

## **Elleray Park Inclusion Funding 2012-2013**

### **Allocation of Funding**

#### **Inclusion Programmes: £33,000**

##### **1. Background**

In September 2008, Elleray Park School entered into a partnership with Egremont School. The LA contributed £6,000 enabling adaptations to take place and Elleray Park contributed £19,501 enabling the Foundation Stage to be resourced to a high standard. (This was not for staff costs.)

Initially pupils from the Foundation Stage attended for 3 sessions a week. However, in September 2009, because of the success of the project, the pupils progressed into the Year 1 class. Again they accessed this provision for 3 sessions a week. In July 2010, Elleray Park recommended to the Local Authority that 2 of these pupils transferred to mainstream base resource provision.

In September 2012, following the appointment of the new headteacher, it was requested that the programme was reduced. This was as a result of the growing admission number of pupils entering the Foundation Stage at Egremont and new teaching staff being deployed within that area.

##### **2. Aims:**

- To promote inclusion within the local community.
- To reinforce the network links between the special school and a local primary school.
- To promote joint school improvement programmes between the special school and designated primary schools.
- To develop pupil experiences and broaden their outlook, in a range of educational settings.
- To promote the full access of pupils with SEN to the life of a primary school.
- To promote mainstream peer group access to pupils with SEN.
- To extend pupils' learning and opportunities in mainstream settings.
- To enhance the delivery of a broad and balanced curriculum.
- To enhance the opportunities for pupils to develop their social skills in inclusion activities alongside mainstream pupils.
- To gauge the impact of mainstreaming on the personal and social development of all pupils; and upon their attainment.
- To facilitate the transfer where appropriate of pupils from special schools to mainstream schools.

### **3. Outline of inclusion programmes:**

- In September 2012, Ellera Park identified six pupils that would possibly benefit from the programme. There was no set admission criteria for admission to the Egremont resource base. All pupils from the Foundation Stage or year 1 who were assessed by Ellera Park as benefitting from a more inclusive setting were prioritised.
- These pupils were all Foundation Stage pupils and were functioning at P3-P5 across most curriculum areas.
- Two members of staff from Ellera Park supported the children during their time at Egremont and encouraged them to work with their mainstream peer group.
- The pupils attended for 3 sessions a week and the LA provided the transport.
- The pupils were fully included into the Foundation Stage. They accessed all the areas of learning with their mainstream peers. Staff from both schools worked with all of the pupils, encouraging them to play and learn together.
- One pupil from Ellera Park was overfaced by the mainstream environment and it was deemed that it was not appropriate for her at that moment in time.
- Four of the five pupils had a diagnosis of autism and the staff from Ellera ensured that they were fully supported in the transition into a very different environment through the use of visual strategies and social stories.
- The expertise of the staff from Ellera Park ensured that the pupils were secure in the learning environment and that work could be effectively differentiated to ensure that optimum learning could take place.
- The expertise of the staff at Egremont ensured that the six areas of learning could be accessed by all and provided exciting interactive opportunities for all pupils.
- The class teachers from the respective classes were given time on a weekly basis to plan work, prepare resources, complete assessments and provide written reports to the Leadership team and parents.
- One pupil also had an inclusion programme into his local primary school. He attended for 1 session a week. The mainstream school provided the support and Ellera Park paid for the costs for that member of staff.

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

- Ellera Park's pupils' personal and social interactions showed noticeable improvement. Significantly, pupils should have been well included in appropriately aged peer groups and have formed friendships with selected peers.

- A noticeable improvement in confidence and self-esteem was evident with good outcomes in pupils' overall progress at school.
- A marked improvement in pupils' on task skills and independent learning alongside mainstream peers
- Pupils' progress increased at a faster rate than their peers who did not access the programme. This was a s a direct result of being challenged by a more able peer group. In Elleray Park they were at the top end of their peer group and tended to challenge their less able peers but lacked the challenge from other peers.
- Pupils were well supported and subject to high expectations by all staff.

**For the mainstream pupils the benefits were:**

- Raised awareness of CLD peers resulting in good personal and social interactions. This was an area that was focused on, as initially there was a tendency to interact with some of the Elleray Park pupils in an over protective manner.
- Mainstream pupils' progression was not affected by the inclusion of CLD pupils.
- Lesson planning and differentiation sufficiently strong to support mainstream pupils' learning as well as that of the CLD pupils.
- Mainstream pupils responded well to the CLD pupils and with minimal emphasis on the differences between the two groups of pupils
- The ability to develop friendships with a wide range of pupils with CLD this will impact upon them as they encounter people with a variety of needs in later life.

**Teachers' Achievements (Mainstream & Special)**

**Special School Teachers**

- Opportunity to work in a mainstream setting.
- Developing expertise of staff in mainstream teaching.
- Developing staff's ability to differentiate to a wider range of needs.
- Staff from Elleray Park have developed expertise structuring the curriculum within an all-inclusive classroom.
- Staff have investigated and implemented in practise a wider range of learning styles and delivery for all pupils.

## **Mainstream Teachers**

- The curriculum offered within an inclusive classroom was expertly differentiated. Suitable learning challenges were set for the pupils, with their diverse needs being responded to.
- In looking at the curriculum the teaching staff capitalised on the strengths of the pupils and minimised obstacles to learning.
- Increase in knowledge of complex special needs
- The careful pace at which the project progressed has ensured staff confidence and understanding in teaching CLD pupils.
- Specialist SEN input from Elleray Park School.

## **5. Barriers faced and overcome**

- The Egremont project has been relatively easy to manage as the programme has now been running for over 5 consecutive years. The success depends on the class teaching team from Elleray Park supporting their group of pupils in the setting. The very nature of the Foundation Stage curriculum lends itself to providing inclusive opportunities that have proved to enhance the learning opportunities for the Elleray Park pupils.
- The success of these particular programmes has been reliant on the expertise and culture within each mainstream school and the commitment to fully utilise the knowledge and skills of the accompanying support staff to ensure that appropriate differentiation is in place.
- Some parents were very reluctant for their child to be involved in the project. This was as a result of prior experiences of mainstream early years settings where their child had had difficulties settling in the environment. These were overcome through intensive work by the leadership team with the parents.

## **6. Next Steps**

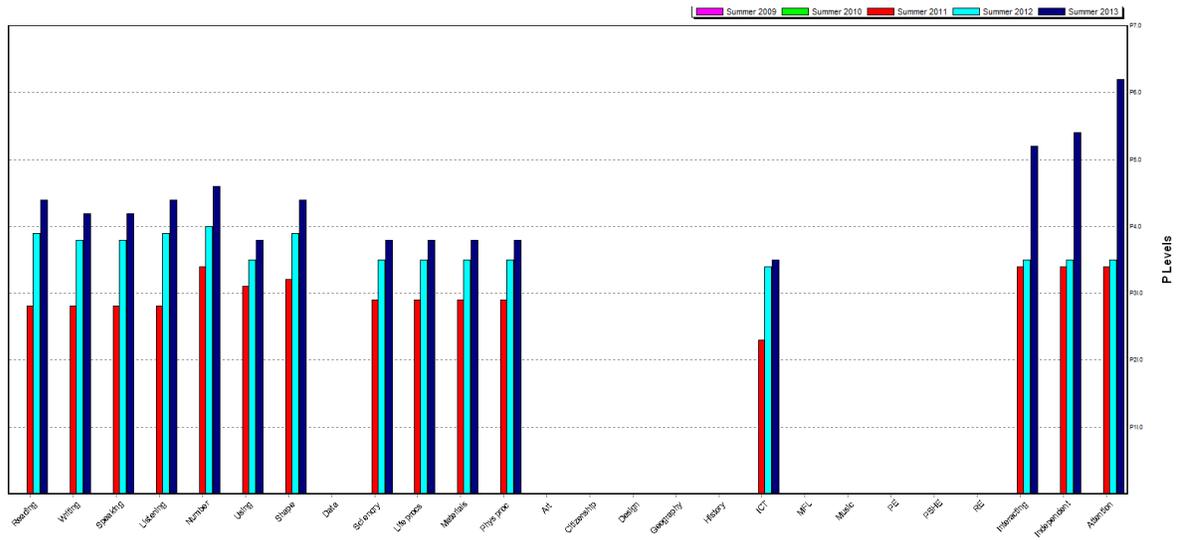
- The inclusion money will continue to support the Egremont base and pupils accessing their local mainstream school.

The following graphs track the progress of the six pupils accessing the Egremont provision or another mainstream school.

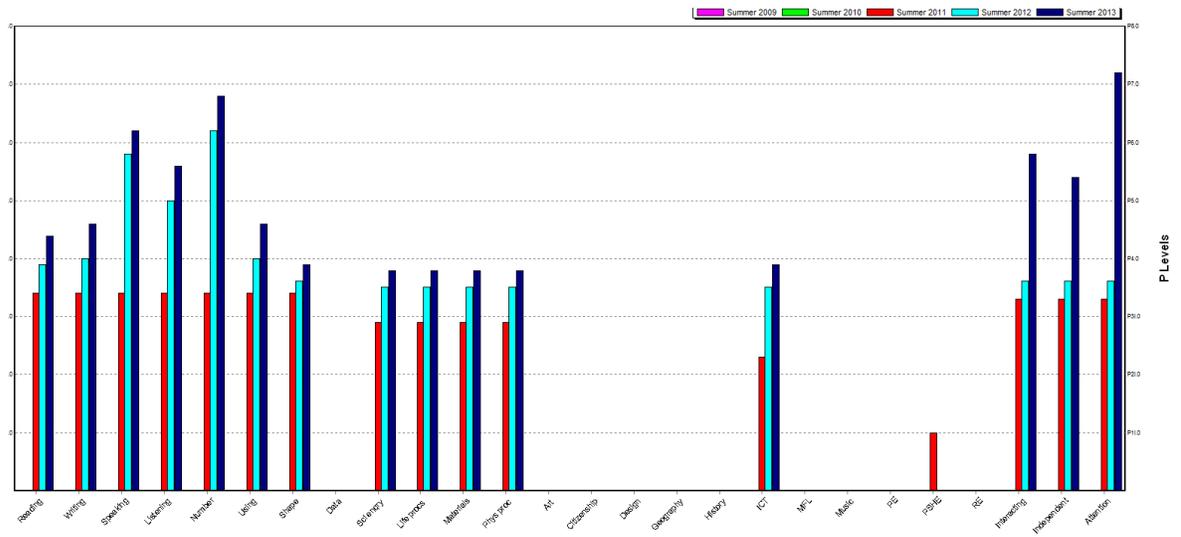
Most notable progress was in the areas of PSHE, although marked progress was noted in all areas. Expected progress for CLD pupils is 2 P Scales over a 4 year period (0.5 of a P scale over a year)

Graphs clearly highlight how all pupils made greater than expected progress and this rate of progress has to be attributed to the inclusive opportunities and challenges and the intensive work in the special school environment.

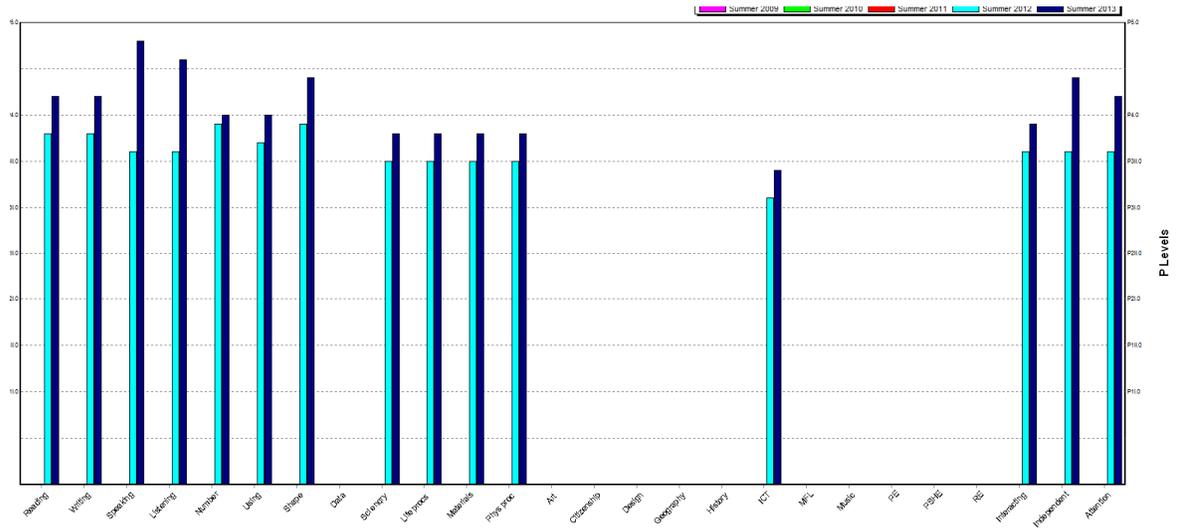
### Pupil 1



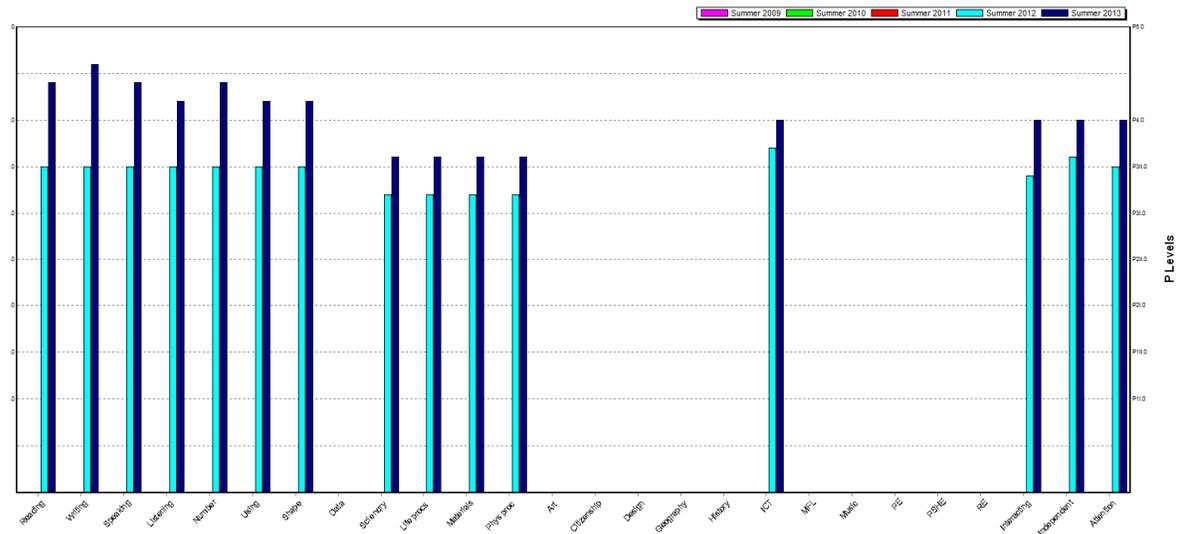
### Pupil 2



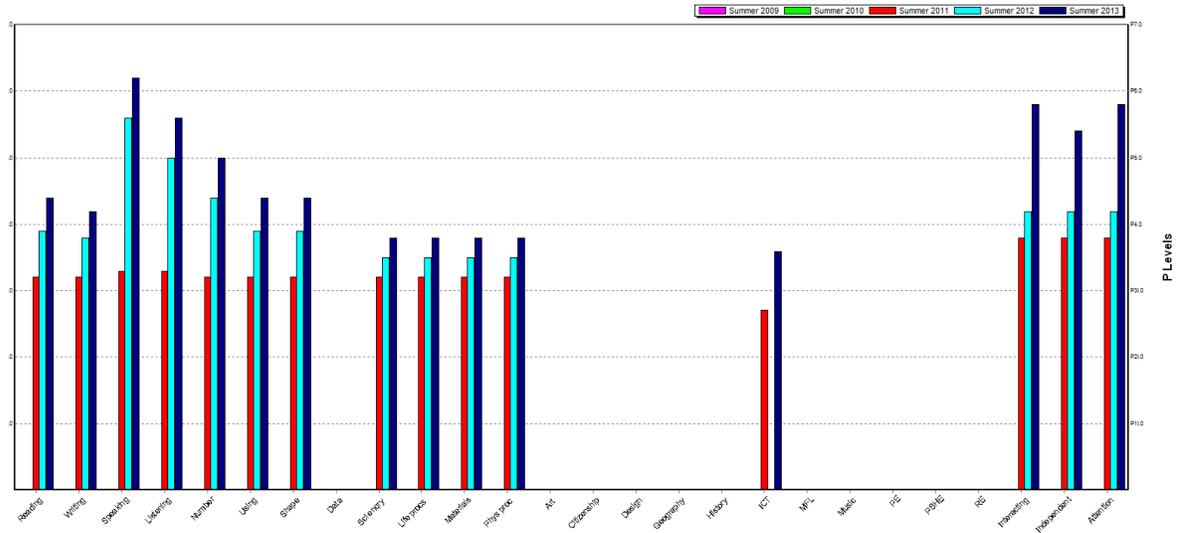
### Pupil 3



### Pupil 4



### Pupil 5



### Pupil 6

