

## Inclusion Monies Report: MEADOWSIDE SPECIAL SCHOOL

Allocation of Funding: £33470      2012-13

Projects	Total Spend
£33,470	This is a very valuable and effective source of funding which underpins our Inclusion and Outreach programmes
Amount spent on inclusion programmes	A high proportion of the school's budget supports inclusive learning activities in preparation for young adulthood. The allocation of this funding was very tightly focussed on education partnerships and was significantly exceeded.
Amount spent on outreach support	As the funding allocation has been exceeded on inclusion activities, the school budget supports this
Any resourcing costs for service	Inclusion, bespoke outreach and in-reach activities have different resource implications for each project. Additional areas for resource include: admin costs such as phone calls, photocopying etc, cover costs such as when agreed activities are cancelled/changed, to ensure staff get a lunchbreak, induction and supervision of student teachers/student support staff, visiting support staff, work experience placements, some course fees/certification costs are included some are additional, parental and other professional liaison costs, course materials and transport/cover costs when staff from Meadowside attend to present at CPD events off-site

### Inclusion Programmes:

#### 1. Aims:

- to create high quality, relevant and personalised inclusion opportunities for learners in both mainstream and our special education setting to learn from and to develop equal opportunities in partnership
- to develop positive "can do" approaches to meeting the needs of individual children by responding to these with specialist advice and support
- to treat all children fairly by sharing best practise and providing a range of choice
- to reduce/remove physical and organisational barriers to enable all children to express choice in their lives
- to support the local authority in offering a continuum of provision in its local offer
- to support personal progression pathways with individualised timetables and off-site learning opportunities
- To raise parent, pupil and staff aspiration and to support transition
- To promote social inclusion, respect and community cohesion
- To motivate children to engage in learning, respecting difference

## **2. Outline of programme:**

We have formed links with local mainstream schools and colleges as part of our wider inclusion programme, where we are also working with work-based learning providers, employers, leisure and retail providers, social enterprise and the wider community. As part of our Careers Education programme we review individual's strengths and interests, through Transition Planning we encourage individuals and their families to express their aspirations for the future. We support parents to plan for the future with their son/daughter and to explore future provision. We offer advice on local opportunities to create a personalised progression pathway, with access to further impartial and specialist advice. Where appropriate we will approach our local High Schools and Colleges. Experience tells us that inclusion has the best outcomes when partners believe in equality of opportunity for all, as an underpinning principle. This year we have successfully partnered with Woodchurch High School, Wirral Met. College and Vocational College. We express interest in inclusive opportunities on behalf of an individual or small group. For some, these maybe taster visits to familiarise themselves with larger provision, or it maybe social inclusion especially if the child lives within the local community, for some children they will have expressed an interest or shown a strength in a particular subject and would like to study further, as a special interest or to gain a further qualification. Bespoke Work Experience/simulation packages may also be negotiated at Woodchurch or the Colleges for our pupils. These providers offer a variety of opportunities for our children and we plan a tailor-made inclusion timetable. Senior staff from Meadowside negotiate the inclusion package, identifying needs and learning styles, completing risk assessments detailing controls, providing 1:1 or group staff support, deploying support staff who are very familiar with the individual(s), plan transport, liaise with parents, mentor the individuals, monitor progress and plan "catch up" activities at Meadowside to enable progress in curriculum activities they may miss. The provider's risk assess and make reasonable adjustments. The provider's administer course requirements and risk manage the learning environment. Clear 2 way communication channels are established, with pupils, parents and staff kept up to date with progress and involved in the child's learning.

## **3. Impact of programme for pupils in both settings:**

- Equality of opportunity
- Extended off-site provision and improved individual progression pathways
- Awareness raising and promotion of difference/diversity
- Respect, responsibility and positive pro-active response to difference/diversity, promoting fairness
- Motivation to engage
- Raised aspiration
- Increased self-esteem
- Awareness of opportunity
- Modelling of best practice
- Improved wider outcomes: children are safe, treated with dignity, provided with opportunity for adventure, challenge and fun, in a positively risk managed environment
- Progress is moderated, reported and celebrated

#### **4. Barriers faced and overcome**

- Finance available for resources in terms of: provision of specialist support staff for 1:1/small group, access to further qualifications, access to a broader curriculum, facilitating senior staff negotiating and planning change, provision of suitable/specialist transport and trained drivers, shared timetabling, course fees, Learning Mentor time re catch-up lessons, uniform, equipment
- Negative attitudes to change and negative experiences improved to welcoming attitudes for pupils, families, staff and an improved attitude to change with Meadowside acting as the bridge
- Accessibility issues resolved through positive risk management and reasonable adjustment
- Skill set and attitudes improved through specialist staff modelling best practice
- Lack of aspiration and over-protection improved through equality of opportunity where everyone is not provided with the same activity but where there are lots of relevant activities to choose from in an accessible environment

#### **5. Next Steps**

- To extend links and opportunities to improve choice and enable improved life outcomes.
- Improve opportunities for mainstream learners to access relevant learning opportunities at Meadowside

#### **Outreach/In-reach Programmes:**

##### **1. Aims:**

- To provide relevant CPD opportunities for mainstream and special education staff to support learning in a variety of environments, in response to individual need
- To support DfE approved training programmes for aspiring teachers
- To support Health Authority approved training programmes by hosting work placements alongside Health Authority colleagues working in school
- To support Social Care approved training programmes by hosting work placements and visits
- To model and clarify that the role of specialist teaching and support staff is to promote independence/self-help and inter-action with supportive peer relationships encouraged
- To host educational visits providing a real-life experience of a special school working environment, to support the education of mainstream learners with Social Care/Health Care modules
- To facilitate mainstream Peer Mentors in supporting individuals with complex learning difficulties to engage in learning
- To offer volunteering opportunities to mainstream learners to coach and support individuals with complex learning difficulties by assisting the specialist teachers and support staff to engage them in learning
- To develop learners skills and self-confidence, impacted by complex learning difficulties, to deliver enrichment activities and transitional taster activities to primary aged mainstream and special education pupils

- To offer be-spoke Work Experience/Work simulation opportunities to mainstream learners
- To raise self-esteem and independence in learners impacted by autism, sensory impairment, medical/health condition or profound and multiple learning difficulties to include within the mainstream of Meadowside, taking increasing responsibility in preparing for change and managing transition
- To equip some learners at Meadowside to take responsibility for their behaviour and improve their self-motivation to engage in learning on and off-site

## **2. Outline of programme:**

We have established links with local High Schools, Colleges and Universities; and are a partner of a Teaching School, offering a varied programme of CPD opportunities to a range of aspiring professionals. We trained a teacher as a trainer to train parents and colleagues on hand held technologies and apps. We are also part of a regional network for schools with complex learning difficulties that plans and hosts a very varied programme of specialised continuing professional development to teachers who are new to special education from mainstream or new to teaching. We offer work shadowing opportunities to Wirral Met. College, Birkenhead Sixth Form, Woodchurch High School and other local Special schools for colleagues. There is a programme in place where Birkenhead Sixth Formers come into Meadowside on a Wednesday afternoon to act as volunteers in supporting some pupils with profound and multiple learning difficulties to access enrichment activities. We also offer a range of workshops for parents to support/train them in areas including: augmentative communication, Person Centred Planning, access to benefits, and advice on future opportunities for their child including inclusive activities; and we invite other professionals or graduates to make presentations and offer advice and guidance. We have provided training to escorts for individual pupils and have offered to provide this to the LA. We also offer travel training to support learners to access inclusive opportunities. We have reviewed our Parent Consultation evening format and offer information on transition opportunities, activities where we extend the school day or offer joint summer school with Woodchurch High School and activities for pupils to join with mainstream and special education pupils for residential experiences. We provide our swimming pool for learners who attend Woodchurch High School to extend the range of activities accessible for their young people and as an off-site learning resource, every week. We have a varied CPD programme to enable our teaching and support staff to support learners to access a greater range of learning opportunity both on and off-site. Social Care Learners from Woodchurch High School have visited Meadowside to identify with the context of a Special School, our provision and our population.

## **3. Impact of programme for pupils in both settings:**

- Best pedagogical practice is modelled in the classroom/learning environment
- Supportive approaches are modelled in the classroom to promote peer relationships
- Strategies for self-help towards independence are modelled and re-inforced
- Aspiring teachers have a greater insight into special education practices to draw on in the future
- A range of professionals have a real understanding of secondary CLD provision at Meadowside and how we work flexibly in response to need, in partnership with parents

- Raised aspirations
- High expectations
- Inclusive opportunity awareness raising
- Sharing facilities
- Roles are clarified to strengthen partnership working
- Raised self-esteem, independence, choice and inclusion

#### **4. Barriers faced and overcome**

Finance available to support the release of specialist staff to deliver CPD on and off-site to mainstream learners, aspiring professionals and parents, in support of inclusive opportunities; release senior staff/Learning Mentor to liaise, monitor, mentor mainstream volunteers and university students, release staff to induct and support mainstream volunteers.

Apprehension and low expectation improved through opportunity awareness raising and views being shared by those who have had positive experiences with the support of Meadowside.

Skill sets enhanced through training re augmentative communication systems empowering learners and staff to prepare for change

Negative attitudes improved through deeper knowledge and understanding of difference and how to meet individual need through positive approaches and a range of choices

#### **5. Next Steps**

- To establish links with primary schools, both special and mainstream to extend the skills and self-esteem of students with complex learning difficulties in coaching and mentoring younger pupils. This should also support the transition process for primary aged pupils.
- Extend the Wednesday afternoon volunteering session to a programme that covers the whole week and will extend to developing peer mentoring to some of our younger children
- To raise aspiration through partnership with other education providers to increase the choice of what they do, where and with whom

To ensure that the LA has an overview of the numbers of pupils receiving inclusive packages a record should be kept and submitted with this report (Appendix 1)

### **SPECIAL SCHOOL INCLUSION FUNDING 2012-2013**

Pupil's name	Overall cognitive profile P scale/ NC	Mainstream school	No of sessions each week	No of weeks	Lunch time/ assembly inclusive activities
27X P16	CLD	Woodchurch HS	.5day	18	DT
1XKS4	L3/4	Woodchurch HS	4	38	Ma GCSE
2XKS4	L3/4	Woodchurch	.5day	38	Art B Tech

		<b>HS</b>			
<b>3XKS3</b>	<b>L2</b>	<b>Woodchurch HS</b>	<b>.5day</b>	<b>38</b>	<b>Art B Tech</b>
<b>7XKS4</b>	<b>P8/L1</b>	<b>Voc Coll</b>	<b>.5day</b>	<b>38</b>	<b>Hort L1</b>
<b>5XKS4</b>	<b>L2/4</b>	<b>Wirral Met</b>	<b>.5day</b>	<b>38</b>	<b>Fhygiene</b>

### SPECIAL SCHOOL OUTREACH FUNDING 2012-2013

Mainstream School	Number of sessions	Number of staff/students accessing support
<b>Birkenhead Sixth Form</b>	<b>38</b>	<b>8Wed</b>
<b>Woodchurch HS</b>	<b>1X.5day</b>	<b>14Soc Care</b>
<b>Woodchurch HS</b>	<b>38</b>	<b>10Swim</b>
<b>Edge Hill</b>	<b>1 week</b>	<b>1(PGCE)</b>
<b>Hope Uni</b>	<b>1 week</b>	<b>4(PGCE)</b>
<b>W Met</b>	<b>1 week</b>	<b>1 B Tech 2nd Yr</b>
<b>W Met</b>	<b>1 week &amp; 2 days/wkX2terms</b>	<b>1 B Tech L3 Childcare</b>
<b>Birkenhead Sixth Form</b>	<b>9 day block &amp; 2 days/wkX2terms</b>	<b>1X 2nd Yr students rolling prog</b>
<b>Birkenhead Sixth Form</b>	<b>1 day/wk 8-10 wks X1term</b>	<b>1X 1st Yr students rolling programme</b>
<b>West Kirby Grammar</b>	<b>1X.5day wk X.5term</b>	<b>1</b>