

Inclusion in Mainstream Schools

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Aims:

- To explain some of the legislation underpinning inclusion in mainstream schools in England
- To detail the resources available to mainstream schools in Manchester to strengthen inclusive practice



Equality Act 2010 brought together various pieces of legislation

- ❖ It clarifies and simplifies anti-discrimination laws in the UK.
- ❖ It defines discrimination – direct and indirect
- ❖ sets out the responsibilities on those providing a service, such as schools to avoid discrimination by treating people with the defined protected characteristics the same – equally and fairly.

Schedule 6 is specifically about disability

Schedule 10 sets out the requirement of schools to have an accessibility plan and to pro-actively plan for children with disabilities in the school – do you know whether your child's school has a plan?



THERE IS AN OBLIGATION IN LAW TO TREAT PEOPLE (AND CHILDREN) WITH A DISABILITY DIFFERENTLY

Schools, must consider and implement reasonable adjustments for those with disabilities to avoid discriminatory practice.

Failure to make reasonable adjustments is a form of discrimination.

SEND Code of Practice, 2015

A child or young person has SEN is they have a learning difficulty or disability which calls for special education provision which is different from and over and above that which is ordinarily available.

Provision is needs led, not linked to diagnosis or label

'Mainstream schools must make their best endeavours to ensure that a child with SEND gets the support they need – this means doing everything they can to meet children and young person's SEN'



The UK's approach to education is overwhelmingly inclusive

Reasonable adjustments

ORDINARILY AVAILABLE
PROVISION

BEST endeavours

Pro-active planning

Every teacher a teacher of SEND

Accessibility plans

Adaptive teaching



...but how are schools in Manchester supported to be inclusive?

Ordinarily available inclusive provision

what is available for all children as part of the universal offer

Ordinarily available inclusive provision



NO SEN

Different from, additional to



SEN

What to expect: Building relationships

Working together – Co-production Charter



Be listened to and to listen

Be curious about the barriers and open to what the solution may be

Communication

Speech and Language Therapy resources

EKLAN training – almost every school in Manchester now has an Elkhan champion

Language For Emotion – new to secondary schools
New Early Years module

Basic Signing training

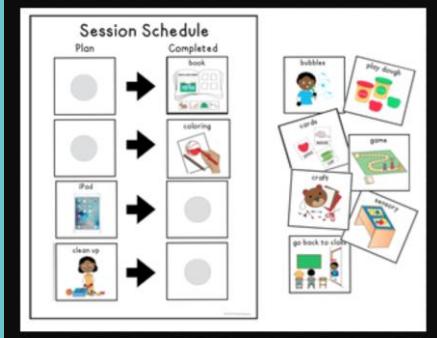
WellComm GL Assessment – 6 months to 11yrs

Nuffield Early Language Interventions (NELI)

Dingley's Promise training modules

Riding the Rapids





Cognition and Learning

Manchester commissions some Specialist Support Schools to provide an Outreach Service

Advice and guidance:

- Adapting practice, using strategies and resources,
- Training, in-reach opportunities, learning walks



Specific guidance for Manchester Schools

Inclusion Toolkit – wealth of resources

Matching Provision to Need Tools

GM Ordinarily Available Inclusive Provision Guidance based on our version!

Manchester Early Years Ordinarily Available Provision

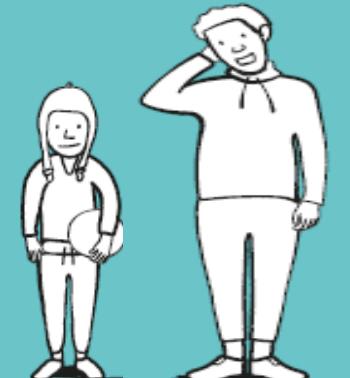
Manchester Primary Ordinarily Available Provision

Adaptive Teaching webinar – hearing from schools making changes to benefit everyone

About Me Profile

Emotional Barriers to school Attendance guidance –
launch for schools on 20th September

Manchester Local Offer – SEN support in Mainstream Schools



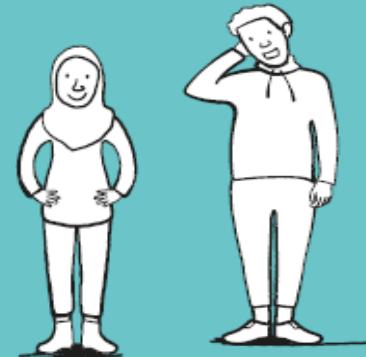
PROJECTS

Autism In Schools Project – 7 secondary schools

HAVEN – Hearing, Accepting, Valuing Every Neurotype

PINS – 4 primary schools signed up for Partnerships for Inclusion of Neurodiversity in Schools

Dingley's Promise Training – aimed at Early Years practitioners.
Highest take up of parents and carers of the 32 LAs involved in the project



PROJECTS continued

Kickstart – intensive, targeted and now universal offer

Additional Speech and Language Therapy and Educational

Psychology time. Improved Good Learning Development (GLD) scores at end of the Early Years Foundation Stage of learning this year

Networks for settings

- SENCO – Sharing national and local updates plus speakers from Health, Education and Social Care - 3 per term - North, South, Central
- New SENCO network – 1 autumn, 1 spring term
- Preparing For Adulthood – 3 per year
- Support Employment Forum – 3 per year
- Outreach Teams – 3 per year
- Resourced Provision teams – 3 per year

ASSESS

PLAN

DO

- Currently poor recall of activities
- Awareness of danger emerging but inconsistent
 - No play evident
 - Vocabulary is limited

Any other examples?



What adjustments could schools make in each case?
Where could schools get help, support and advice in each case?

Helpful questions to ask:

How can I share my views with school?

How often do you hold pupil voice events?

How do you use the Ordinarily Available Provision guidance in school?

Will my child have a key person they can go to if they need some help?

Are all classrooms Communication Friendly?

Does the school have an ELKLAN champion? (primary and secondary)

Have your EY team signed up for Dingley's Promise training? (Primary)

What reasonable adjustments are in place for(uniform? Sensory needs? Lunches?)

What wellbeing provision is in place?

How can I help my child at home?



Further reading/information:

[Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do – Cerebra](#)

[Welcome to Manchester Local Offer | Help & Support Manchester](#)

[Guidance for new parent carers | Help & Support Manchester](#)

[About SENDIASS Manchester \(iasmanchester.org\)](#)

