

CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

How good is our inclusive education?

David Watt

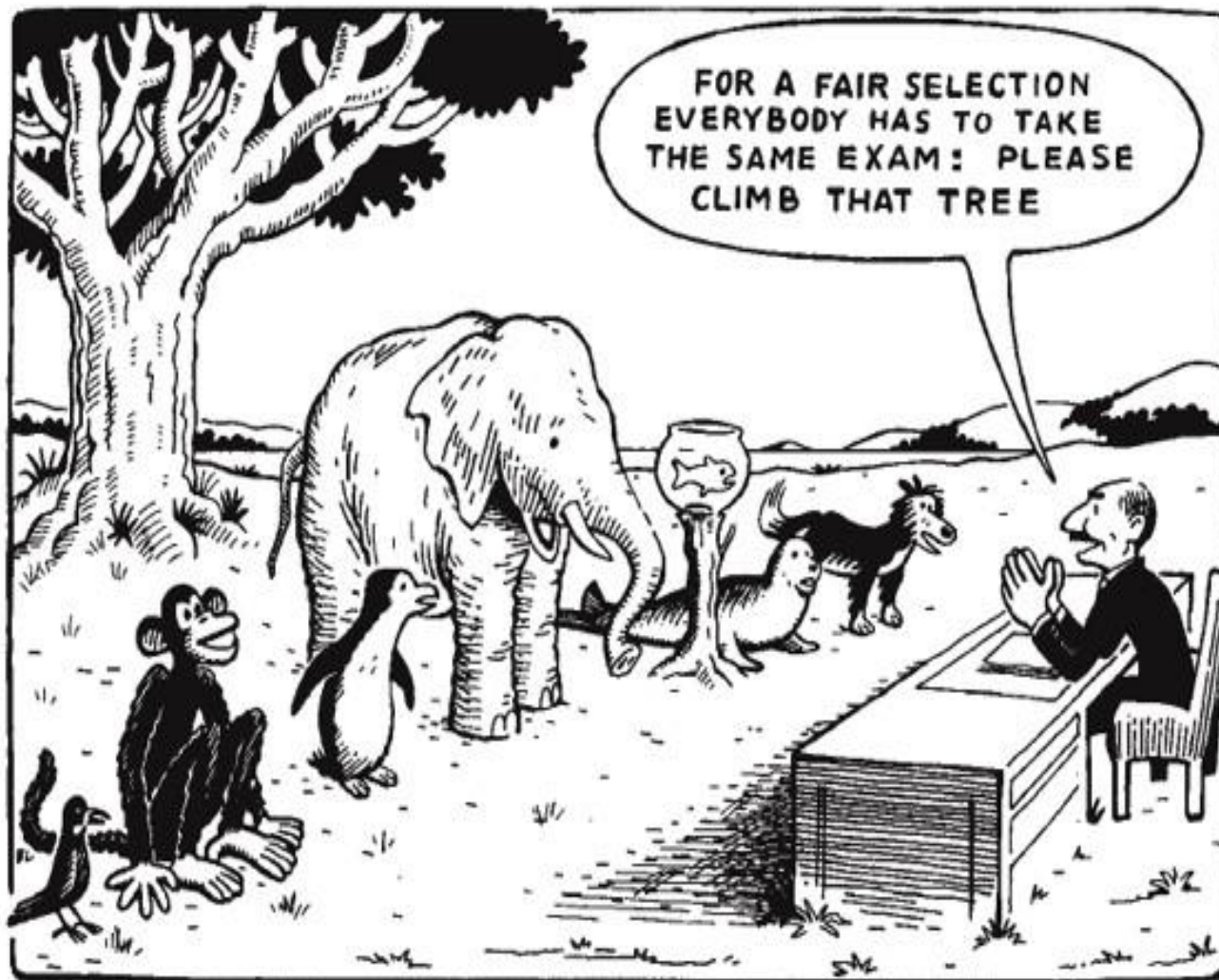
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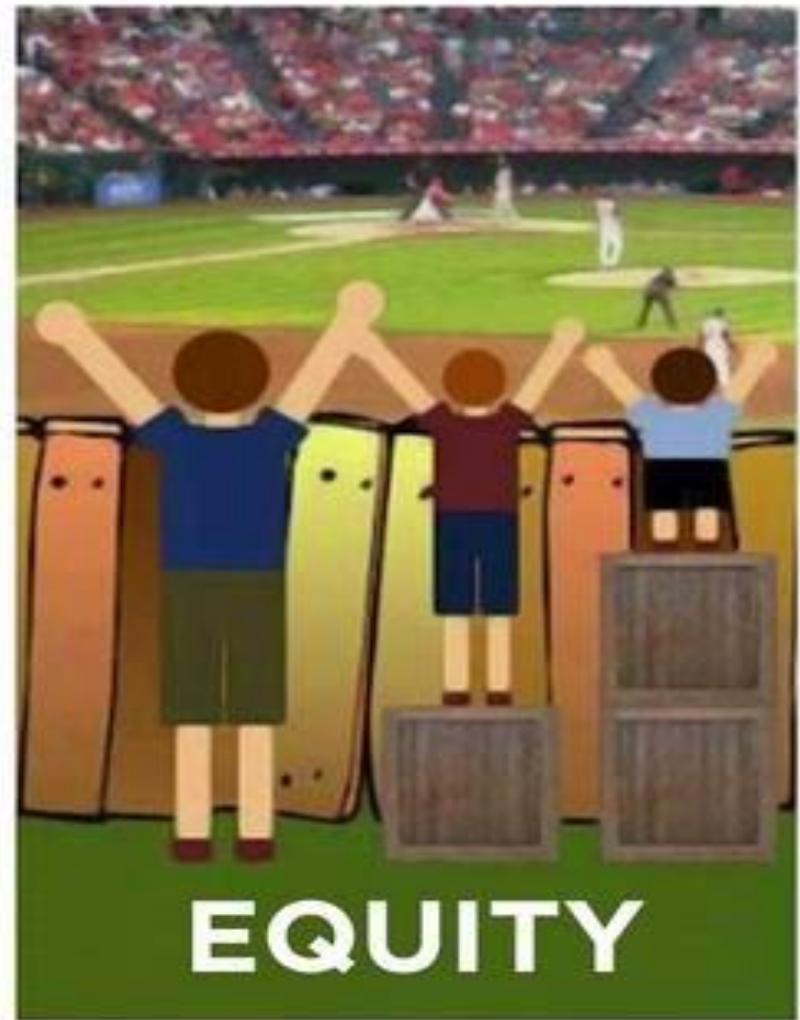


ÉCOLE INCLUSIVE: POUR LES ÉLÈVES EN SITUATION DE DIFFERENCE

Les écoles Ecossaises

- La personne qui tu es – ‘it’s who you are’
- Pas la situation de handicap plutout la situation de difference







INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

A curriculum framework to meet the needs of all learners 3 – 18

A schematic guide for curriculum planners

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

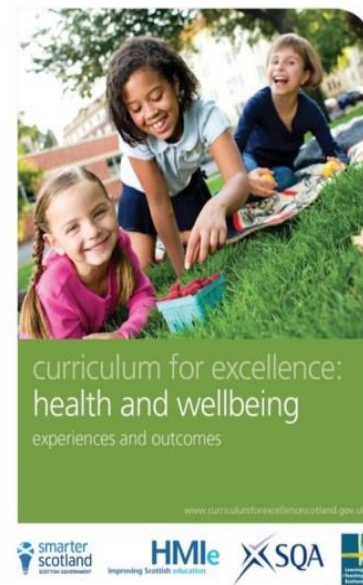
Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing



I can expect my learning environment to support me to:

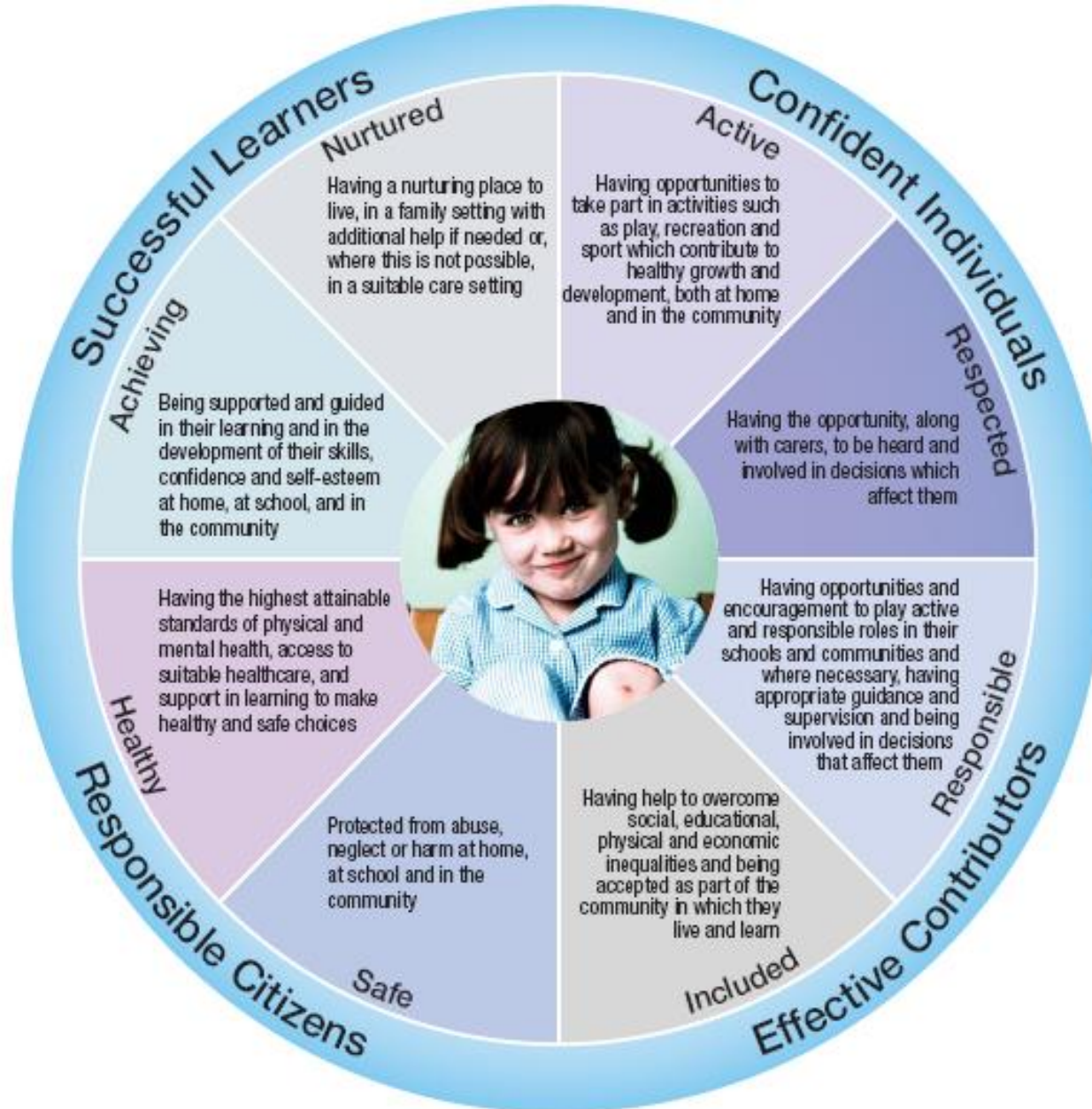
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.





POTENTIAL BARRIERS TO LEARNING

- **learning environment**
e.g. learning and teaching and curriculum unsuited to needs, poor relationships
- **family circumstances**
e.g. deprivation, parental drug/alcohol misuse, young carers, looked after children
- **health or disability**
e.g. sensory, language, autistic spectrum disorder, mental health, absence through illness
- **social or emotional factors**
e.g. discrimination, challenging behaviour, truanting



Supporting learners – from early years to positive, sustained destinations

Legislation and policy

Supporting children and young people's learning sits within a range of national **policies, legislation, strategies and frameworks**.

Entitlement to support

'Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. **Building the Curriculum 3**

- Review of learning and planning next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

Universal support

All staff have a responsibility to take a child-centred approach which promotes and supports **wellbeing, inclusion, equality** and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which they learn – along with its related ethos and relationships.

Across settings and in every learning context, **personal learning planning** sits at the heart of support for learners. It is critical that young people are offered planned opportunities which provide the right support to allow them to realise their potential for **achievement**. Therefore, a focus on learning and progress is important in contributing to the universal aspect of support.

All children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This **key professional** should have a holistic overview of the young person's learning and personal development.

Targeted support

Targeted support is any additional focused support which children or young people may require for short or longer periods of time to help them overcome barriers to their learning. The need for **additional support** can arise from, for example, **specific learning difficulties**, social, emotional or behavioural needs, bereavement or family issues. Support may also be required to ensure progress in learning for **highly able** children and young people.

This approach also encompasses children and young people who require **more choices and more chances** to achieve positive, sustained post-school destinations.

Targeted support is usually co-ordinated by staff with additional training and expertise through a **staged intervention** process. Depending on the level of need, this support may be delivered by a classroom practitioner, specialist staff or partners, such as health professionals.

“Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide”

Review of learning and planning of next steps

Gaining access to learning activities which will meet their needs

Planning for opportunities for achievement

Preparing for changes and choices and support through changes and choices

Pre-school centres and schools working with partners

Additional Support for Learning in Scotland in 2014

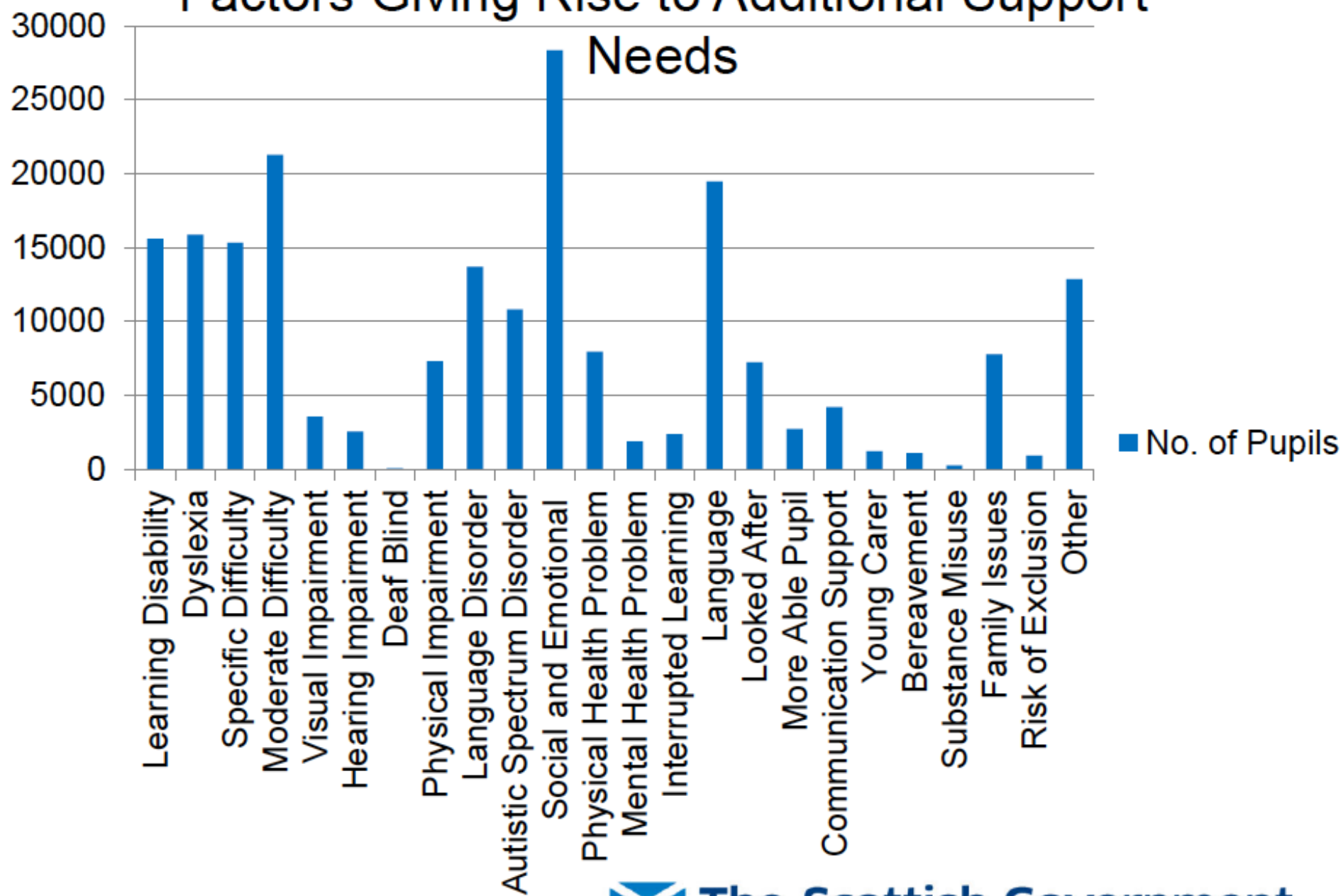
676,955 pupils in Scotland's
local authority primary,
secondary, special schools
and grant aided schools in
2014

95% of pupils with
additional support
needs learn within
mainstream schools

140,524 pupils were
identified as having an
additional support
need

62% of children with
additional support needs are
boys, 38% are girls

Factors Giving Rise to Additional Support Needs



The Scottish Government

➤ Disabilities: who gets what

Average tariff score attained by leavers from secondary and special schools with additional support needs, ASN, 2009/10 - 2012/13

	Average tariff score				Number of school leavers			
	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
Any ASN	121	168	206	222	3,813	5,831	7,366	9,314
No ASN	385	405	433	439	50,968	48,895	44,055	43,947
Learning disability	55	66	78	89	835	880	940	1,150
Dyslexia	189	222	252	273	670	1,039	1,413	1,734
Visual impairment	161	234	249	241	103	136	166	203
Hearing impairment	225	218	274	289	78	100	146	204
Autistic spectrum disorder	168	195	215	235	312	450	481	619
Physical health problem	201	248	263	253	238	380	478	596
Mental health problem	126	114	147	167	41	87	122	180

Table 8. Average tariff score and follow-up leaver destinations, by pupil characteristic, 2009/10 to 2012/13

	Average Tariff Score				In a positive follow-up destination			
	09/10	10/11	11/12	12/13	09/10	10/11	11/12	12/13
Gender								
Male	346	358	377	377	83.7	86.0	88.4	88.9
Female	398	412	437	439	86.7	88.5	90.6	91.3
Ethnicity¹								
White - Scottish	N/A	N/A	407	404	N/A	N/A	89.4	89.9
White - non-Scottish	N/A	N/A	427	438	N/A	N/A	89.8	91.8
White - UK	372	384	N/A	N/A	85.2	87.2	N/A	N/A
White - Other	360	389	N/A	N/A	85.5	89.2	N/A	N/A
Mixed or multiple ethnic groups	443	449	446	464	87.5	87.7	86.0	91.8
Asian - Indian	483	444	523	513	92.9	94.3	93.5	91.3
Asian - Pakistani	400	430	470	458	88.2	89.7	92.7	91.8
Asian - Chinese	565	614	643	671	95.3	94.3	98.3	98.8
Asian - Other	442	450	460	455	91.6	88.0	94.2	95.7
African/ Black/ Caribbean ²	379	391	431	433	90.7	91.7	94.9	91.7
All other categories ³	226	300	491	430	76.8	81.7	92.7	90.2
Not Disclosed/Not known	277	321	338	348	79.9	84.4	88.7	87.9
Urban/Rural								
Large Urban Areas	356	375	398	397	83.5	85.7	88.0	88.7
Other Urban Areas	366	379	403	404	85.2	87.6	89.9	89.9
Accessible Small Towns	390	409	425	422	86.0	88.7	90.0	92.0
Remote Small Towns	390	392	408	417	88.7	88.5	91.2	92.9
Accessible Rural	406	401	422	418	86.3	87.5	89.6	90.0
Remote Rural	421	424	438	446	88.4	91.3	93.4	93.8
SIMD⁴								
0-20% (most deprived)	231	250	268	277	73.8	77.9	81.6	82.6
20-40%	309	317	337	337	82.1	83.9	86.9	87.5
40-60%	373	384	400	405	86.8	88.2	90.3	91.3
60-80%	437	444	469	467	90.2	91.9	93.1	93.5
80-100% (least deprived)	517	531	552	554	93.5	94.5	95.2	95.7
Additional Support Needs⁵								
ASN	142	190	226	241	71.3	76.8	81.9	81.9
No ASN	386	405	433	439	86.1	88.3	90.6	91.7

1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with

It's who you are

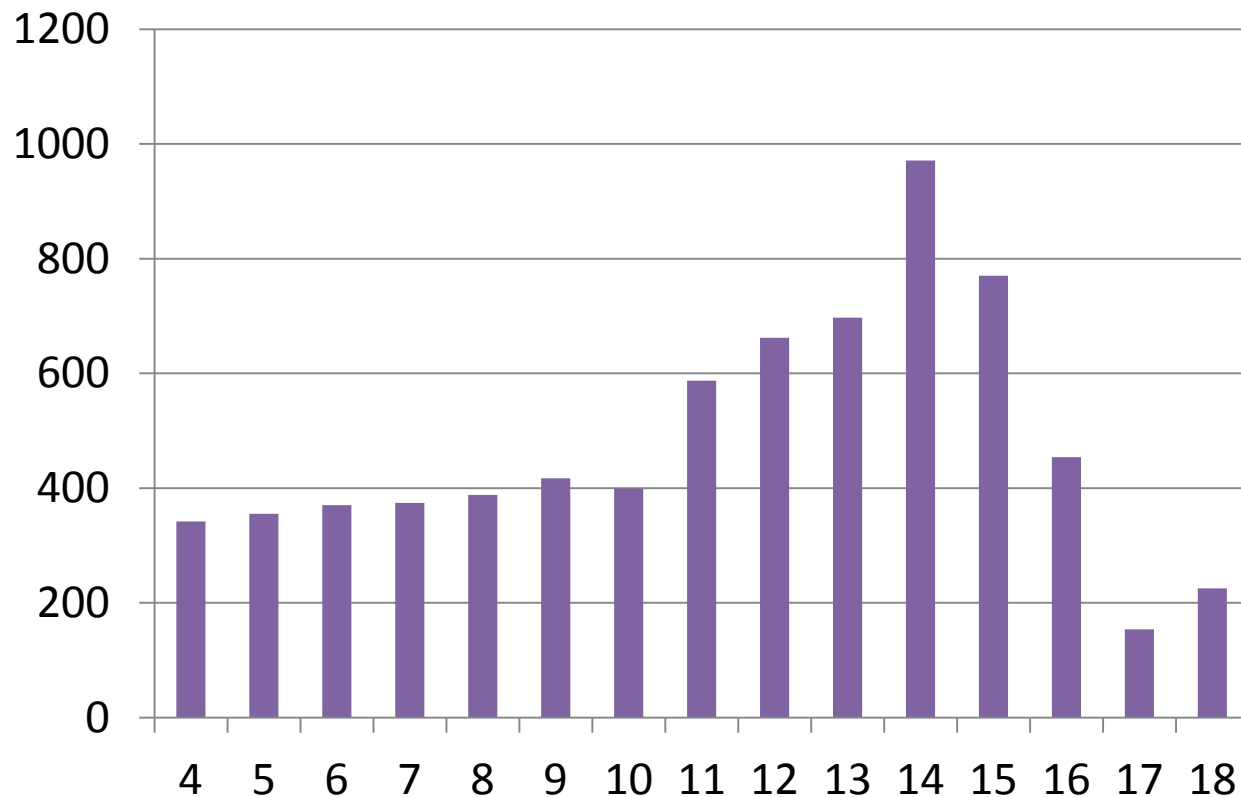
“In Scotland, who you are is far more important than what school you attend.”

p59, OECD Report 2007

Summary statistics for attainment, leaver destinations and healthy living, No. 4: 2014 Edition 17 June 2014



Pupils based in special schools by age, 2012





Improving Schools in Scotland OECD 2015 (p79)

“Scottish schools are inclusive”

- High level of social inclusion
- Immigrant children achieve higher than non-immigrants
- Young people from rural schools perform better than urban



Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.





SELF EVALUATION OR SELF DELUSION?



3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

This Indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Level 5 illustration:

■ Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

■ Fulfilment of statutory duties

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

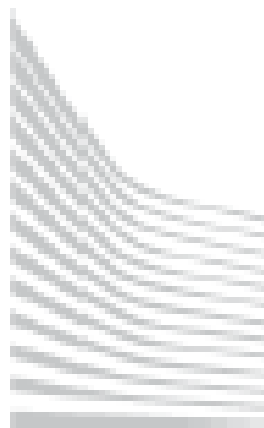
■ Inclusion and equality

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Self-evaluation of equality and inclusion

This quality indicator can be part of a themed approach to inclusive practice that includes considerations of

- Leadership of change
- Curriculum
- Personalised learning transitions
- Family learning
- Achievement and attainment



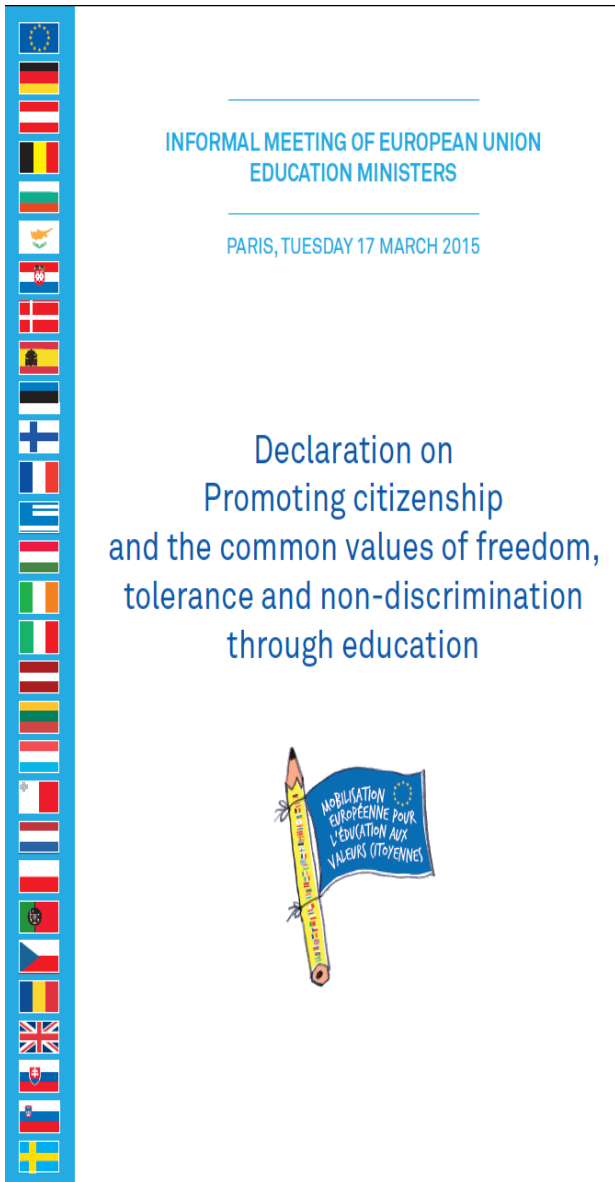
EUROPEAN COMMISSION

**New priorities for European cooperation in education and training
{SWD(2015) 161 final}**

Priority area 2

Inclusive education, equality, non-discrimination and promotion of civic competences

Addressing the increasing diversity of learners and enhancing access to good quality and inclusive mainstream education and training for all learners, including those from disadvantaged backgrounds, those with special needs, migrants and Roma, while tackling discrimination, racism, segregation, bullying violence and stereotype



We agree to strengthen our actions in the field of education with a view to:

Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality



EUROPEAN AGENCY

for Special Needs and Inclusive Education

All European countries are committed to working towards the goal of ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.

The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.

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