

The Inclusion Commitment

A Handbook

The Inclusion Team for:
Infant, Primary and Secondary Schools, Colleges and Post-16
Educational Settings

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'Our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

(SEND Code of Practice 2015)

Using materials published by:



- The Vision -

Our vision in Hillingdon is to have schools with the highest and most effective inclusive practices and teaching models possible. Those that inspire, enable, empower and engage all learners, no matter what their starting points or additional challenges.

The Inclusion Commitment upholds a vision that all children and young people with SEND within our education establishments will:

- Have improved outcomes in all aspects of their development, enabling them to reach their full potential.
- Reach the highest level of academic achievement possible through tailored strategies that match and compliment their learning styles and abilities.
- Be supported to feel confident, valued, and empowered to gain skills needed to lead 'ordinary lives' and grow in self-belief.
- Develop the language, thinking and communication skills required to grow through their education and community life, engage in meaningful participation and make informed choices
- Have their specific learning and development, emotional, physical and wellbeing needs fully understood and effectively provided for throughout their school journey
- Feel appreciated, liked and a respected part of the school and community

- Our Aim -

Local context:

Hillingdon's Children and Families Trust has six specific priorities:

1. To keep all children and young people safe
2. Ensure all children and young people have the best possible start in life.
3. Improving the health and wellbeing of young people, including risky behaviours.
4. To improve the outcomes of looked after children
5. Improve the outcomes of children with special educational needs and /or disabilities
6. Continue to strengthen multi-professional integrated working.

Our aim is to:

- Directly meet the needs of practitioners and teachers across the education sector and work alongside you to build on your existing good practice and further develop Inclusive practice and provision
- To further enable practitioners and teachers to effectively support children or young people with SEND
- Work alongside professionals to support and engage with children and young people, their parents and carers in effectively setting and achieving outcomes
- To train and up- skill staff in specialist knowledge in teaching and implementing effective strategies for children/young people with SEND.
- Develop and embed whole school strategies that make a lasting impact on learning and effective teaching
- To support you to embed the '*person centred approach*' into your whole school curriculum; the delivery and planning of learning; classroom-based strategies that enhance learning and enable pupils with SEND to achieve their highest potential

We aim to work together with you to analyse the challenges faced in supporting and teaching children and young people with SEND; developing whole school strategies which will enable you to secure even better outcomes and progress.

- How do we hope to achieve this? -

By paying attention to the nature of the relationships between educators and learners, it is argued we can make a significant difference. In particular, the quality of relationships deeply influences the hopefulness required to remain curious and open to new experiences and the capacity to see connections and discover meanings.

(Salzberger- Wittenburg et al, 1983)

Whole School Approach - A Two Year partnership offer

We aim to work in full partnership with the Head, Governors and School Leaders to:

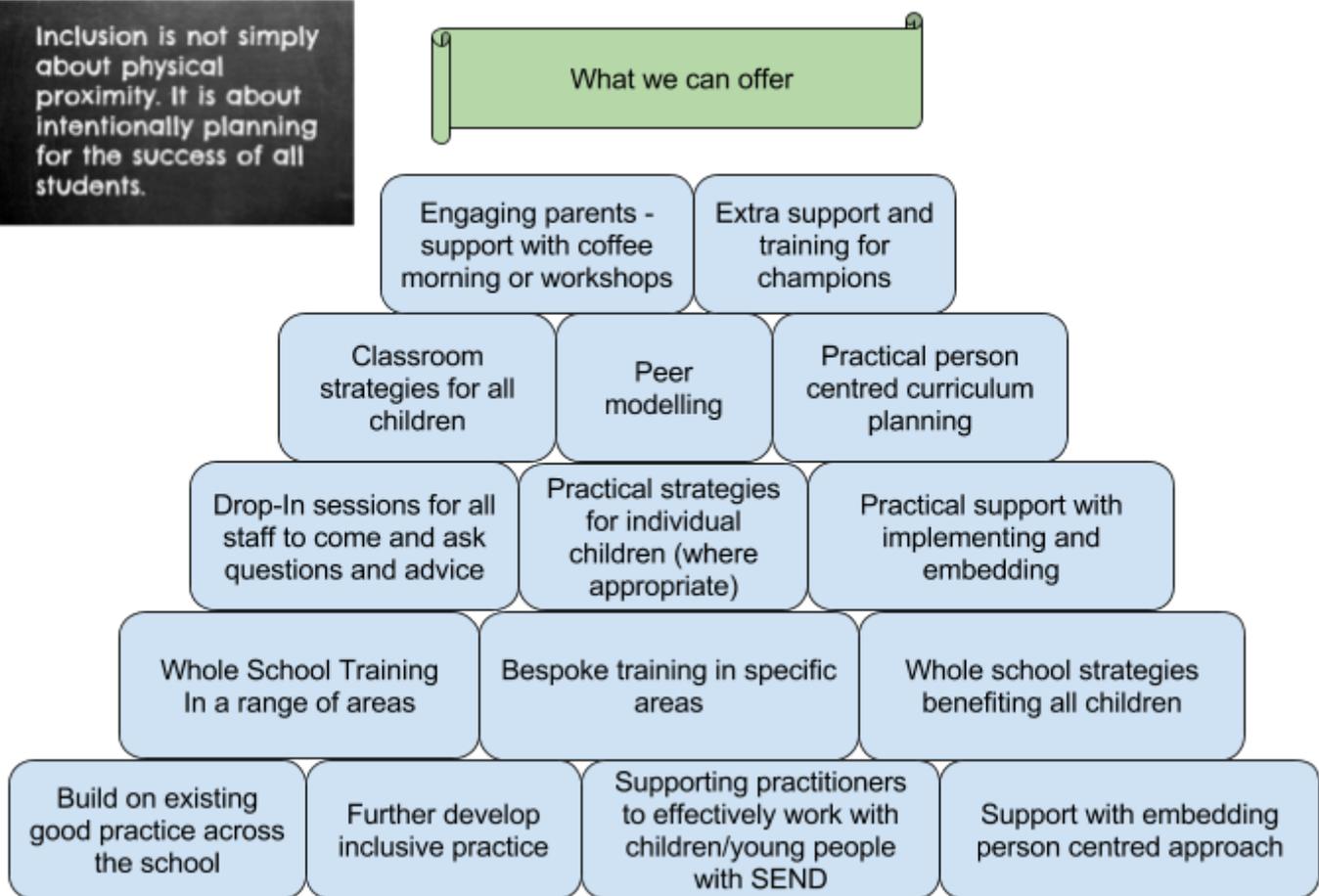
- Clearly identify the vision for your school and what the 'Inclusion Commitment' will enable you to achieve. 'Where do you want to be'
- Identify the needs of the school; its pupils, staff, parents and community
- Outline 'what is working well' and making a profound impact on learners
- Highlight 'what could be better'
- Set clear and agreed goals for what will be changed and practice embedded at the end of the two year partnership
- Develop a clear plan of action and identify leaders across the school to champion changes and 'Inclusion for All' across your school.



Understanding the barriers and gaps in pupils' learning and being able to offer a more specialised tailored level of support is at the heart of securing good outcomes for each learner, in the way that suits their learning needs best.

Gaining a true working knowledge and the 'how' for practical implementation of effective strategies that minimise poor behaviour, making true meaning to new learning; enabling deeper understanding and learning, enhancing engagement or raising attainment is essential to every teacher.

Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.



Workforce Development:

The Inclusion Commitment offers whole school training, for ALL staff, which will give all of your team up to date information on key subjects pertaining to SEND. Specialist and current knowledge on specific aspects of SEND outlined to all followed by detailed outline of strategies that will give teachers specialist expertise and a sound understanding of how best to support SEN children’s learning and development. They will leave with a good understanding of how we know our targeted input is directly benefiting and supporting children’s development and progress.

You can expect at least 1 training session every half term as a minimum offer

We will offer additional mentoring and training for champions identified for each specific area. Champions will be able to work alongside the LA lead in learning walks, classroom observations or training sessions to gain further knowledge and skills at a ‘Champion status’ level.

Minimum offer/ requirement:

Teachers and TA’s: 4 hours per term

Champions: Additional 1 ½ hours per term allocated for specialist training, peer learning exercises or action planning

Inclusion Commitment Champions

When you embark upon the Inclusion Commitment, you will need to identify a lead or leads. The role of the lead(s) will be to champion the Commitment among all of the staff within your school; to be the lead for change and the conduit for moving the team through the journey together and to support those facing challenges throughout the journey.



Identifying champions in each team, phase or faculty who are engaging in the Commitment is an approach that can prove highly successful for embedding and sustaining change. Champions are also able to identify issues 'on the ground' and raise them with the Inclusion Advisors as well as providing feedback and reducing the pressure of one central team. The Champions will also help to ensure that changes are sustained once the project is finished.

The decision of how many Champions to have depends on your school and how you wish to roll out the Commitment. For a smaller infant school, one Champion may be enough. However, in a large secondary school you may want a Champion in each phase, key stage or faculty.



Developing a Network of Support

In order to support you through Inclusion Commitment journey, an Inclusion Support Network will be established of other schools within the borough who are also participating in the 'Commitment'.

Network meetings will happen once a term and will be an opportunity to share successes, challenges and experiences, troubleshoot with colleagues and identify further areas for development. It is a way to link with neighbouring schools and may provide opportunities for peer learning within each other's' settings.

The dates of the network meetings will be published at the start of each academic year.

Through partnership with our SRP's and Special Schools, there will also be additional opportunity for sharing expertise and professional networking.



Measuring Impact

This is an essential part for both the Inclusion Team as well as your school in ensuring that new initiatives, new practices or interventions developed are having the highest impact possible.

We will work alongside your school over the 2 year period to regularly evaluate data and attainment, across a phase or class or of specific cohorts of children etc, as planned through case study or action research programmes outlined at the start.

These will be revisited over the year and compiled with a simple summative report of the impact had, areas to further develop or next steps not yet begun. This will add support to

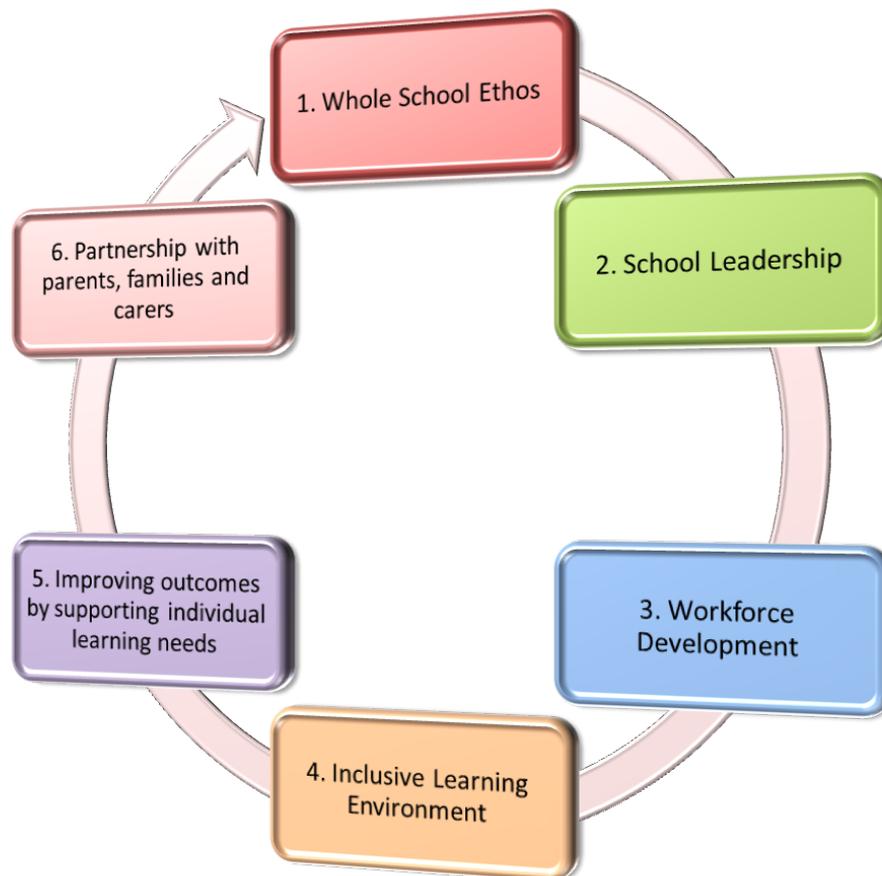
both your school in reporting and quantifying work undertaken as well as support the LA's research and evidence gathering on best practice across schools, age ranges and pupil groups.

We look forward to working in partnership with you on this throughout.

Working Model

The Inclusion team will use the below model as a guideline for direction, needs analysis, planned training and/or advice within your school. Focussing on these key areas has shown to have the most impact on change that makes a difference.

The 2 year goals and ongoing action plans will be lead by these key aspects.



1. Whole school ethos

- The school commits to being a highly inclusive school, embedding, promoting and insisting on practices that enable all learners to achieve their full potential.
- Vision and overarching aims for the school to be shared and agreed with Governors SMT, school leaders and across the whole school.
- SMT to ensure newly developed inclusive practice is embedded into:
 1. Policy and Procedures
 2. School Improvement Plans
 3. Performance Management structure

4. Observation and monitoring of teaching and learning plans
5. Information given to parents and planned partnership activities
6. Expectations of direct interaction with and treatment of pupils

2. School Leadership

- Head teacher and SMT to agree the Vision for the school in taking part in the 'Inclusion Commitment'
- Plan an effective paper trail that will add a good level of evidence of professional development, raising standards and attainment etc that can be used with OfSTED or other professional partnerships.
- Jointly set goals and targets of what will be gained and where your school will aim to be at the end of the 2 year partnership
 - o Completion of Audits
 - o Planning for training (dates and scheduling modelling visits or peer learning)
 - o Set, evaluation and update action plans regularly
 - o Feedback to governors and school leaders on progress made, areas of challenge and next steps
- Initial training completed in partnership with Head, who will be a key part of sharing the vision with the whole school/ phase.
- Setting goals in regard to enhancing progress statistics (i.e. specific groups, year groups etc)

3. Workforce development

- Whole School staff training - shared messages and understanding
- Observations, feedback, practical planning and problem -solving
- Whole team development targets - Peer learning initiative
- Action Learning - Modelling and actively implementing effective strategies
- 'Reasonable Adjustment' planning and implementation
- VIG - Video Interaction Guidance (Self evaluation using filming)

4. Inclusive Learning Environments

'Every child's needs are the business of every teacher, every LSA, every TA, every staff member, not just that of the SENCO.'

(DFE, Expectations on Schools 2015)

The team will promote and work alongside your school development targets in regard to embedding 'Quality First Teaching' into your day to day practice, ensuring that staff across your school have skills, knowledge and expertise in providing:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- Communication Friendly Environments - high levels of interaction for all pupils though staff effectively using the 'Total Communication Approach'.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

- an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Working together as professionals to ensure that every learner has opportunity to get the most out of their learning day in order to achieve the best outcomes.

5. Improving Outcomes by meeting individual's learning needs

The Inclusion team aim to support you in embedding the '*person centred approach*' into your school curriculum, the delivery and planning of learning; classroom-based strategies that enhance learning and enable pupils with SEND to achieve their highest potential.

Ways we will advise and support this could be:

- Whole school and specialist training which will promote strategies to develop a sound understanding and expertise of SEND for all staff.
- Suggest and model broad, balanced and relevant strategies for pupils with SEND
 - Practical person centred curriculum planning
 - Measured, time-bound and effective outcomes planning
 - Develop skills in establishing appropriate outcomes for each pupil, **alongside their parents**, leading to a balanced, relevant, meaningful and achievable curriculum plan
 - Specific and tailored strategies that directly meet the learning and development needs of children
- A sound understanding of legislation and what is a *reasonable adjustment within the classroom and how to best implement these*
- Modelling practice; allowing staff to see it in practice
- Conducting support observations and feedback, acting as a critical friend and advisor
- Facilitate initial support groups for families and empower staff to run parent training

6. Partnership with Parents, Carers and Families:

A key element of the commitment is to support your school with its work with parents. This could be with coffee mornings; supporting the initial set up then supporting the champions or member of staff to continue the running of them. Looking at the focus, making them meaningful and any targeted work/messages that could be feed into this forum. Another element could be supporting with training or workshops for parents on a variety of topics. We can help you explore how the work with parents could be developed and sustainable.

- Pathways within the Inclusion Commitment -

You can choose one or more pathways as part of your Inclusion Commitment - each has its own audit so we can see your starting point.

Learning Commitment



Wellbeing Commitment

Inclusion Commitment Road



Communication Commitment

Autism Commitment



See additional summary and aims for each aspect

- Summary -

"Create Inclusion: with simple mindfulness that others might have a different reality from your own..." Patti Digh



We as a team aim to do all we can to support you and your team to build on all the outstanding teaching and care you offer to the children and young people within your school. We look forward to being part of an exciting journey within Hillingdon of working together to provide more inclusive opportunities for the children and young people with the highest levels of need and making it workable and achievable for your staff team to deliver.

Contract of Partnership:

I, _____ Headteacher, agree to embark on 'The Inclusion Commitment' in partnership with the Inclusion team.

I will ensure that all my staff have opportunity to take part in the above offer of support and training where appropriate and learning taken from the training becomes embedded into schools policies and practice.

I will ensure to identify a lead/s who will work in close partnership with the Inclusion Advisor; and necessary plans will be made to ensure that actions and targets set will be completed and impact from them will be measured and evaluated.

I agree that:

- The Inclusion Commitment will be driven from the Senior Leadership team and will form a whole-school approach to inclusive practice.
- Time will made available for staff training and additional time will be allocated for those undertaking a 'champion' role.

Name of School: _____

Signature: _____ **Date:** _____

Name of Inclusion Team Lead: _____

Signature: _____ **Date:** _____