

## Clare Mount Inclusion Funding 2012-13

### Allocation of Funding £33,000

Projects	Total Spend
Amount spent on inclusion programmes	£15000
Amount spent on outreach support	£15,500
Any resourcing costs for service	£2500

### Aims of Outreach Support and Allocation of Funding

To establish an effective school-based training programme for NQTs, subject teachers, heads of subject, SENCOs, newly qualified teachers in both the secondary and primary mainstream sector and TAs providing:

Individual assessments to:

1. Support and/or contribute to school's own pupil assessment processes and procedures.
2. Include R.A, Sp.A. phonic and sequencing skills, co-ordination and laterality in assessment.
3. Assess unaided written work.
4. Monitor output and progress through re-assessment where required.
5. Provide a written report of functioning and need.

Support for IEP writing and review to:

1. Assist school staff in the formulation of appropriate targets for individual pupils.
2. Assist in the development of assessment systems for pupils with learning difficulties in subject areas.

Support for teaching and learning through:

1. Recognising learning difficulties – the characteristics of moderate learning difficulties and autism (social and communication)
2. Classroom organisation, grouping and use/language of instruction.
3. Management of learning – de-coding, encoding, problem solving.
4. Management of learning – classroom support.
5. Subject specific P.o.S/Schemes of Work in small step units.
6. Differentiation – through subject, teaching styles, input and expected outcomes.
7. Subject based assessment and progress.
8. Recording systems for small step learning.

Partnership to:

1. Ensure the development of effective working relationships between special and mainstream schools.
2. Innovate in curricular development and develop different ways of providing effectively for a range of pupils with special educational needs and facilitating their inclusion into mainstream activities.

3. Promote high expectations of all pupils with SEN to raise levels of attainment and achievement.
4. Help to equip teachers and support staff with knowledge, understanding and skills needed to teach pupils with SEN more effectively.

### **Outreach Support**

Schools are informed of the programme via WESCOM at the beginning of September then again at termly intervals.

### **Impact of Outreach Support**

<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>• Definition, concept and principles of inclusion.</li> <li>• Entitlement of learners.</li> <li>• Access issues – implementing the DDA/DES.</li> <li>• Benefits of inclusion.</li> <li>• Features of effective inclusive schools.</li> <li>• Dual registration.</li> </ul>	<p><b>SLT/Governors/SENCO</b></p> <ul style="list-style-type: none"> <li>• Inclusion and school improvement.</li> <li>• Action planning for inclusion.</li> <li>• Access plans.</li> <li>• Strategic management of inclusion.</li> <li>• Effective deployment of resources.</li> <li>• Monitoring and evaluating inclusion. Culture, policy and practice (value added).</li> </ul>
<p><b>Subject /Pastoral Leaders</b></p> <ul style="list-style-type: none"> <li>• Subject action plans for inclusion.</li> <li>• Assessment for learning and SEN.</li> <li>• Tracking SEN pupil progress.</li> <li>• Using performance data to inform SoW, PoS for SEN pupils.</li> <li>• Managing resources for inclusion.</li> <li>• Monitoring and evaluating inclusion.</li> </ul>	<p><b>Subject/Class Teachers</b></p> <ul style="list-style-type: none"> <li>• Practical classroom strategies to implement the NC inclusion statement of principles.</li> <li>• Implementing ILPs, IEPs, PEPs.</li> <li>• Using assessment data to inform planning, teaching and learning for SEN pupils.</li> <li>• Deploying TAs effectively.</li> <li>• Managing challenging pupil behaviour.</li> </ul>
<p><b>TAs</b></p> <ul style="list-style-type: none"> <li>• Effective inclusive support strategies.</li> <li>• Supporting the implementation of ILPs, IEPs.</li> <li>• Assessing impact of support on learning.</li> <li>• Managing challenging pupil behaviour.</li> <li>• Supporting SEN pupils' personal care and health needs.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• Becoming an 'inclusion befriender', 'study buddy', peer mentor, counsellor.</li> <li>• Becoming an inclusive learner.</li> <li>• How to manage stress and anger (including SEAL).</li> </ul>

### **Parents/Carers**

- Concept and benefits of inclusion and dual registration.
- How parents/carers can support inclusive learning.

### **Evaluation of Support**

Through the monitoring process, participants have gained an oversight of the standard of inclusion existing in their schools. Evaluation of this has provided an evidence base for triggers for intervention.

The main foci are identified as:

- Implementation of the NC inclusion statement;
- Fulfilling statutory duties for SEN and disability;
- Policy reflecting inclusive practice;
- Standards of attainment among different groups of pupils or individual dual registered SEN pupils;
- Resources, funding and value for money, best value and added value;
- Effectiveness of identification and the procedures for those who experience barriers to learning and participation;
- Quality of teaching and learning;
- Leadership and management of SEN and inclusion
- Effectiveness and impact of additional resources;
- Exclusion and unauthorised absence rates among SEN pupils.
- Level of satisfaction among parents/carers and SEN pupils.

### **Aims of Inclusion Programmes**

- To support the integration and inclusion of pupils in a mainstream environment.
- To provide pupils with the opportunity to experience different social and academic settings.
- To develop pupils' confidence, self-esteem and independence skills which are seen as paramount to successful transition to college/work in the future.

The attached programme illustrates the wide range of opportunities developed over time with mainstream partners and college providers. Barriers such as transport and staffing have been overcome by providing targeted teaching assistant support, using school minibuses and adapting our curriculum to include OSHL and a compelling learning curriculum.

### **Examples of Outreach Support**

- Middle leader seconded to Wallasey School for two terms (0.2) to support their inclusion agenda and work with staff to break down barriers to learning for pupils with SEN
- Member of SLT and specialist advisor in autism providing outreach support and training. Bespoke package of support offered to schools (primary, special and mainstream)

## Examples of Inclusion Agenda

- Year 11 pupils from Clare Mount accessing taster sessions at Birkenhead Sixth Form College
- A total of 21 staff from 10 schools accessed school's inclusion programme

## Quotes

- "High expectations led to excellent behaviour and all children were engaged in lessons I visited".
- "Pro-active feel to the school – as if the pupils opinions really matter and they are guided but have the confidence to voice their opinions".
- "I have gained an insight into how and why we have specialist schools such as this".
- "outstanding behaviour"
- "A very informative day with lots of ideas to take back"
- "Helpful strategies observed to support both individuals and groups in my classroom".
- "Helped to observe differentiation as abilities within class ranged greatly".
- "Helpful to observe how differentiation works within the groups – especially English which caters for a wide range of abilities".
- "Found the day extremely beneficial and can reassure year 6 that they will be going to a very friendly, happy school".
- "Good advice on strategies to use in the classroom".
- "The children are proud of their school and have real ownership of what they do".
- "Whole day was perfect for me"...."Just what I was hoping for".
- "Felt very proud of your school, you are all doing such a fantastic job".
- "Thank you for giving me the opportunity to spend the day in your school – I have thoroughly enjoyed it. The school has a very calm, friendly atmosphere- all the children come across as polite, happy and settled. They are confident in their abilities. Teaching strategies – the visual, interactive, inclusive – all fantastic".
- "All teachers very passionate about their teaching and making all children feel confident and able in their surroundings".
- "A calm and well structured environment for all children to learn and develop".
- "Every child treated equally and quality of teaching is really good. Thoroughly enjoyed the experience of seeing children with learning difficulties being taught at their level"

Next steps are to further develop existing programmes and to develop partnerships to support individual KS4 students to access alternative curriculum programmes in a mainstream environment.