiversity training for all
Teachers (DC)

5 days Sounds Write Training
for Specialists Teachers
Adapted RAVE-O Programme

Case Study INSET
Work Discussion Groups
SEN Profile
IEPs
Student Information Sheets
Cognition, learning & learning
differently; doing it with the
whole class (DC)
Pastoral Support Programmes