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A Framework to consider the six dimensions of inclusive education: supporting practitioners to reduce school exclusion.

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&
Tristan Middleton**

**TEAN
Conference
May 2019**

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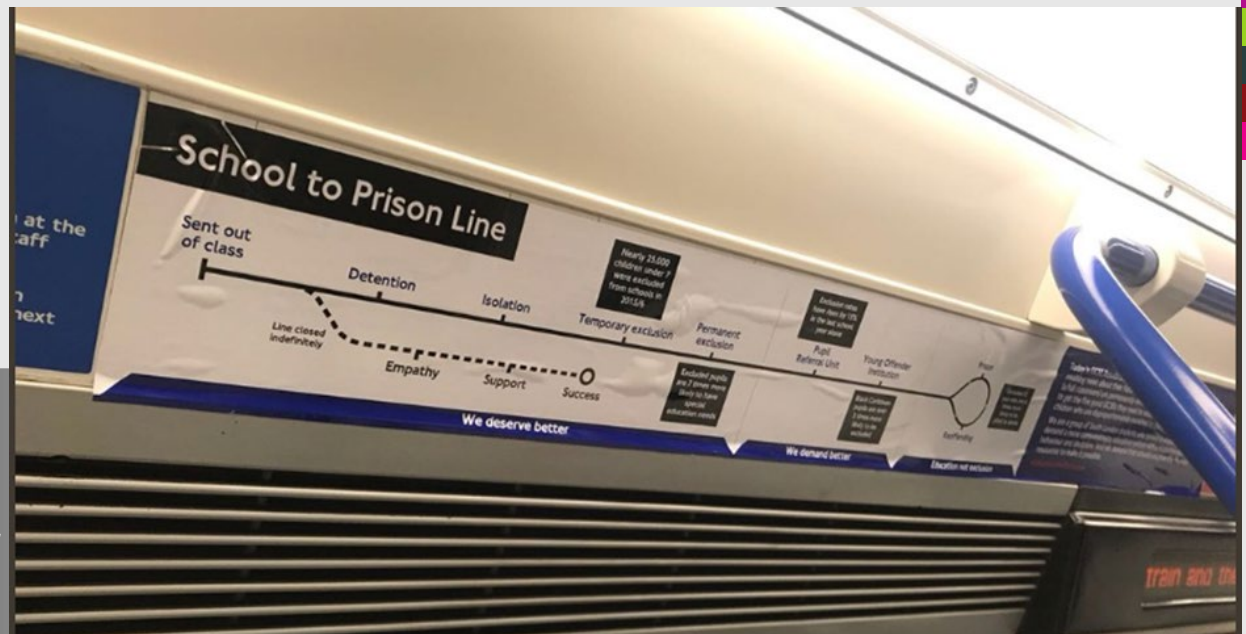
Structure

- **Background to Exclusion**
- **Background to Inclusion**
- **Inclusive Framework**
- **Reflective framework**
- **Questions**

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Background to Exclusion: Definition

Exclusion is a sanction which may be employed by schools, within the remit of school leaders and governors.

Exclusion means that learners are banished from attending school or from learning or social activities with their peers within the school environment.

(Middleton and Kay, 2019)

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Background to Exclusion: 3 Different forms of exclusion
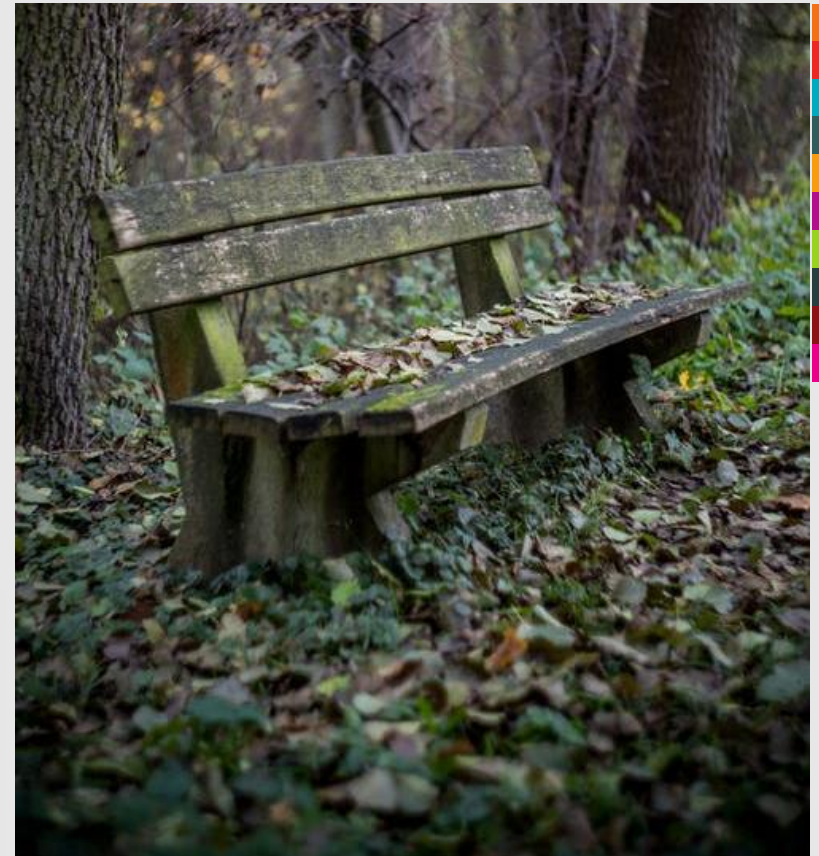
- Formal
  - Fixed period
  - Permanent

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Background to Exclusion: 3 Different forms of exclusion

- Informal

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Background to Exclusion: 3 Different forms of exclusion

- **Internal**

(https://www.cofltd.co.uk/project/isolation-booths/)

Background to Exclusion: Statistics (adapted from DfE (2018, p.6, section 5)

Permanent and fixed period exclusions by type of school State-funded primary, state-funded secondary and special schools (DfE, 2018, table 1)

England 2012/13 to 2016/17

	2012/13	2016/17
State-funded primary, state-funded secondary and special schools		
Number of schools (1)	21,157	21,319
Number of pupils (2)	7,616,870	8,025,075
Number of permanent exclusions	4,630	7,720
Permanent exclusion rate (3)	0.06	0.10
Number of fixed period exclusions	267,520	381,865
Fixed period exclusion rate (4)	3.51	4.76
Number of pupil enrolments with one or more fixed period exclusion	146,070	183,475
One or more fixed period exclusion rate (5)	1.92	2.29

Background to Exclusion: Statistics SEN (adapted from DfE (2018, p.6, section 5)

Proportion	permanent	Fixed-period
Percentage of all exclusions	46·%	44·9%
Percentage of pupils with SEN	0·35%	14·76%
Percentage of pupils with ECH Plan	15·93%	15·93%
Percentage of pupils with NO SEN	0·06%	3·06%

(Middleton & Kay, 2019)

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Inclusion

Inclusion is not about figures, politics or ... dogma, it is, about beliefs, faith, caring and the creation of community ….. It is about human rights and human beings. (Allan 2003, p.178)

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Inclusion – the challenge for schools & practitioners

Contrasting values & perceptions of the purpose of education (Ekins, 2017) Didactic, normative objectives & mass production (Armstrong, Armstrong and Spandagou, 2010, P.vii) or **developing skills and understanding for lifelong learners, within their own contexts.**

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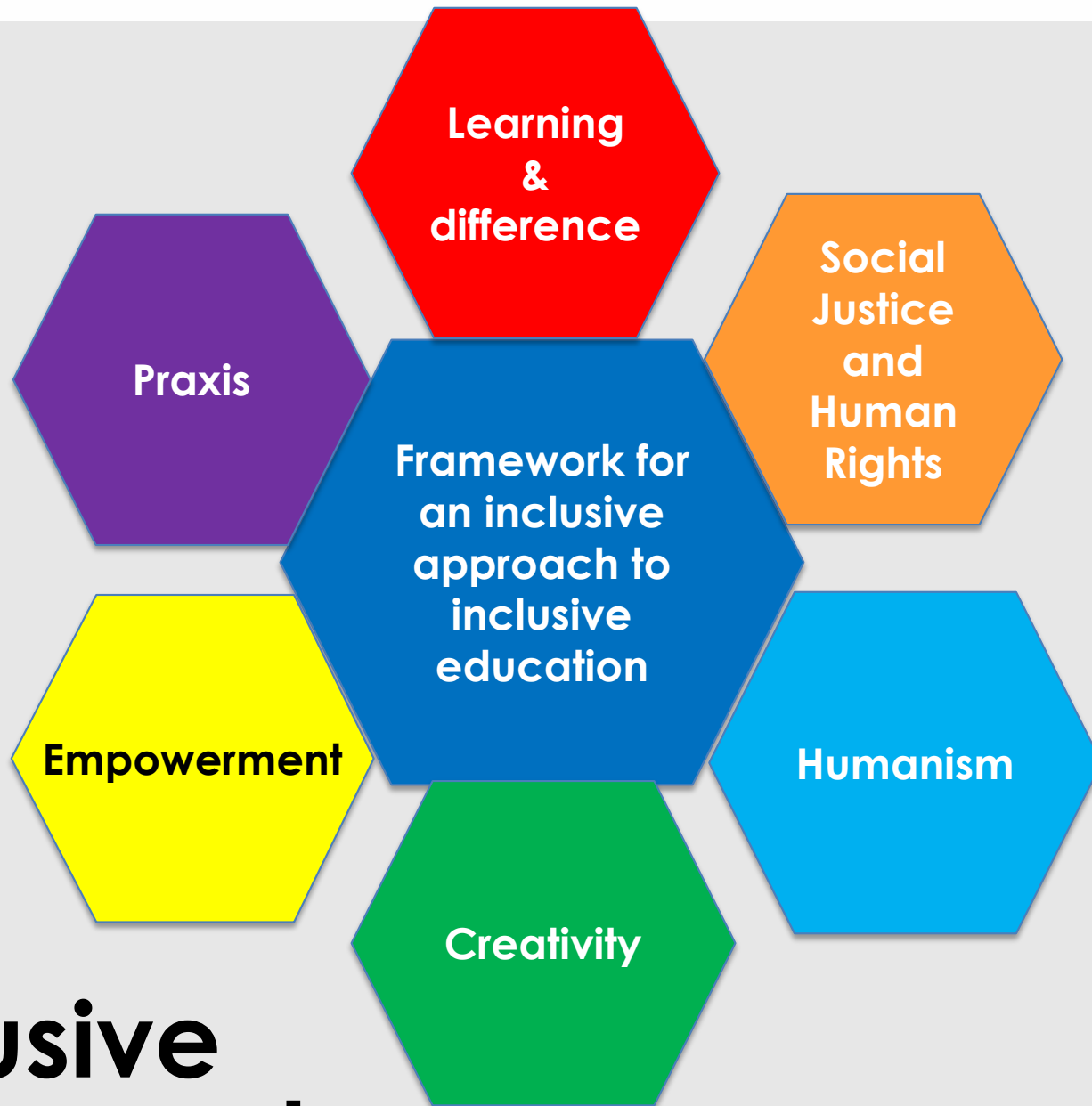
Inclusive Framework

Middleton and Kay (2019)

Reflective Framework: Defining Practice in our school

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
What are our key values? What principles underpin our definition of inclusion? How do we define inclusive practice?	What are our key values? What principles underpin our definition of inclusion? How do we define inclusive practice? What do we currently do which excludes learners from learning, the environment or social elements of our school?	What are our key values? What principles underpin our definition of inclusion? How do we define inclusive practice? How do we communicate our definition of inclusion and inclusive practice? How do we encourage, support and enable our children & young people to build relationships?	What are our key values? What principles underpin our definition of inclusion? How do we define inclusive practice? Are our definitions of inclusion and inclusive practice open to development and change?	What are our key values? What principles underpin our definition of inclusion? How do we define inclusive practice? How do we define exclusion?	What are our key values? What sources of information have we drawn upon to inform our definition of inclusion?

Middleton and Kay (2019)

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
What is our belief about learning and ability – is it fixed or responsive to teaching? Who holds responsibility for children & young people with SEN? How do we develop a shared approach to supporting individual needs? How do we talk about our learners in dialogue with one another? What words and phrases do we use? What do our school rules and policies communicate about our attitude to difference? What does our school environment communicate about our attitude to difference? Does our staff body reflect a diverse collection of people?	What strategies do we use to proactively include all learners in the social aspects of school? What strategies do we use to proactively facilitate access to a broad and balanced curriculum? Do we focus on strengths as well as areas of difficulty in our learners?	How do we enable our learners to share their views, experiences and aspirations of the social and academic aspects of school life? How do we enable our pupils to share their views, experiences and experiences of life outside school? How frequently do we enable this to happen? Do we / How do we enable our population of learners to share in the decision-making for school? Do we include children & young people with SEN within any involvement in planning and decisions for school?	What do we celebrate as achievement? How do we demonstrate that we value the things we have identified to our learners? How do we communicate that alternative outcomes are possible and welcomed?	Do we have holistic or caring goals at the centre of our school vision and core purpose? Do we focus upon a medical model or a social model of disability? How do we resolve difficult decisions, when values sit in opposition to another?	What sources of information have we drawn upon to inform our: - School ethos - School vision - School development / improvement planning

Reflective Framework: School Ethos

Middleton and Kay (2019)

Reflective Framework: The Learner

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
What do our individual learners identify as their own strengths and difficulties? How do we know what are learners think about their own skills and abilities? How often to do we talk to learners about how they perceive their strengths and difficulties are? And about what their interests are? What are the learners' views of what is important in our setting?	How do our leaners talk about opportunities inside and outside of school? What do they perceive their opportunities to be? How do we know? Do learners perceive they have equal opportunities within: - the academic curriculum? - the social aspects of school? (e.g. extra-curricular activities) How are the school policies and procedures made accessible to the learners?	How do we tailor approaches for individual learners to share their views, experiences and aspirations of the social and academic aspects of school life? How do we tailor approaches for individual learners to share their views, experiences and experiences of life outside school? How do we tailor approaches for individual learners to share in the decision-making for their targets, goals and provision?	What do our learners value in their learning? How do we know? What are the aspirations of each of our learners? How do we know?	How do our leaners view themselves and their interaction with others? Do our leaners know how to make friends? Do our learners know strategies to help them sustain friendships? What helps our learners feel happy or secure at school? What actions do we take which demonstrate a humanist approach?	Do you create spaces within school meetings to engage in critical reflection and dialogue with learners: - upon their learning? - upon the learning environment? - Upon the social environment? - their responsibilities within learning? - What works well for them / what acts as barrier for them?

Middleton and Kay (2019)

Reflective Framework: The Wider Community

Includes parents & carers, partners, community

TrM

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
How do we communicate our school vision to the wider community? Do we take account of learning and difference in the modes of our communication? How do the parents & carers of our school population perceive the school? How does the wider community perceive the school? How do we know? Are we proactive in finding out?	How do we perceive the responsibilities that parents & carers have to engage with our setting? What actions do we take to engage the wider community? How do we collect and act upon the views of the wider community? How are the school policies and procedures made accessible to the learners?	What factors do you think contribute to effective partnership working? What factors do you think hinder / provide barriers to effective partnership working? Think about an example of working in partnership with parents & carers and / or outside agencies from your own experience: - What elements or activities do you think supported the successes? - What elements or activities do you think hindered working effectively?	What are the expectations of the parents & carers? Are there any ways in which we could see this differently? What are our success criteria for parental engagement? How do we view engagement with wider family members of our pupils?	How do we draw upon the wider community to support holistic goals? How might we investigate opportunities to seek support from the wider community? How might we investigate opportunities to offer support to the wider community? How do we show that we value the members of the wider community?	What sources of information and expertise have we drawn upon to inform - How we listen to and communicate with parents & carers? - How we listen to and communicate with the wider community?

Middleton and Kay (2019)

Reflective Framework: School Leadership Governors/ Trustees, SENCOs

TrM

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
How do we communicate our school vision to the wider community? Do we take account of learning and difference in the modes of our communication? How do the parents & carers of our school population perceive the school? How does the wider community perceive the school? How do we know? Are we proactive in finding out?	How do we perceive the responsibilities that parents & carers have to engage with our setting? What actions do we take to engage the wider community? How do we collect and act upon the views of the wider community? How are the school policies and procedures made accessible to the learners?	What factors do you think contribute to effective partnership working? What factors do you think hinder / provide barriers to effective partnership working? Think about an example of working in partnership with parents & carers and / or outside agencies from your own experience: - What elements or activities do you think supported the successes? - What elements or activities do you think hindered working effectively?	What are the expectations of the parents & carers? Are there any ways in which we could see this differently? What are our success criteria for parental engagement? How do we view engagement with wider family members of our pupils?	How do we draw upon the wider community to support holistic goals? How might we investigate opportunities to seek support from the wider community? How might we investigate opportunities to offer support to the wider community? How do we show that we value the members of the wider community?	What sources of information and expertise have we drawn upon to inform - How we listen to and communicate with parents & carers? - How we listen to and communicate with the wider community?

Middleton and Kay (2019)

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
How do you perceive ability and learning? Is this something which is fixed or is this responsive to teaching? Can ability and learning change? Do the teachers teach the learners in your class(es) with SEN or do you hand them over to other adults? How do you maintain oversight of what's being taught in withdrawal activities? What do you need to find out to inform your planning? Is there more you need to know? How might you identify what that is and where you might source the knowledge you feel you are missing from?	How do we adapt our pedagogy to: - Reduce barriers to learning? - Increase participation and access to learning? - Support diversity? (Booth and Ainscow, 2002).	Do you create spaces in your learning and teaching activities to engage in active listening to your pupils? How do you seek the views of your learners on their learning? What strategies to do you use to encourage learners to communicate with you about their learning?	How do we assess children & young people's knowledge, skills and understanding? (summative evidence) How do you require learners to record their learning? Do you offer flexible approaches? What strategies you could you utilise to offer flexible approaches to recording work? What strategies you could you utilise to offer flexible approaches to assessment? What strategies you could you utilise to offer flexible approaches to: - recording work? - assessment? How are records of achievement and progress used to reflect creative outcomes?	How do we build good working relationships with our pupils? How do we develop, facilitate and engage in dialogical relationships with our learners?	Have you assessed the different aspects of the environment to explore factors which constrain, accommodate or enhance learning?: - Physical environment - Sensory environment - Social-emotional environment What sources of information have we drawn upon to inform decisions about pedagogy? Do you create spaces within school meetings to engage in critical reflection and dialogue of pedagogy? Do you create spaces within school meetings to use practitioner-inquiry to critically explore practice?

Reflective Framework: Pedagogical approaches

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Reflective Framework: Curriculum

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
Do we offer opportunities for learners to enage in dialogue about learning and difference to build awareness and understanding? Do our resources reflect diverse communities?	How do we ensure 'appropriate educational experiences' (Ekins, 2015, p.5) for all of our learners? How do we articulate this in our policies and programme documentation? How do we include the values of equality and social respect within our curriculum?	Does the curriculum explicitly teach learners how they can use strategies to empower themselves? Does the curriculum offer include activities to raise aspirations and expectations?	Do we use creative / thinking outside box approaches to manage the curriculum offer so that we can include teaching about diversity? How might we do this? How do our learning outcomes and learning tasks promote creative outcomes?	How do we model and teach: - social-emotional skills? - making and sustaining relationships? - working collaboratively?	What sources of information have we drawn upon to inform decisions about curriculum? Do you create spaces within school meetings to engage in critical reflection and dialogue about the curriculum offer ? Do you create spaces within school meetings to use practitioner-inquiry to critically explore and develop the curriculum?

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Reflective Framework: Inclusion for the school team

TrM

Learning and Difference	Social Justice and Human Rights	Empowerment	Creativity	Humanism	Praxis
Area of focus					
Do we create spaces in which to reflect upon learning and difference and how we respond to this? Are diverse practitioners valued in our setting?	Do we create spaces in which to reflect upon diversity and how we respond to this? Are there ways in which staff members can raise issues about their experiences without concern for repercussions?	What opportunities are offered for staff members to become empowered? To what extent do the school team take up opportunities and empower themselves?	Do we use physical and human resources and time creatively to facilitate addressing SEN? How do systems allow for creative approaches to personal and professional development and other management needs?	Is there a culture where practitioners can safely discuss difficult issues? Do staff members care about each other? How is care for one another communicated?	Are all the school team offered equitable access to opportunities to increase their knowledge, experience and understanding? To what extent do the school team take up opportunities to increase their knowledge, experience and understanding?

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Questions

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