Inclusive Schooling Statutory Guidance

18/01/2002

Developing effective inclusion

- Inclusion part of overall improvement strategy
- Remove barriers meet needs
  - Positive
  - Proactive
- More than just placement
- Sense of community & belonging
- Working together
- Everyone matters
- Ethos
  - Broad & balanced curriculum
  - Early identification of barriers to learning
  - High expectations & suitable targets for all

Key principles

- Inclusion is a process
  - Cultures
  - Policies
  - Practices
- Nearly all children can be included
  - Training
  - Strategies
  - Support
- Offers excellence & choice
- Incorporates views of
  - Parents
  - Children
- Interests of ALL children safeguarded
- Actively seek to remove barriers
- Access to an appropriate education
  - Achieve personal potential
- Mainstream may not be right all of the time

Disability equality

- SEN and Disability Act 2001
  - Enforceable civil rights
- Don't treat disabled pupils less favourably without justification
- Take reasonable steps to ensure disabled pupils not at a substantial disadvantage
- Plan strategically
  - Improve physical environment
  - Increase participation in curriculum
  - Improve ways in which written information is given
- Code of Practice will be issued September 2002

Working with parents

- Key information
- Critical role
- Parent Partnership Services
  - PoPPS
- Must provide with full information
- Can be an emotive issue

Voice of pupils

- Views should be sought
  - Aspirations
  - Needs
  - How needs might be met
- Information should be given

Safeguarding the needs of pupils with SEN

- Parents
  - Must ensure their children receive full-time education
- LEAs
  - Pupils must be educated in accordance to parents' wishes
    - If not unreasonably expensive
    - If compatible with reasonable instruction
  - Ensure sufficient schools available
    - Also with regard to SEN provision
    - Also taking into account parental preferences
  - Maintain statements
- Governing bodies
  - Must do their best to ensure school meets needs
- Secretary of State
  - Can intervene if LEA or school not fulfilling duties
- Individual needs of the child must be taken into account

Admissions

- School cannot refuse a student because unable to cater for their needs
- Must be considered under normal admissions procedures
- Can be in special school without statement if
  - Admitted to special school for purposes of assessment
  - Child's circumstances have changed
  - In hospital
- Mainstream education can only be refused outright
  - Child has statement AND
  - Parents wish special school
  - Or would interfere with efficient education of OTHER children