Inclusion: Policy and Practice…

and the role of Educational Psychologist

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https://blogs.glowscotland.org.uk/fa/epservice/
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Legislative backdrop

Presumption of mainstream: Section 15 of the Standards in Scotland's Schools etc. Act 2000.

- Children will attend mainstream school unless exceptions apply:
  - Ability or aptitude
  - Incompatible with education of the other children
  - Unreasonable public expenditure

2004 – redefined how we think of barriers to learning and what it means for children.

Education (Additional Support for Learning) (Scotland) Act (2004)

- Additional Support for Learning Guidance: 2017

- Presumption to provide education in a mainstream setting: guidance 2019

- Included, engaged and involved, Parts I and II.

STANDARDS IN SCOTLAND'S SCHOOLS ACT 2000

Section 15 - Requirement that education be provided in mainstream schools

(1) Where an education authority, in carrying out their duty to provide school education to a child of school age, provide that education in a school, they shall unless one of the circumstances mentioned in subsection (3) below arises in relation to the child provide it in a school other than a special school.

(2) If a child is under school age, then unless one of the circumstances mentioned in subsection (3) below arises in relation to the child, an education authority shall, where they-

(a) provide school education in a school to the child, provide it in; or

(b) under section 35 of this Act, enter into arrangements for the provision of school education in a school to the child, ensure that the arrangements are such that the education is provided in,

a school other than a special school.

(3) The circumstances are, that to provide education for the child in a school other than a special school-

(a) would not be suited to the ability or aptitude of the child;

(b) would be incompatible with the provision of efficient education for the children with whom the child would be educated; or

(c) would result in unreasonable public expenditure being incurred which would not ordinarily be incurred,

and it shall be presumed that those circumstances arise only exceptionally.

Click Link for guidance 2002

Inclusive education

- What is it?

- Research and practice from 70s through into 1990s

- Salamanca Statement 1994

- UNCRPD

- What is the educational task?

- What are schools for?

- Who belongs here?

- What is the best way to access the specialist support?

"There are four key features of inclusion which can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. These are present, participating, achieving and supported."

Presumption to provide education in a mainstream setting

Additional Support Needs – reason for support

- Learning disability
- Dyslexia
- Other specific learning difficulty
- Other moderate learning difficulty
- Visual impairment
- Hearing impairment
- Deafblind
- Physical or motor impairment
- Language or speech disorder
- Autistic spectrum disorder
- Social, emotional and behavioural difficulty
- Physical health problem

- Mental health problem
- Interrupted learning
- English as an additional language
- Looked after
- More able pupil
- Communication Support Needs
- Young Carer
- Bereavement
- Substance Misuse
- Family Issues
- Risk of Exclusion
- Other
- ~50% have more than one barrier

Nick Balchin, 2020

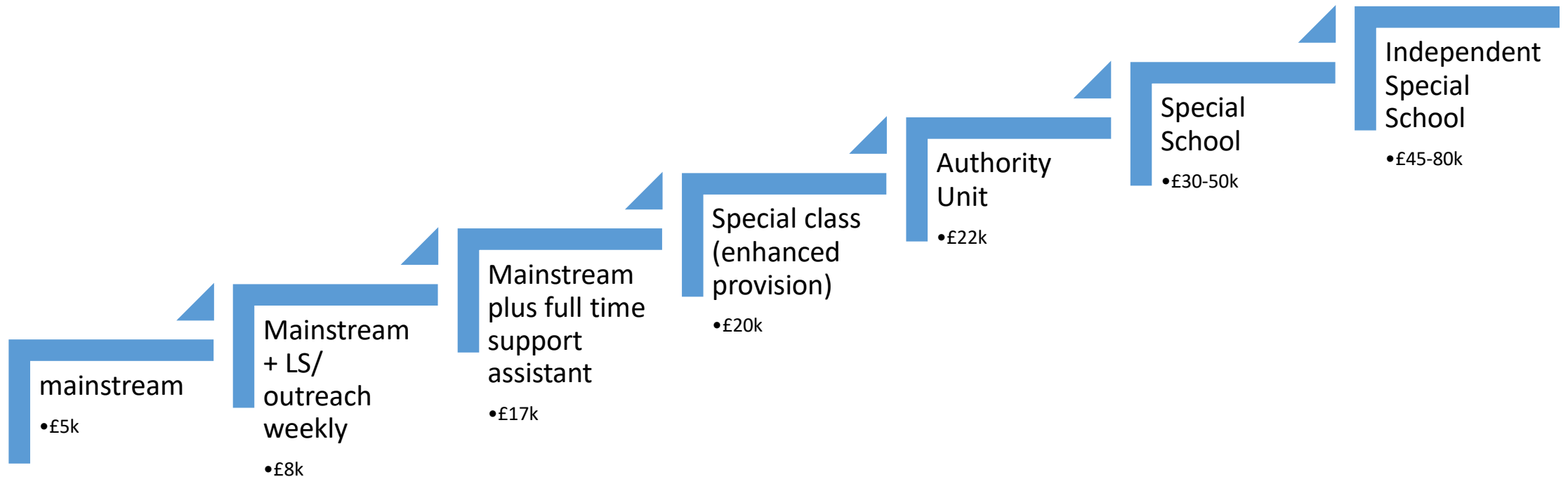|	Female	Male	Total	Rate per 1,000 pupils		
				Female	Male	Total
Pupils for whom reason for support is reported	34,382	48,284	82,666	245.6	340.0	293.1
Learning disability	1,905	3,194	5,099	13.6	22.5	18.1
Dyslexia	*5,730*	*8,911*	*14,641*	*40.9*	*62.8*	*51.9*
Other specific learning difficulty (e.g. numeric)	4,344	6,156	10,500	31.0	43.4	37.2
Other moderate learning difficulty	4,538	6,817	11,355	32.4	48.0	40.3
Visual impairment	797	1,051	1,848	5.7	7.4	6.6
Hearing impairment	655	765	1,420	4.7	5.4	5.0
Deafblind	11	10	21	0.1	0.1	0.1
Physical or motor impairment	1,018	2,062	3,080	7.3	14.5	10.9
Language or speech disorder	1,099	2,597	3,696	7.9	18.3	13.1
Autistic spectrum disorder	**1,095**	**4,831**	**5,926**	**7.8**	**34.0**	**21.0**
Social, emotional and behavioural difficulty	**6,101**	**12,750**	**18,851**	**43.6**	**89.8**	**66.8**
Physical health problem	2,518	2,861	5,379	18.0	20.1	19.1
Mental health problem	1,133	1,216	2,349	8.1	8.6	8.3
Interrupted learning	838	1,059	1,897	6.0	7.5	6.7
English as an additional language	5,360	5,689	11,049	38.3	40.1	39.2
Looked after	2,139	2,148	4,287	15.3	15.1	15.2
More able pupil	749	898	1,647	5.4	6.3	5.8
Communication support needs	334	859	1,193	2.4	6.0	4.2
Young carer	1,169	857	2,026	8.4	6.0	7.2
Bereavement	519	644	1,163	3.7	4.5	4.1
Substance misuse	57	114	171	0.4	0.8	0.6
Family issues	2,532	2,922	5,454	18.1	20.6	19.3
Risk of exclusion	106	580	686	0.8	4.1	2.4
Other	2,784	4,269	7,053	19.9	30.1	25.0

Evidence

- Integration more positive than separate education for "mildly intellectually handicapped children" in terms of intellectual and emotional gain

Gardner, J. (1976). A Comprehensive Look at the Results of Special Education. *Australasian Journal of Special Education, 1*(S1), 2-8. doi:10.1017/S1030011200025896

- Do we have to look at effectiveness for each barrier to learning in relation to whether inclusive education works?

Different lenses within which to view inclusive education

- Educational outcomes
  - Most likely approach for best achievement or attainment
- Life outcomes
  - Best preparation for life beyond school
- Access to specialist
  - Take child to specialist or take specialist to child or take specialist knowledge to the adults already around the child
- Rights based approach
  - Rights/entitlements
- Lived experience
  - Where is the child most happy now
- Accessibility
  - What reasonable adaptations can we do to make this work here?

- Type of equality issue at stake
  - Gender,
  - race, culture, or ethnicity
  - disability,
  - Behaviour
  - Abilities and aptitudes

Lense of Financial cost

mainstream
- £5k

Mainstream + LS/ outreach weekly
- £8k

Mainstream plus full time support assistant
- £17k

Special class (enhanced provision)
- £20k

Authority Unit
- £22k

Special School
- £30-50k

Independent Special School
- £45-80k

But what reflects best value for money? A very individual answer?

The practice of education where there are Additional Support Needs

- Children who face difficulties in their learning or life need the right intervention at the right time

- Importance of good quality assessment

- Moving the child is a big deal

- In the context of GIRFEC Getting It Right For Every Child
  - What is getting in the way of this child or young person's wellbeing?
  - Do I have all the information I need to help this child and young person?
  - What can I do now to help this child and young person?
  - What can my agency do to help this child or young person?
  - What additional help, if any, may be needed from others?

Curiosity
Exploration
Willingness to try
Tolerance of risk

Inclusive education - givens

- Child-centred thinking

- Skilled and knowledgeable practitioners working with the child

- The barriers we see can be overcome here

- Overcoming barriers can increase resilience or improve life outcomes

- There is often an assumption that children should be educated in smaller class sizes. The evidence doesn't support this.

Local Authority policy and practice

- Staged intervention or staged assessment
  - Universal
  - In school support
  - Exceptional additional in school support
  - Placement in special class/unit or school
  - Out of authority
- Linked to other policies including exclusion policy

Need clear decision making on
1. Authority duty to assess and provide for ASN
2. Make good decisions when parents make requests for placement in specialist units or schools

- ~15-20% of local authority education budget spent on supporting children with ASN, although may depend on how it is budgeted.
- Most of this is already committed spend on the teachers and support staff.
- Local authorities are slow to respond to changing demographics of the barriers to learning.
- In Scotland it is known that the 32 authorities respond differently to how schooling is organised.
  - Geography
  - Historical provision
  - Statistical clusters

Comparison - 2010

Central belt urban authority 140,000

- Special school 170 children, MLD and complex needs
- Special school 20 children all through
- Special school SEBN primary 24
- 2x Special school SEBN secondary 20 in each
- 2 secondary + 1 primary units SC difficulties (18 each)
- 2 units complex needs, primary (24 each)
- 15 schools MLD special classes (220 children)

Rural authority 115,000

- 1 special school SEBN – all through 40 children
- "All" 7 secondary schools with units
- 2 units SC difficulties, part time in primary (6 each)
- 2 units specific language impairment (6 each)
- 2 units complex needs in primary. (12 each)

Evidence based approaches

To develop peer relationships

- Circle of Friends

To develop culture and ethos

- Circle Time
- Participation/pupil voice projects

To develop assessment and intervention practices in context

- Circle Resource

Paired learning approaches

- Paired reading/science
- Buddy approaches to wellbeing

Towards included, engaged and involved

Circle Resource

- The environment (physical and social)

- Routines and structures

- Motivation

- Skills

Presumption of mainstream

- Present

- Participating

- Achieving

- Supported

What about Not included, Not engaged and Not involved - https://www.notengaged.com/
 Children with ASD being excluded or not included.
55%, of those that responded were on a reduced timetable for more than six months

Educational Psychologist Role

	Individual	School	LA
Consultation	Problem-solving with Team Around the Child	Overview of children and their needs in school. Advising on policy and practice based on assessment and evidence based approaches. Group work approaches	Strategic groups
Assessment	Observation, tests, conclude in report Barriers to learning, what adaptations are required		Data analysis
Intervention	Direct or indirect role for Educational Psychologist		Design of authority level approach, e.g. anxiety toolkit Staged Intervention Framework
Training	Coaching teacher(s) about specific strategy	Whole school training	Levels of training and strategic offer.
Research	Case study	Join working group	Authority needs analysis and recommendations

Role…

- at national level
  - Professional Development Programme 2002-2010 – 3 specific studies within 10 year programme on inclusive education
  - National Action Enquiry Programme 2016 – current, focused on literacy, numeracy or health and wellbeing
  - https://education.gov.scot/improvement/research/national-action-enquiry-programme-reports-2018-19/
- Online advice and guidance – each Educational Psychology Service
- https://blogs.glowscotland.org.uk/fa/epspractitioners/materials/

Examples of the wrong approach

- Nurture based approaches for children with ASD
- Mindfulness approaches for children with anxiety types other than generalised anxiety, particualry PTSD

For VI Teachers and children with VI

- Inclusion means?

- Accessibility – what adaptations?
- Specialist knowledge – for those closest to the child
  - Consultation, coaching and training
- Rights? Right to be with which peer group?
- What other barriers to learning will they have and how can you assist? (GIRFEC questions)

And finally…

1. Of the pedagogies associated with autism many are also good for children who do not have this barrier to learning

2. 80+% of the variance for educating children with ASD was accounted for by factors associated with good inclusive education practice
   1. Good assessment
   2. Good teaching and learning
   3. Repsonding to pupil needs/differences
   4. Working together with parents

3. The symptoms associated with ASD are also common for children with:
   1. Visual impairment
   2. Attachment difficulties
   3. Other neuro-developmental disorders
   4. Acquired brain injury (in some cases).

4. The curiosity… to figure out the 3 dimensional chess/jigsaw puzzle

Further Reading

- Meijer, C. J. (2010) Special Needs Education in Europe: Inclusive Policies and Practices, *Zeitschrift für Inklusion*, 4(2). Verfügbar unter: https://www.inklusion-online.net/index.php/inklusion-online/article/view/136

- Ainscow, M., Farrell, P., Tweddle, D. and Malki, G. (1999), The role of LEAs in developing inclusive policies and practices. British Journal of Special Education, 26: 136-140. doi:10.1111/1467-8527.t01-1-00125

- Journals for inclusive eduction

- CIRCLE RESOURCE - https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/