

# Module 3: Whole School Development: Enabling Effective Inclusion

## Rationale:

Inclusion as a concept is at the heart of national and international policy making and further fuelled by the requirements of the legislative context. Inclusion and whole school development are inextricably linked; inclusion demands a cohesive whole school approach that is embedded in the school's ethos, mission aims and priorities, policy and practices. It is an integral part of the school's management and governance. Professionals dealing with implementing a policy of inclusion are inevitably faced with the realities of translating policy into practice. This module will enable participants to develop the necessary skills and knowledge to work within this context.

## Aims

This module aims to enable participants to:

1. Investigate the working concepts of including pupils with SEN and disabilities in the context of the whole school
2. Examine and critically evaluate the school's ethos, mission aims and priorities, policies and practices with a view to strengthening the support for pupils with SEN and their inclusion in educational opportunity
3. Develop skills and knowledge related to whole school issues and policies that will enable participants to support the implementation of inclusive and supportive learning environments

## Learning Outcomes:

By the end of the module the participant will ...

1. Demonstrate a critical understanding of recent legislation in order to analyse the school's ethos, policy, procedures and practices as a vehicle for developing and implementing inclusive practice
2. Critically evaluate the implications for inclusion on learning and provision, curriculum, assessment and league tables in order to effect practice
3. Critically analyse the nature and impact of human resources, multidisciplinary agencies and the wider school community on enabling inclusion.

## Indicative Content:

The module will include content covering these areas...

- The cultures, policies and practices which are likely to create potential barriers to inclusion;

- Recent legislation in SEN & inclusion and the implications of this for whole school development;
- The role of the School Development Plan and other tools as vehicles for enabling inclusion through creative and effective strategies for organisational change in the context of available resources
- Roles and responsibilities within school and the implications of the inclusion agenda on school management systems and procedures and vice versa.
- Leading and managing inclusive provision in school – identifying whole school issues
- Effective Schooling debate - roles and models in creating a whole school approach including such strategies as Provision Mapping, for example
- Issues in effecting and managing change – leading staff in developing inclusive approaches
- Effectively identifying and managing resources for inclusive practice to support pupils with SEN
- Developing effective and inclusive pastoral care systems in school
- Placing the school in its community context by involving families, Governors and multi-agency support or inter-disciplinary working for inclusive practices

## **Learning and Teaching Strategies**

Participants will need help in both exploring the literature and engaging with the school based enquiry aspects of this module in order to satisfy the requirements of Masters Level enquiry, reporting and writing skills. Therefore, they will be involved in some or all of the following activities - lectures, presentations and seminars, workshop based activities, software based reading and tutorials, web based research and conferencing and face-to-face tutorials. This will support the school-based small-scale enquiries undertaken as the main assessment activity of the course.

## **Assessment:**

At the end of Module 1, each participant will be assessed on his or her production of the following piece of work in two parts...

A School Development Portfolio (100%). That will meet L.O.s 1 - 3.

(a) Interview data presentation and brief analysis. This involves data collection through interview with at least two members of the school Senior Management Team to generate and address a relevant enquiry question.

(b) A critical analysis of a School Development Plan and planning for development in a school, with particular attention to the relevant policy documentation (Pastoral Care, Inclusion, SEN, Behaviour for Learning ... etc) in order to produce a rationale for enhancing inclusive practice and in supporting pupils experiencing SEN.

## **Indicative Bibliography:**

Ainscow, M. (1991) *Effective Schools for All*. London: David Fulton.

- Ainscow, M. (1995). Special needs through school improvement: School improvement through special needs. In C. Clark, A. Dyson and A. Millward (Eds.) *Towards inclusive schools*. London: Fulton.
- Ainscow, M., Farrell, P., Tweddle, D. and Malki, G. (1999). *Effective practice in inclusion and in special and mainstream schools working together*. Research Brief (91). London: DfEE Publication.
- Cornwall, J. & Walter, C. (2006) *Therapeutic Education: Working with Young People Who Are Troubled and Troublesome*. London: Routledge.
- CSIE (Centre for Studies on Inclusive Education) (2000). *Index for Inclusion: Developing learning and participation in schools*. Bristol: CSIE.
- Gillborn, D. and Youdell, D. (2000). *Rationing Education: Policy, Practice, Reform and Equity*. Open University Press.
- Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., Band, S. and Fitzgerald, L. (2000). *Provision for Children with Speech and Language Needs in England and Wales: Facilitating communication between Education and Health Services*. RR239: DfES Publications.
- Mortimore, P. and Whitty, G. (2000). *Can school improvement overcome the effects of disadvantage?* London: University of London, Institute of Education.
- Osler, A., Waitling, R. and Bushr, H. (2001). *Reasons for exclusion from school*. DfES publication. London: The Stationery Office.
- RNID (2001). *Effective inclusion of deaf pupils into mainstream schools*. London: RNID Publication.
- Rouse, M. and Florian, L. (1996). Effective inclusive schools: A study in two countries. *Cambridge Journal of Education*, 1(4), 323-336.
- Rutter, M., Maughan, B., Mortimore, P. and Ouston, J. (1979). *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. London: Open Books.
- Sacker, A. Schoon, I. and Bartley, M. (2001). Sources of bias in special needs provision in mainstream primary schools: Evidence from two British cohorts. *European Journal of Special Educational Needs*, 16, 259-276.
- Sammons, P. (1999). *School Effectiveness: Coming of Age in the 21st Century*. Lisse: Swets and Zeitlinger.
- Slee, R., Weiner, G. and Tomlinson, S. (Eds.) (1998). *School effectiveness for whom? Challenges to the school effectiveness and school improvement movements*. London: Falmer Press
- Teaching & Learning Research Programme (TLRP) (2004) The development of inclusive practices in schools: Through what processes can schools become more inclusive? *Teaching and Learning Research Briefing No. 6, March*.
- Thomas G. (1997) Inclusive schools for an inclusive society. *British Journal of Special Education*, Volume 24, No 3

## Resources:

- DfES (2001) *Bulletin: Permanent exclusions from maintained schools in England*. (10/01).
- DfES (2001) *Bulletin: Pupil absence and truancy from schools in England, 2000/2001*. (13/01).
- DfES (2002) *14-19: Extending Opportunities, Raising Standards*. London: The Stationery Office.
- Disability Rights Commission (2001). *Draft Code of Practice (Schools)*. London: DRC.

## Indicative Journals List:

- British Journal of Learning Disabilities  
 British Journal of Special Education  
 Disability and Society  
 Exceptional Children  
 European Journal of Special Needs Education  
 Journal of Research in Special Educational Needs  
 Support for Learning: The Journal of Special Education