



Bristol Inclusion Standard

Good practice guidance for Schools

Raising Achievement and Promoting Equality

December 2003

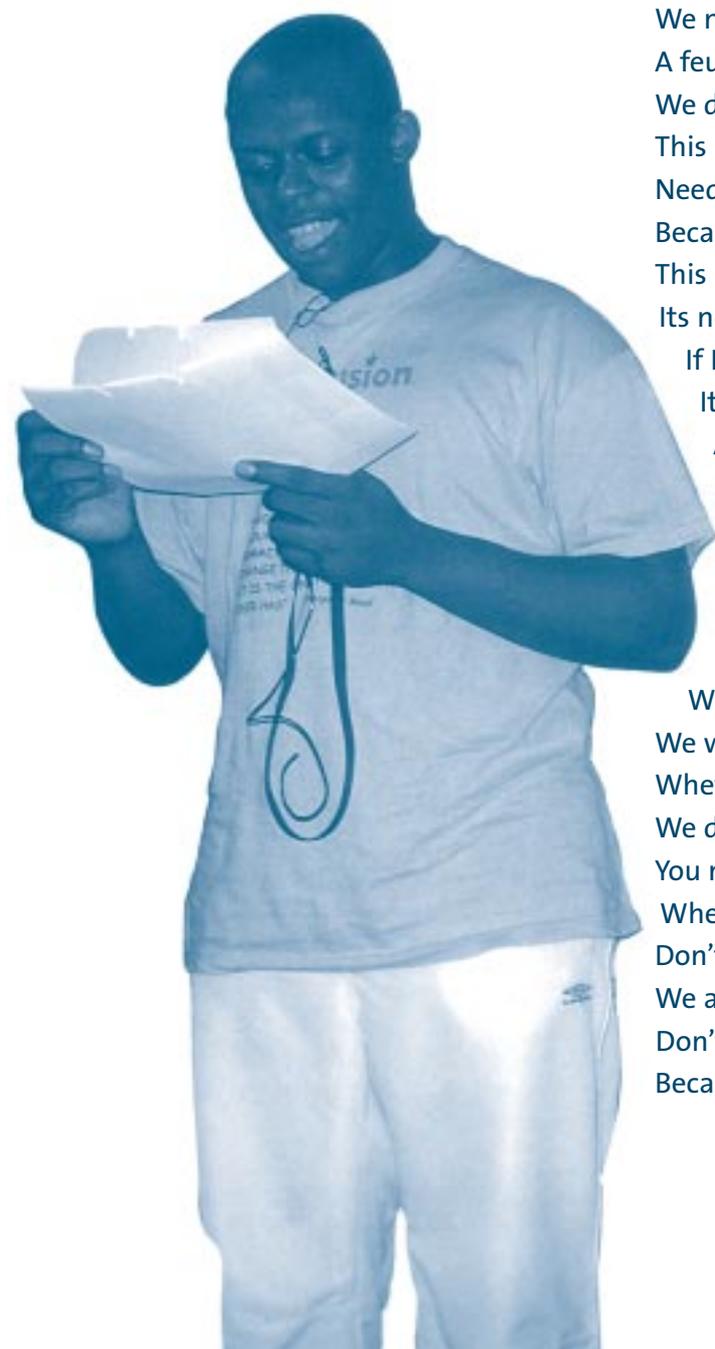


Education Inclusion Rap

From Alliance for Inclusive Education Summer School

There's something about our education
That's totally baffling the nation
Young people full of frustration
About any form of separation
They seem to think teacher, are just preachers
Pupils be cursing, classroom dispersing
I think when we go to class
We don't know that we need to get a pass
Some people think it's cool, to mess up at school
Which leads to exclusion, we need inclusion
I think we want to be liked and hyped
But there's no reason to be stereotyped
We all should be together, in any weather
Regardless if we're bad behaved or clever
It needs to be renewed, that we're valued
We need to learn, the last thing we need's
A feud
We don't need to be judged and smudged
This ain't a small problem, you know it won't budge
Need respect to be respected, not neglected
Because of our faults, we will get rejected
This needs to be inspected, you know the score
Its not one of these things that you can ignore
If I was the PM you'd be breaking the law
It's like nothing that I've ever saw before
As everyone can see it's a pain in the jaw
We've now got support, we need more and more and more
We all need to listen, need to communicate
We need to pull our socks up before it's too late
We totally resent, future unemployment
We hope from now on service gives 100%
We said what we meant, it's time for development
We want cooperation, and commitment
Whether you're in care, or you're at home
We don't know what it's like when you're feeling alone
You need to talk to us cos you can't take it on your own
When we come and talk to you, you tend to moan and groan
Don't get too close with your congregation
We all know you want a qualification
Don't wreck you chances with confrontation
Because there's nothing more secure than your education!

By Phillip Awofesbi



Bristol Inclusion Standard: Developing Good Practice in Bristol Schools



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Bristol Inclusion Standard: Developing Good Practice in Bristol Schools

“and as we let our light shine, we unconsciously give other people permission to do the same,”

Nelson Mandela (used in the literature of St. Barnabas CE VC Primary School).

Background

In October 2002, all Bristol schools were invited to apply for additional funding to support them in working towards gaining the Bristol Inclusion Standard. This was a pilot scheme, and twenty schools worked over the academic year to meet a set of criteria through auditing and reflecting on their practice, and then embarked on a range of initiatives to enhance inclusion in their schools. Of these, thirteen schools have now completed the process, and have been awarded the Standard.

The Standard has been funded as a partnership between the Department of Education and Lifelong Learning, the Equalities and Social Inclusion Team, and the Children’s Fund.

Following an evaluation of the pilot, the Standard has been revised for 2003/4 to focus more clearly on school improvement and the analysis of the achievements of different equalities groups, and to include specific issues relating to Looked After Children.

This booklet identifies the good practice that has been developed in these thirteen schools, and has been produced to encourage others to move forward in a similar way.

What is inclusion?

The term “inclusion” has had a number of meanings. Historically, it has often been used to mean either the moving of disabled children into the mainstream settings, or reducing the exclusion of other pupils from school.

“Integration” was the term used in the 1980s, but this came to be seen as involving the “placing” of disabled children in a mainstream setting, without providing the support they required and “allowing” them to be there as long as they were able to fit into the existing systems and cultures. The term “assimilation” has a similar meaning in relation to race equality. It is now acknowledged that the inclusion of disabled children involves going much further, and changing the policies, practices and attitudes within the school.

“Once the disabled child is in a mainstream setting, there should be an expectation that the school will change as a response to the contribution and participation of the child.”

Joe Whittaker “Inclusive Education versus Integrated Education”

It has gradually been recognised that for inclusion to be successful, the child and their parent/carers must play a full part in the process:

“Inclusion is integration on our own terms. You can do integration to us, but you there can be no inclusion without us playing a full part in the process.” Alliance for Inclusive Education – a partnership between disabled adults and the parents of disabled children.

More recently, inclusion has been seen as a process that is relevant to **all** children in a school, but particularly focussing on those groups who have historically been marginalised or have underachieved in our schools. It is also recognised as including the way the school involves **all** parents/carers, staff and governors in its practices and decision-making processes.

“Inclusion is seen to involve the identification and minimising of barriers to learning and participation and the maximising of resources to support learning and participation.”

Booth and Ainscow (2000)

OFSTED is now inspecting “inclusion” and defines it as what has traditionally been seen as “equal opportunities”:

“Educational inclusion”... is about equal opportunities for all pupils...it pays particular attention to the provision for, and achievement of, different groups of pupils” OFSTED (2001)

OFSTED is now using the term “educational inclusion” to cover all the following equalities groups:

- girls and boys, men and women
- Black and Minority Ethnic and faith groups
- Travellers
- Asylum Seekers and Refugees
- learners with “special educational needs”
- “gifted and talented” learners
- children “looked after” by the local authority
- sick children
- young carers
- children from families under stress
- learners at risk of disaffection and exclusion.



Children from Waycroft Primary School attending camp at Tintagel.



This more encompassing definition of educational inclusion relating to learners is summed up in Bristol LEA's Inclusive Education Policy, and is the one used in this document:

“The process by which all those who provide education – whether in schools, early years or lifelong learning settings – develop their cultures, policies and practices so as to include all learners. It is a crucial part of strategic planning for improvement. Educationally inclusive institutions are ones in which the learning, achievements, attitudes and well being of all learners matter. They are able to engender a sense of community and belonging, and also offer new opportunities to learners who may have experienced previous difficulties. This does not mean that they treat all learners the same way. Rather, it involves taking account of learners’ varied life experiences and needs.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnic origin, religious belief, care status, impairment, sexuality, attainment or social or economic background. It pays particular attention to the provision made for, and the achievement of, different groups of learners.

However, it also goes much further, and is about tackling the underachievement and exclusion of groups who have been marginalized or disadvantaged in the past, through taking positive action and through the targeting of resources to ensure that they have their rights upheld”.

The term “social inclusion” is also increasingly used to cover the issues of young people who are marginalised and feel disenfranchised, and tends to cover initiatives related to reducing crime, community safety, and tackling teenage pregnancy and a number of regeneration initiatives.

What is an inclusive school?

“Inclusive lifelong learning is the “only morally justifiable system” Ainscow (2000)

Inclusion should always be seen as a journey where no school has arrived.

“However, there are dangers in over-simplifying this journey. Certainly not all schools start from the same place. They may not even be headed in the same direction and they most definitely do not seem to be following the same map.” Nind, Sheehy, Simmons and Rax (2003).

It involves the constant scrutiny and auditing of policies, procedures and practices, to ensure no groups are underachieving, being marginalised or excluded.

“Inclusive education is not an end in itself, but a means to an end, that is of establishing an inclusive society, thus the notion of inclusivity is a radical one in that it places the welfare of all citizens at the centre of the consideration.” Peter Clough(1998).

More recently, academics writing about inclusion are recognising that the characteristics of inclusive schools are also those of successful schools, and that the authorities making most progress in implementing inclusion are also the most successful in raising standards. Inclusion is therefore increasingly seen as a fundamental part of school improvement, rather than an add on extra.

“National research has shown that settings that develop inclusive cultures, policies and practices also raise achievement, and the Department of Education and Lifelong Learning considers good equalities and educational inclusion practice to be the key to school improvement.” Bristol LEA’s Educational Inclusion and Equalities Policy (2003)



Handy (1994) and others, identify the need to address inclusion in the market place culture and take a “third angle”. Schools should not see it as having to make a choice between being equitable or excellent, but should move to looking at quality of experience through school effectiveness.

OFSTED also recognises that:

“Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress all pupils make.”

OFSTED (2001)

Fisher, Roach and Frey (2001), claim that the principles of school reform are the same as inclusion and are:

- cultural differences are honoured and not just tolerated
- interactive teachers
- students with adequate time for productive learning opportunities
- students studying in “common thematic units while pursuing individual objectives and standards”.

Blair and Bourne 1998 have identified ways in which “race” and ethnicity are treated as **transparent issues** by successful multi-cultural schools and that these schools have the following characteristics:

- Headteachers who take a strong lead on equalities issues
- an emphasis on listening to, and acting on, the experiences of pupils and their parents
- strong links with parents and the local community
- a concern for developing the “whole” child, including the emotional as well as academic potential of individual children
- an inclusive curriculum- one that works within the parameters of the national curriculum to include a recognition of diverse linguistic cultural and religious and ethnic identities
- clear practices and procedures for dealing with, and preventing, racist bullying and harassment
- the application of strategies to prevent the exclusion of pupils from school for both fixed and permanent periods
- high expectations of both pupils and teachers supported by clear systems for targeting and

monitoring the progress of individual pupils and cohorts of pupils such as ethnic groups to ensure equality of outcome.

“Schools that at are successful in including children with SEN meet those needs in a proactive and positive way. They also approach inclusion as part of their overall improvement strategy.” *Inclusive Schooling Circular, DfES (2001)*

Booth, Ainscow and Dyson (1997), after observation in schools, also concluded successful inclusion has an emphasis on:

- school culture
- effectiveness
- transformational leadership
- “schools as “learning organisations”
- teacher learning- enquiry and reflection
- collaborative planning
- student involvement
- celebrating success.

The legislative framework

“Inclusive education is a human right, is good education and makes good social sense.”

Bristol LEA Inclusive Education Policy (1998)

Over the last few years, there have been major developments in national legislation. The introduction of the Race Relations (Amendment) Act 2000, required schools and other education providers to be more proactive in their approach to race equality issues, and to adopt a Race Equality Policy and Action Plan, using the “Learning for All” auditing tool produced by the Commission for Racial Equality. Schools now have a positive duty to avoid discrimination **before** it occurs and are required “to be proactive in promoting good relations between members of different communities before there is harassment or violence.”

The SEN and Disability Act 2001, required schools and education providers to change their “policies, procedures and practices” to ensure they do not discriminate against disabled pupils, and to make “reasonable adjustments” for disabled pupils. They also had to put in place a specific Access Plan by April 2003, which outlines actions they are taking to improve access to the curriculum, information and the built environment for disabled pupils.

In addition, the DfES/DH Guidance on the Education of Young People in Public Care (2000) requires schools and the City Council to develop their policies and practices in relation to “Looked After Children”.

The recent repeal of the Section 28 which made illegal the “promotion of homosexuality” in schools, should also lead to educationalists becoming more confident in challenging homophobic bullying and promoting the equality of Lesbians and Gay Men.

OFSTED and inclusion

In addition to the legislative changes, the guidance, “Evaluating Educational Inclusion” has led to OFSTED inspectors being trained to inspect for educational inclusion, and they are now expected to ensure that all relevant documentation, processes and monitoring procedures relative to equalities and inclusion are in place. They have specific duties in relation to race equality and must consider amongst other areas:

- whether there are significant differences in the standards achieved by pupils of different ethnic backgrounds
- how a school analyses the comparative attainment of different groups of pupils and how the school makes use of such information
- action taken by the school (a) to promote racial harmony, (b) to prepare pupils for living in a diverse and increasingly interdependent society and (c) specifically to prevent and address racism, sexism and other forms of prejudice and discrimination
- whether learning resources show sensitivity to a range of different groups and cultures, or whether, through the use of inappropriate images and stereotypes, they de-motivate or offend certain pupils or reinforce prejudiced views
- how a school teaches pupils to appreciate the cultural traditions of which they themselves are members, and the diversity and richness of other traditions
- what a school does specifically to prevent and address racism, and how it deals with, and monitors racist incidents that occur.

OFSTED Inspections “will be substantially more rigorous than hitherto with regard to race equality and cultural diversity issues”

Bristol City Council’s Policies

Bristol City Council adopted a corporate Equalities Policy in 1996, which was revised and reissued in 2003, and provides a basis from which all departments develop action plans outlining how they intend to address equalities issues.

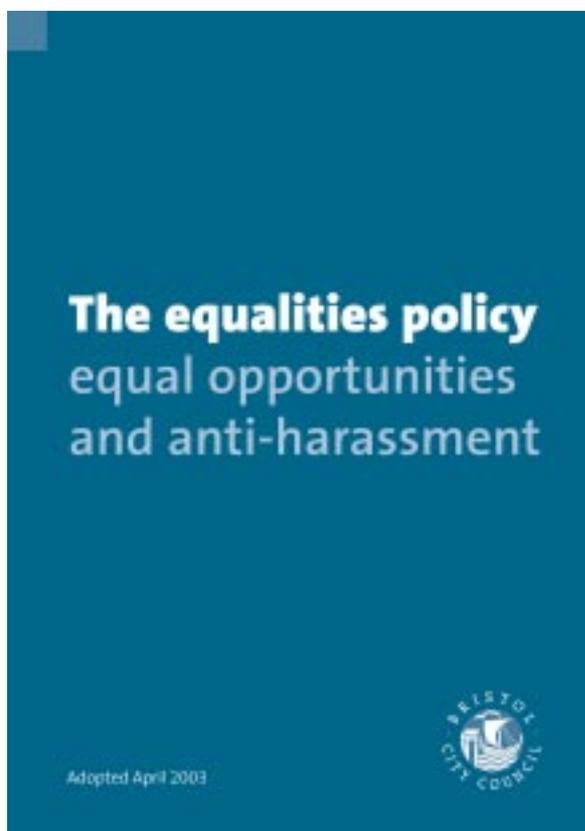
Bristol LEA adopted an Inclusive Education Policy in 1998; however, it is based on disability equality principles and only relates to the inclusion of disabled and disaffected learners.

In 2003, the Department of Education and Lifelong Learning published its own “Equalities and Educational Inclusion Policy”, which is accompanied by an annual detailed action plan. (This is available on the Bristol LEA Intranet on: www.education.bcc.lan/policies/pdf/inclusion_policy.pdf)

The Department has also, since the 1980s, expected schools and other education providers to have in place their own Equal Opportunities Policy, and other policies that flow from it, such as anti-bullying policies, SEN policies etc.

In 2002, the Department issued guidance to all schools, “Developing Inclusion Policies”, which outlines the legal and good practice framework and contains examples of model plans.

(This is available on the Intranet on: www.education.bcc.lan/cyp/pdf/inclusion_policies.pdf).



Bristol City Council's Policy



Good Practice in Bristol schools which have achieved the Standard

Outlined in this section are examples of good practice developed in the thirteen schools that were successful in gaining the Bristol Inclusion Standard, described against each of the criteria.

Criteria 1 Leadership

The school has a member of the Senior Management Team named as having responsibility for educational inclusion, and has a member of staff with the responsibility for the implementation of the SEN and Disability Act and the Race Relations Amendment Act.

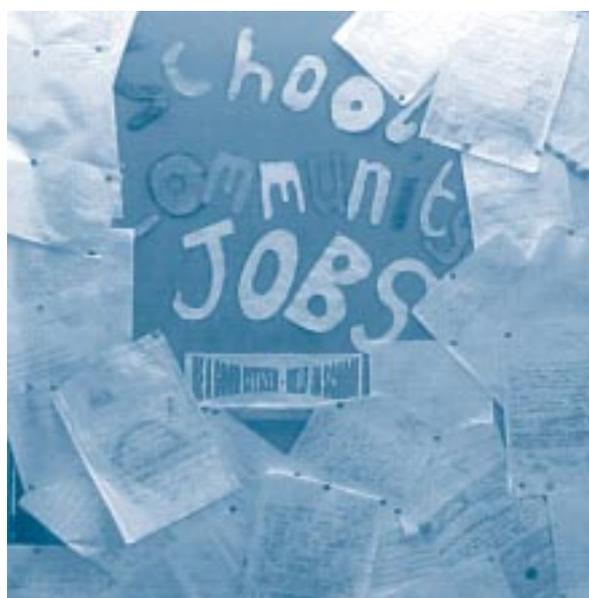
Gary Thomas (1998) states that the process of change in mainstream schools needs the person responsible for inclusion to be on the senior management team (SMT), in order that these issues are seen to have a high priority, and can be more easily incorporated into all strategic planning and policy development.

Rita Cheminais recommends that “the Headteacher takes the lead in developing the vision for whole school inclusive practice, and they chose a member of the SMT to be the Inclusion Co-ordinator” who acts as “**the agent and ambassador of inclusion**”.

Many schools assume that the role of SENCO (Special Educational Needs Co-ordinator) is synonymous with the inclusion role, but this is not necessarily the case. The SENCO has responsibility for meeting the individual needs of specific children, whilst inclusion is about all groups of children and whole school change. It is also crucial that the person co-ordinating inclusion has adequate non-contact time to fulfil this role and many SENCOs already find it hard to find the time to fulfil their SEN role.

Bluebell Valley Nursery School has appointed an INCO (Inclusion Co-ordinator), who is on the SMT. Her role is outlined in their Educational Inclusion Policy and includes convening and chairing the Inclusion Steering Group, co-ordinating arrangements for the ongoing use of the Index for Inclusion, monitoring all school policies and projects to ensure they are in line with the inclusive ethos of the school and promoting the culture of educational inclusion across all areas of school activity.

In **St Barnabas CE VC Primary School**, members of the SMT have responsibility for implementing the legislation, and the Headteacher is the named person with responsibility for inclusion. However, they have specifically employed an Inclusion Worker who has developed a range of initiatives this year. This includes the work towards the Standard, and organising the access and inclusion groups, but also enhancing the work of the school council and the peer mediation programme. She is also implementing a pupils’ jobs programme, (where children apply for jobs on a formal application form, carry out their roles with supervision, and train younger pupils into the roles), a Positive Engagement Work Programme (see page 24), a transition programme for Year 6 children, an induction programme for new children and an after school language club.



Children's Job Vacancy Board at St. Barnabas CEVA Primary School

Whitefield Fishponds Community School has appointed an Assistant Headteacher, (Director of Inclusion, Curriculum Support and Enrichment). This role includes implementing the Race Relations (Amendment) Act and the SEN and Disability Act, promoting opportunities that enrich the curriculum, responsibility for setting and implementing standards of behaviour, managing the mentoring schemes and the SEN Department, coordinating the Gifted and Talented Learning Mentor strand and links with the work of the cluster Learning Support Unit and the Family Support Worker. The role is combined with that of designated teacher for Looked After Children and child protection.

Criteria 2

Educational Inclusion Policy

The school has in place an Educational Inclusion or Equal Opportunities (Equalities) Policy, which provides a framework for all other equalities policies, and has been agreed by staff and governors.

Schools should have an overall equalities/ educational inclusion policy that address issues of equality for all groups of children as well as staff, governors and parents/carers. This should form a framework for all school policies and must address employment as well as teaching and learning. A framework for developing an equalities policy is available on the Bristol LEA Intranet on www.education.bcc.lan/cyp/doc/eip.doc

The bland statements often adopted in the 1980s in equal opportunities policies, that the school will not discriminate against a long list of groups and not much else, are not adequate. There should be a clear commitment by the school to begin taking a proactive approach to equalities issues, and taking positive action to redress past inequalities. It should be explicit in saying who is responsible for implementation and monitoring and how this will take place, and must cover issues for parents/carers, staff and governors as well as pupils. Any policy must be a complemented by an action plan with clear targets, (preferably as a strand in the School Improvement Plan), and mechanisms for monitoring progress.

Several schools in Bristol have expressed the view that policy development such as this is an unnecessary chore and so they choose to use the model policy and change the name at the top. However, it can be the case that the **process** of developing the policy, (if it is an inclusive one, involving staff, parents/carers and governors as well as children), can be a way of highlighting the areas in the school which need to be addressed, as well as ensuring all stake holders feel ownership of the initiatives.

Embleton Primary School used their Inclusion Steering Group, which includes representatives from each teaching phase, a parent, SEN Governor, SENCO, Assistant Head, Assistant SENCO, a LSA and a SMSA (who were paid to attend meetings to ensure equality), to draw up the policy. This was then considered and agreed by staff and governors. This policy includes guidelines on learning opportunities, clear roles for staff, inclusion of staff and pupils from Black and Minority Ethnic backgrounds, celebrating diversity in PSHE, relationships with parents/carers, staff issues and the process for monitoring and review.



*Whitefield Fishponds Community Schools
Jamaica Link*



*Children from the Henleaze Junior School and
Claremont School perform at European Year of
Disabled People with the Drake Music project*



*Young People's Inclusion Event at
Easton Community Centre*



Criteria 3

School Improvement Plans

The school has at least one target in their School Improvement Plan (SIP) related to inclusion issues.

If inclusion is to be a central focus for school improvement work, then rather than the action plans for inclusion being dealt with as a separate and add-on activity, and not therefore owned by the whole school, they should be incorporated as an inclusion strand of the School Improvement Plan, and developed through that planning process.

The Assistant Headteacher of **Whitefield Fishponds Community School** wrote that *“It was really important for me that inclusion policies did not become dust gatherers on shelves, but instead became part of the fabric of school activities. It was essential that staff, students and others in the school community were involved in the writing and reviewing of the policy and that each policy and action plan became in turn a section of the SIP.”*

They have developed this model of policy development where each action plan is also a section in the SIP:



Diagram of policies from Whitefield Fishponds

Sefton Park Junior School is currently reviewing its School Improvement Plan and is ensuring that the new document will be inclusive, with inclusion issues as an intrinsic part of every target, rather than a separate section. The Inclusion Steering Group have chosen six indicators from the Index for Inclusion to focus on, which are the school’s current priorities and which are forming the core of the new SIP.

Criteria 4

Inclusion Steering Group

The school has set up an Inclusion (and Access) Steering Group, which includes teaching and non-teaching staff, governor and parent representation. In addition it should have sought representation from experts such as representatives from disabled people’s, Black and Minority Ethnic, or other equalities organisations

The Code of Practice on the Race Relations (Amendment) Act and the Accessible Schools’ Guidance both recommend that schools have an Inclusion Steering Group to undertake policy development in this area. Some schools have recognised the different expertise required for each equalities area, and have different groups to look at different policies and plans, whilst others have set up an overall Inclusion Steering Group which invites in specific expertise when dealing with particular areas (e.g. the LEA Race Equality Officer to help develop the Race Equality Action Plan).

Bluebell Valley Nursery School’s Inclusion Steering Group has been meeting since May 2001. Membership includes teaching staff, the Head, Inclusion Coordinator from the school and LEA, SENCO, Educational Psychologist, a governor and parents of children with additional needs and mainstream. It oversees the policy development and progress on a clear action plan covering race equality and disability equality which includes timescales, responsible person and resources.

Bedminster Down Secondary School actively sought involvement in their Inclusion Steering Group from Black and Minority Ethnic parents and the Deputy Head wrote to a host of equalities organisations requesting information and help for their group. This also led to the setting up of a bank of inclusion resources for use by staff.

Embleton Primary School’s Inclusion Steering Group meets on a half termly basis. They have liaised with the community and have linked with local projects such as Tahaka, a project looking at educational opportunities for Black and Minority Ethnic children (a member of which became the group’s “critical friend”). This led to a race equality action plan including a review of resources for positive images and looking at how to include a race equality element in curriculum maps. They also invited Bristol and South Gloucestershire People First, an organisation of adults with learning difficulties, to talk about accessible information, and they supplied additional materials and videos.

At the first meeting they watched a video on inclusion, discussed their views and agreed definitions. They have been actively involved in developing policies and the parent representatives agreed to summarise the inclusion policy and make it accessible for parents.

Criteria 5

Access Plans

The school has carried out an access audit of the school in relation to physical access, information and the curriculum, and has their Access Plan in place.

Legally, all schools are required to have carried out an audit of how they provide information and the curriculum in a way that is accessible to disabled pupils, and of the physical access to their premises. They were required to have an Access Group looking at this from September 2002, which should have included the parents of disabled children and other experts from the community.

The Access Plan itself should have been in place since April 2003, and should have clear targets and timescales and evaluation criteria. This is inspected by OFSTED and should be written up in the governors' report to parents. Guidance has been sent to schools and several training courses have been run to assist in this process. A model Access Plan is available on the Intranet on: www.education.bcc.lan/cyp/pdf/model_access_plan.pdf



Children at Redcliffe Early Years Centre play the Djembe and learn African dancing





Whitefield Fishponds Community School and **Briarwood School** decided to actively involve young people in this process. Students from both schools, including several who are wheelchair users went round the whole school and listed the barriers they found. They noticed crucial areas of concern, such as classrooms where the entrances were level, but the fire exits had steps! This exercise was not only useful to the access planning process, but also raised awareness of disability equality issues for the students.

As a result of the access planning process, **Sea Mills Junior School** bought a range of resources to improve curriculum access, such as angled desk tops, electronic spellchecks, number bond games and other numeracy resources, cutting skills pack, "Chatterbox" language development kit, and a range of books for the library addressing inclusion issues.

Waycroft Primary School had "creating a Dyslexia Friendly School" (based on the DfES 2001 guidance) as a target in the 2002/3 SIP. Following extensive research, the SENCO implemented an audit of strategies in the school relating to learning difficulties supplied by the Learning Support Service. Bristol's policy was distributed, and Educational Psychologist trained the staff. A number of activities took place including all staff making a lesson in literacy and numeracy "dyslexia friendly". Ideas were shared with staff at a training day from the Learning Support Service.

It was recognised that these initiatives worked for **all** children, and are now part of everyday routine rather than "add on" only for children with specific learning difficulties, and parents feel children issues better addressed. Teaching Assistants also feel valued as they are implementing changes in line with school policy. The SENCO believes that the children identified as having specific learning difficulties have had their self esteem improved. ***"This is hard to measure, but their whole outlook on school changed-the way they come into school and the confidence they now have across the curriculum to tackle all subject has improved."*** This is considered to be due to the whole class approach rather than singling out individuals for special sessions with the SENCO.



Inclusion week at Redcliffe Early Years Centre – The visit of the Community Police Constable



Children from Elmfield School for Deaf Children enjoy European Year of Disabled People after their performance.

Criteria 6

Race Equality Policy and Action Plan

The school has in place a Race Equality Policy and related Action Plan, in line with the Race Relations (Amendment) Act.

“The best schools already show us the way to deliver high standards for their minority ethnic pupils. They employ several complementary strategies. High expectations are matched by strong community and parental support. Data is monitored and used to improve teaching and learning. There is a clear whole school approach to racism, bullying and bad behaviour.”

Stephen Twigg, Parliamentary Undersecretary of State for Schools (2003)

Schools were required to have a Race Equality Policy in place by May 2002 that addressed the issues outlined in the Code of Practice. They are also required to have a Race Equality Plan to implement the policy. This should be developed through a Steering Group using the Commission for Racial Equality’s auditing tool “Learning for All”. There are also two additional specific duties for schools:

- to assess the impact of its policies on Black, Asian, and other minority ethnic pupils, staff and parents, with the principal emphasis being on the attainment of pupils
- to monitor levels of attainment and the impact of race equality and cultural diversity policies on pupils, staff and parents.

A number of Bristol schools are working with the LEA’s Race Equality Officer to implement this, and an example of a model policy is on the Intranet on www.education.bcc.lan/cyp/doc/repapp.doc.

In addition, schools are required to monitor all racist incidents and to take action to prevent them before they occur. Returns must be sent to the LEA, and support and guidance in this area is also available from the Race Equality Officer.

The Ethnic Minority Achievement Service (EMAS) has issued a guidance booklet for schools entitled “How to make A Difference: A Directory of Good Practice for Raising the Achievement of Minority Ethnic Pupils”, giving examples of practical strategies, and covering the areas of high expectations, culture and ethos, parental involvement and ethnic monitoring.

Refugee

So I have a new name, refugee.
Strange that a name should take away from me
My past, my personality and hope.
Strange refuge this.

So many seem to share this name, refugee,
Yet we share so many differences.

I find no comfort in my new name.
I long to share my past, restore my pride,
To show I too, in time, will offer more
Than I have borrowed.

For now the comfort that I seek
Resides in the old yet new name
I would choose.

Friend.

*A poem by Ruvimbo Bunjwe aged 14 years.
The Teacher, September 2002*



Children at Bluebell Valley Nursery enjoy using the new multi-cultural resources purchased with the Bristol Inclusion Standard grant.



Whitefield Fishponds Community School have a clear Race Equality Plan and are using the Learning for All to audit their practice. The EMAS team were invited into the school to conduct research into strategies to raise the achievement of Black and Minority Ethnic pupils. A series of questionnaires were issued to staff and interviews were held. Pupils were interviewed from all years either individually or in groups, and a parents' meeting was held. In addition, resources and schemes of work were made available and notes were made of linguistic and cultural relevance, and tours of the school were undertaken looking at displays, classrooms, images and observing children in unstructured times.

The Assistant Headteacher commented *“Some of the perceptions that students had of the school and society came as a shock, and did not concur with my own observations of the school. I learnt the importance of listening to students and recognising that their experience of school was not only unique, but also likely to be linked to the events that are happening in society. It was clearly important to demonstrate to students that their feelings and concerns were taken seriously and that these issues would be tackled.”*

As a result of the research a significant range of actions were identified relating to changes in the management structure, setting and expectations, careers and aspirations, raising self esteem, links with parents and the community, supporting staff, communication with students and staff expectations. These were incorporated into a published response by the school to show how the school was moving forward, and this was used to inform the Race Equality Action Plan.

St. Matthias and Dr. Bell's CE VA Primary School, had up to 25 pupils at any one time from a hostel for asylum seekers (2002–3). All of these children were new to English and were often only in the school for a short amount of time. Raising the achievement of Black and Minority Ethnic pupils became a central issue for school action during the year. Actions included improving data collection and analysis in order to target support and measure success. Two INSET sessions were held on teaching literacy and the needs of children with EAL. There was also a one day INSET on celebrating cultural diversity. This training led to staff taking more responsibility for celebrating the cultures represented in the school and this is now clearly evidenced in displays around the school.

Bedminster Down School put forward a group of pupils to act as models for the Bristol City Council's posters which launched the Anti-Harassment and Bullying Campaign. They were interviewed for television and radio, along with pupils from Bristol Gateway School, who had produced a book of poems on bullying, at a press launch. Year 10 pupils are designing and making frames for the posters as part of their technology project.

The school is also working with the Race Equality Officer and sent out new Race Equality Policy to parents as part of their Link Up Newsletter to gain comments and keep them informed of developments. They record racist incidents from their anti-bullying and harassment log and all reported incidents of harassment are logged in the database and followed up by various support personnel.



Children from Glenfome Primary School pose for an Anti-Bullying Poster Campaign for School

Criteria 7

Auditing inclusion in schools

The school has in place a process for the ongoing auditing and evaluation of inclusion e.g. using auditing tools such as the Index for inclusion or CRE's Learning for All.

The *Index for Inclusion*, produced by the Centre for Studies on Inclusive Education, was drawn up by parents, teachers and disabled people's organisations and it is based on two sources of evidence from research into methods of including children previously marginalized or excluded and into effective methods of school improvement. It was sent to all schools in 2001, and whilst it involves looking at the cultures, policies and practices of schools, and is focussed on institutional change, its central focus is the inclusion of children with additional needs.

Learning for All: Standards for Racial Equality in Schools was also sent to all schools by the Commission for Racial Equality and is designed to enable schools to systematically address all areas of their provision in relation to race equality and draw up their Action Plan with clear targets and timescales linked to the School Improvement Plan.

Bristol LEA is currently looking at the two documents to see if it is possible to produce an auditing tool that covers all equalities areas and is customised to meet the needs of our schools.

Waycroft Primary School's Inclusion Steering Group uses the Index for Inclusion as an auditing tool. This academic year they are using it to look at the induction of new children, and the process of settling back children who have been away for some time. As a result, they have set up an action plan including an audit of teachers', TAs' and SMSAs' roles, and interviews with new children. They will then develop guidelines for all staff to enable them to provide the support to make the transition easier for all children (to be implemented in September 2004.)

Bedminster Down School has used the Index for Inclusion and Learning for All, and is incorporating aspects in the SIP. All subject leaders are undertaking the KS3 National Strategy audit and issues connected with inclusion are a central part of this e.g. questions are asked about the attainment of, and progress of, different groups of pupils including boys and girls, those with additional needs, high attainers, those with EAL, Black and Minority Ethnic pupils and travelling communities. They are required to comment on differences and then list action points to address those differences.

At **Bluebell Valley Nursery School**, the SENCO carried out an audit based on the Index for Inclusion. Questionnaires were given to staff to find out their views on inclusion and to highlight areas to be focussed on. They found high levels of agreement about the idea of inclusion, but uncertainty when it came to actual policies and practices. This led to staff meetings and Inset to revisit issues of inclusion in practice.

A questionnaire was also issued to all 148 families of children on the roll and it was also given to governors and ancillary staff to gauge their views on inclusion. The school was pleasantly surprised by the response; when asked how they would feel if their child was in a fully inclusive class 59 out of the 71 returned were "happy", 9 "unconcerned", and only two were worried "depending on what their impairments were". 4 gave additional positive supportive comments.

Bluebell Valley



Children at Bluebell Valley Nursery explore the sounds and rhythms that can be made playing instruments from different countries



Criteria 8

Admissions

The school has an admissions policy that reflects a commitment to the inclusion of all children living in their locality. (This does not apply to special schools, who should still address the issues of inclusion and admissions.)

*Welcome to Bluebell Valley
Nursery School*

*Here we believe in the principles of Inclusive
Education This means that we:*

*Welcome all children, irrespective of their
Race, gender or ability.*

*Welcome and celebrate human differences
In all their forms.*

*Support all children so that they can learn
And play together.*

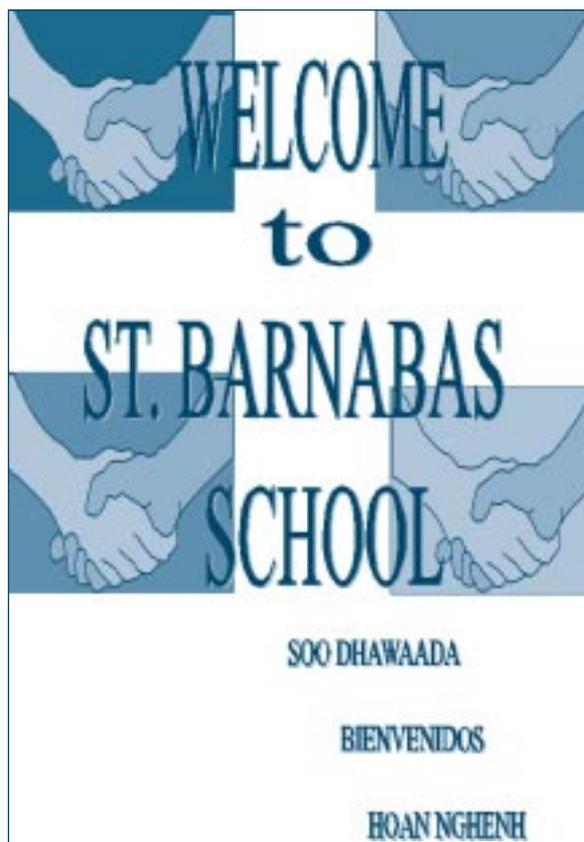
*Give all children equal access to the
Foundation Stage curriculum.*

*Help all children to build friendships,
Understanding and respect for each other.*

*Are committed to ending discrimination
And removing barriers to learning.*

*We all work and play together, here at
Bluebell Valley.*

This poster in the entrance of the nursery gives a clear, positive message of the school's ethos and commitment to inclusion.



At **Sea Mills Junior School** a specific, and very proactive section of the annual report to parents outlines their commitment to the admission of disabled children. This outlines the process for the parent/carer to visit and explore the child's needs, to explain the access in the school, and then to agree "a sensitive and appropriate induction process for the child, in accordance with the wishes of the parent/carer and to agree the best way to let the staff of the school to be aware of any specific needs. This will ensure that the child is not treated less favourably by others and is made to feel welcome as possible in the new school."

At **St. Barnabas CE VC Primary School**, the Inclusion Standard funding was used to develop an induction book and programme to ensure that all new children and their parents/carers, particularly those with refugee and asylum status, are able to access school life. It is available in Somali, Urdu and Cantonese with accompanying audio tapes for parents/carers who require them. The induction programme is run by the Inclusion Worker fortnightly through the year.

Criteria 9

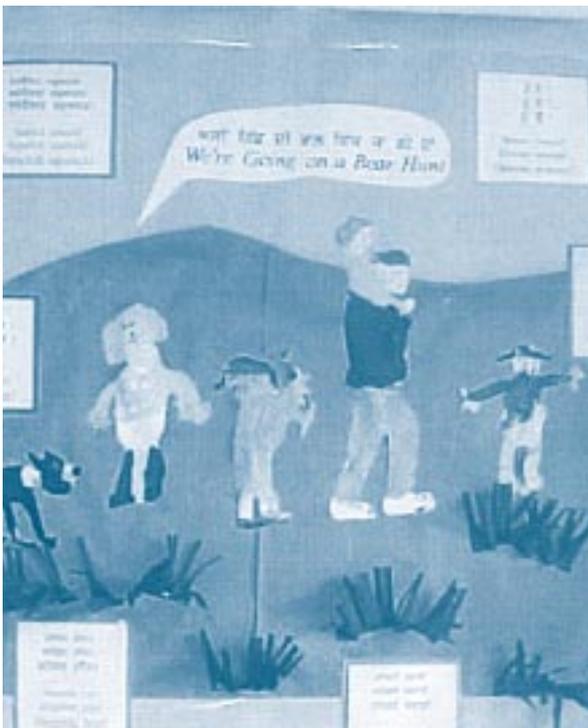
Policy review

The school has a plan with timescales for reviewing all school policies in the light of educational inclusion and equalities legislation, eg. child protection, school trips, anti-bullying policies.

The Race Relations (Amendment) Act, the SEN and Disability Act and the DfES Guidance on the Education of Young People in Public Care all require that schools review **all** of their policies and practices to ensure that they address eliminating the specific barriers, and taking positive action in relation to the particular equalities groups.

It may not be the case that the people who usually review the policies have particular expertise in equalities issues, and so there may be a role for an Inclusion Steering Group or particular experts to be asked to comment during any policy review.

Sefton Park Junior School has a plan for reviewing all school policies in the light of educational inclusion and equalities legislation, this plan will be incorporated into the next SIP. All policies now written have a specific section relating to educational inclusion and reviews have been carried out of their anti-bullying, assessment, target setting, homework and other policies.



"Display at St Matthias and Dr Bell's CEVA Primary School".

Criteria 10 Staff Development

The school has audited staff development needs in relation to educational inclusion, and has a plan to hold relevant training e.g. disability equality or anti racism sessions, briefings on the legislation etc.

Bristol LEA currently runs a range of Continuing Professional Development courses on inclusion, focussed either on whole school change, or more specific classroom practice. A course is also jointly run each year with the University of Bristol, as part of their MEd programme, entitled, "Developing Effective Inclusion" and 35 Bristol schools have taken part and undertaken assignments based on the Index for Inclusion.

Sefton Park Junior School has carried out an audit of staff development needs using questionnaires and interviews. This led to a training day on Race Equality and Disability Equality facilitated by the Ethnic Minority Achievement Consultant and the Inclusion Coordinator from the LEA. The SENCO said "the training had a dramatic effect on practice within the school and is influencing planning and the curriculum." Additional training sessions were held on "Diversity in the Curriculum" and "Supporting Muslim Children."

Whitefield Fishponds Community School and Briarfield School organised a joint disability equality training day facilitated by five disabled trainers which this was held at the Council House. Staff attended different workshops and were able to explore the issues together and share practice and the day ended with an action plan being developed for the way forward for the two schools, as the Briarfield Centre was constructed.

In addition, the Inclusion Coordinator from the LEA was asked to run a disability equality session for the School Council to encourage them to lead others in accepting and supporting the Briarfield students when they arrived at the school the following September.

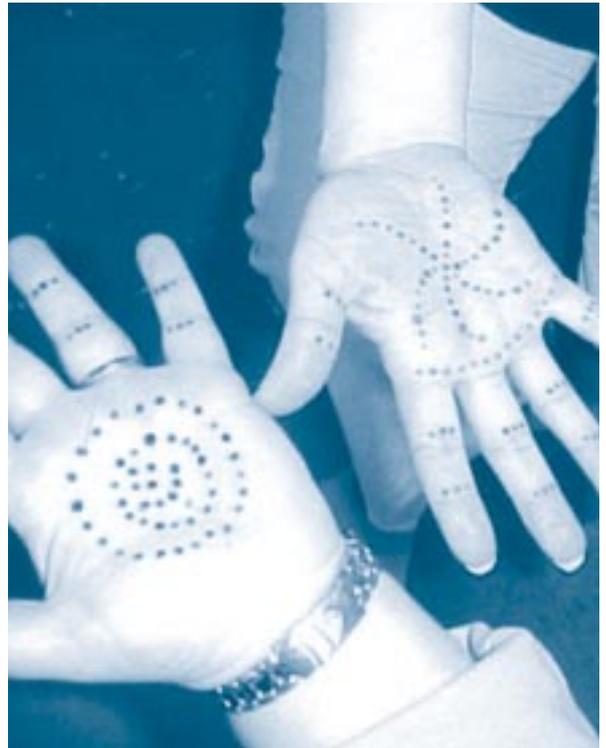
At **Waycroft Primary School**, an Occupational Therapist is training an SMSA to run a lunch time club doing exercises to help children to improve their fine and gross motor skills, and a member of the Behaviour Support Team is training the SENCO and a TA to run an anger management course for children experiencing difficulties and at risk of exclusion at lunchtimes. In addition, the students took part in a programme to raise awareness of inclusion issues delivered by ACTA, a community theatre project who worked through a series of drama workshops.



In **Woodstock School**, the Deputy Head used the Index for Inclusion as a tool to audit staff development. All staff were asked to complete an anonymous questionnaire backed up by individual interviews about how they felt about the importance of staff development, and what they thought of the training they received and the expectations on them. This has resulted in a plan for a number of staff development initiatives related to inclusion.

Redcliffe Early Years Centre staff are encouraged to assess their own development needs, and to aid this, a senior member of staff observes each staff member working with children and discusses their needs in the feedback. Staff meetings are used to review equalities policies and heighten awareness. The training programme for this year includes; gender differences: raising achievement in boys, working with fathers and a race equality workshop for parents.

Sea Mills Junior and Infant School held a joint inset day with Kingsweston School looking at the inclusion of children with additional needs, this included Circle Time, autism awareness, PECS and Widget (ICT programme), Makaton signing, music and Sound Beam, strategies for including visually and hearing impaired pupils and inclusive play.



The staff training on diversity at St. Matthias and Dr. Bell's CEVA Primary School.



The staff training on diversity at St. Matthias and Dr. Bell's CEVA Primary School.

Criteria 11

Fair selection and positive action

The school can show that they have a knowledge of their responsibilities in relation to the fair selection of staff, and have strategies in place for positive action to increase the representation of all equalities groups within the staff and governors.

“Few would dispute that the workforce is the single most important resource in any school”

Aiming High, DfES (2003).

Most recent corporate data shows that in Bristol's Department of Education and Lifelong Learning and schools, only 3.37% of the workforce is from a minority ethnic background, and .77% are disabled, and this compares to 12% of the school population nationally being from a Minority Ethnic or “white other” background and 10% being disabled. National research and local evidence increasingly highlights the need for young people to have role models in order to raise their aspirations and also to be taught by staff who have a good understanding of the multi-cultural society that we live in.

The National Curriculum 2000 states that teachers should be creating effective learning environments in which stereotypical views are challenged. **“They are also clear that all staff teachers should be aware of equal opportunities legislation on race, gender and disability.”**

Governors, as the “responsible body” under the law, are required to have a good understanding of equalities legislation and fair selection practice. No appointment should be made without questions being asked about inclusion and equalities, and staff responsibilities in this area should be explicit in job descriptions and employee specifications, as all staff in the authority have a responsibility to implement the Bristol City Council's Equalities Policy in their work.

Schools should be identifying positive action they can take to make their workforce more diverse:

“The school workforce should reflect the diversity of the school population. Around 7 % of those recruited into initial teacher training in 2001/2 were from a minority ethnic background. While figures are rising, it still fails to reflect the 12% of pupils who come from such a background. The Teacher Training Agency have set a target to increase the proportion to 9% by 2005/6.”

Aiming High, DfES (2003).

Tower Hamlets Council has on-line recruitment for NQTs or supply teachers, and the website includes strong equalities statements. They have developed a range of positive action initiatives such as offering bursaries to local residents to do

the three year undergraduate course, and an additional amount if they stay over two years, and TAs and Nursery Nurses can be seconded onto the course on full salary. Of the 57 NQTs who took advantage of bursaries, 61% were from minority ethnic groups, of whom 90% were Bangladeshi. The percentage of Black and Minority Ethnic students on the graduate and three year course has risen to over 50%. Three years ago the overall percentage of Black and Minority Ethnic staff in the Borough's schools was 14% and this has risen to 22%. (East End Rising, CRE: Connections, Spring 2003)

It is interesting to note that, at the same time, the percentage of Bangladeshi children getting 5 or more A* to C grades at GCSE (47% in 2002) had risen by 7 % on the previous year, and is now above the figure for white children- this from a figure of 14% in 1991.

Nottingham LEA, in partnership with the two local universities and the Positive Action Training and Recruitment Agency (PATRA) have been working together on this issue. They developed a range of initiatives such as taster sessions for minority ethnic communities, ensuring that all local communities are aware of teaching as a career and the different entry routes, and offering support through the application and interview process. They also work with targeted groups such as bilingual TAs and teachers with overseas qualifications to identify appropriate ways to secure qualified teacher status.

The Equalities and Social Inclusion Team publish a list of Community Media outlets which schools can use for positive action advertising available by telephoning 0117 9223786 or faxing 0117 922 2392.

Sefton Park Junior School recently advertised an LSA job in the local press and job centre as well as the Bulletin to reach as wide a pool of applicants as possible. The advertisement had a positive action statement encouraging members of under-represented groups to apply. The process led to the employment of an Asian woman, fluent in several community languages, who is now making contact with Urdu and Panjabi speaking families so that they can speak to her about school issues in their first language.

Whitefield Fishponds Community School are actively trying to ensure that their staff and governing body reflect the community, and they advertise their vacancies in the Bristol Race Equality Council's Bulletin.



It is also important that the governing body reflects the whole community and some schools have taken positive action to co-opt governors who are disabled or from a minority ethnic background, either through individual contacts or by asking local religious or community groups if they have a representative who would be interested, or by actively encouraging particular parents, (e.g. disabled parents, those of children with additional needs or those from particular faith or cultural backgrounds,) to become parent governors.

“It is particularly important that parents and business people from the minority ethnic communities are well represented on governing bodies.” DfES (2003).

Criteria 12

Accessible meetings and information

The school has addressed making their governing body and staff meetings accessible and has processes in place for providing information in relevant formats (e.g. providing BSL or community language interpreters, written information in Braille, on audiotape, or in Plain English and large print) for parents, staff and governors.

Under equalities legislation, schools are required to enable parents and carers to have accessible information on all aspects of their children’s education, and to be able to attend the various events that are organised.

The Equalities and Social Inclusion Team have produced a booklet entitled “Accessible Information and Meetings” which is available to assist schools by calling 0117 922 2329 or 0117 922 2661 (textphone).

The LEA has also set up an Access Fund which will pay for British Sign Language interpreters or information in Braille, audio-tape or Plain English for disabled parents/carers. (Guidance on how to access the Fund, and get information translated can be found on www.education.bcc.lan/cyp/doc/access_funds.doc.)

Schools should also be reviewing their governors’ meetings to ensure no-one is excluded. This may be through the times of the meetings or the dates clashing with religious festivals, holding them in inaccessible rooms or not providing or paying for childcare. There should be formal ways of ensuring that new members are inducted and supported, and that jargon is avoided and information made accessible. If this is not taken seriously, schools often find that inadvertently they have created a body that does not represent the profile of the school, for example, that lone parents, Black and Minority Ethnic and Disabled people are not represented.

Redcliffe Early Years Centre produces the minutes of their staff meetings in on a proforma with a columns for “item”, “discussion and actions” to make it clear what was decided and ensure it is accessible to all staff, particularly those who aren’t able to attend.

St. Matthias and Dr. Bell’s CEVA Primary School asks parents about their access needs at the admission stage. They translate key school documents into community languages and advertise that support with communication is available for parents’ evenings. They put their school reports on tape for a visually impaired parent and regularly communicate by fax with a parent who is hearing impaired.

Whitefield Fishponds Community School is keen to accommodate the needs of Disabled parents/carers. At a recent parents' open evening there were two wheelchair using participants who were able to join in the school tour through a different route being used, and meetings are held in accessible rooms. They try to be flexible, for example, enabling a parent who is unable to cope with crowds to sit in a private room for the parents' evening and with the staff coming in to her. A questionnaire is issued to new parents asking them what their access needs are and this then impacts on information sent home.

Sea Mills Junior School is setting up a group of parents to screen communications with parents to evaluate suitability e.g. newsletters, policies etc., and parents at **Embleton Primary School** have rewritten the SEN Policy to make it more user friendly for other parents/carers.

At **Novers Lane Infant School** they recognise that communication for some of their parents is difficult if they rely only on the written word. They have bought a large information board that they put in the playground and on that, they display school events, and where possible make these more pictorial. They have identified a parent to be responsible for this board and she is aware of their wish that it is as welcoming and inclusive as possible. Within the school building they also have a parent's notice board which again they aim to keep as accessible as possible.

Their prime way of communicating with parents is through the spoken word. Parents are encouraged to come into the classroom at the beginning of each day and there is then the opportunity to speak to the staff and share concerns and information. Similarly at the end of the day parents collect their children from the classrooms and again this gives informal opportunities for discussions.

Whenever there are forms to be completed they offer help to individuals and plan afternoon or evening sessions where this can be done together. This is particularly true when the children first join the main school and they hope that from that meeting they are able to communicate their willingness to help in any way.

In the past they have had individual parents who have told us of their difficulty with the written word and so newsletters have been read to them in a comfortable setting.

For parents and for children, they see the use of ICT as the way ahead for communication. To support the families, they have run several very successful Family Learning Courses which

have been designed initially to boost confidence and then for the adults to acquire and use new skills. Within the curriculum, ICT is also an important area and the parents and children enjoyed learning together. The staff have all undertaken NOF training so that ICT can be maximised to support the learning of the children.

Makaton is another area of communication that is used alongside the spoken word to give the children a wider range of communication skills. They hope to extend this and include the signing into hymn practice sessions so that it gradually becomes an integral part of the school. Pictorial symbols are also used around the school and these come from the Widgit programme that was introduced to us by the Speech and Language Therapist.



Display of values at Novers Lane Infant School





Criteria 13

Reviewing the Curriculum

The school has a system for reviewing each curriculum area on an on-going basis to ensure that all equalities issues are positively addressed.

The National Curriculum 2000 requires that all subject and class teachers to “use materials which reflect social and cultural diversity and provide positive images of race, gender and disability.”

“The imagery and language of the curriculum, the examples we use as teachers, the way we respond to the diverse interests, experiences and the needs of our pupils and the organisation of teaching and learning send powerful messages to pupils about what is valued and what is disregarded. Despite the grand design underpinning the drive for equal opportunities in the National Curriculum, the inclusion of linguistic, cultural and religious diversity does not appear to be a widespread feature of schools. Many teachers in exclusively white and predominantly white schools still appear impervious to the reality of multi-ethnic society (Gaine 1995; Jones 1999) and my own small-scale research suggests that the delivery of an inclusive curriculum is sparse even in some multi-ethnic schools.” Gardner (2001).

Sefton Park Junior School is currently reviewing the whole curriculum as part of their Values project. This involves the whole school community working together to identify school's values, which will be inclusive and guide curriculum development. Questionnaires have been sent out to all parents to ask their views on aspects of school life and a Values evening was held to enable parents/carers to have an opportunity to input to the process.

Examples of how they look to incorporate disability equality in the curriculum include inviting Bristol and South Gloucestershire People First, an organisation of adults with learning difficulties to come into school to explore issues of bullying with the children. They have also set up a lunchtime BSL club for children with a Deaf tutor. This is particularly exciting as many of the children will go on to Fairfield School where Elmfield School for Deaf children will also be situated, and so will be able to communicate with their Deaf peers.

Curriculum co-ordinators have been given non-contact time to audit their area in terms of attainment for particular groups of pupils, and to diversify the curriculum. This Autumn Term, all curriculum areas will have been audited- with the focus next term on writing an appropriate and relevant curriculum for all pupils.

In response to an equalities training day, the school decided to focus on developing the curriculum, so that it had an explicit equalities dimension. Staff planned carefully across the curriculum to create opportunities for discussing disability and race equality issues. The school's medium term planning sheet has a specific column for all teachers to complete entitled “Equalities links including disability equality and race equality.” Below are examples of activities that were particularly successful:

Challenging Stereotypes in Science: Children were given descriptions of scientific inventions and discoveries. They were invited to draw their visual impression of the scientists concerned. The true identities of these scientists were then revealed. The scientists were a diverse group of men and women, some of whom were Black, from Minority Ethnic groups, or were Disabled. Children then re-examined their original images and discussed the fact that 28/30 children had drawn white men and none of the images were of Disabled people. Children's stereotypes were challenged and the activity led to some very valuable discussion. Children talked about different scientific activities and which senses/physical abilities they might need. They discussed the role of personal assistants in the support of disabled people and how access to careers was therefore improved.

Literacy – Advertising: During an advertising topic teachers used a range of adverts, including some taken from Disabled peoples' newspapers and magazines. Children then made their own adverts. When discussing television advertising, the children thought about who appeared in adverts and who didn't.

Literacy – Match the person to the description: Pictures of famous people were displayed with a set of descriptions of their achievements. The display included famous disabled men and women. Children were invited to match the descriptions to the person. Children labelled with “dyslexia”, in particular, were excited to discover the range of famous people who also had dyslexia.

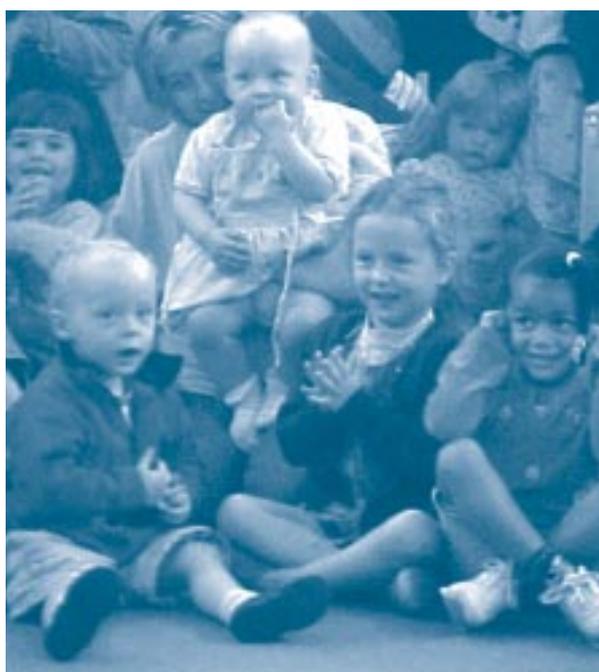
Art/Music: After discussing visual impairment, children made tactile musical scores of their own compositions. This meant that a visually impaired pupil was fully included in the session. They also used collage to make some particularly good tactile collages.

Whitefield Fishponds Community School is reviewing its curriculum in relation to race equality issues. This has included:

- the EAL teacher working with departments in a rolling programme to produce resources that make the curriculum more accessible to children with EAL
- EAL students encouraged to take GCSEs in their first language (one asylum seeker who spent time in Holland also took Dutch)
- departments reviewing the syllabus to offer a broader range of GCSEs to meet diverse need, for example applied science has been added to the more traditional course.

As the result of the link with Jamaica (see case study on page 25), the Humanities Dept is developing a KS3 curriculum to include a project on Jamaica and a history project that celebrates the role of Black and Minority Ethnic people in history.

Redcliffe Early Years Centre has a base line assessment that has a particular focus on equalities groups. They monitor percentages and then pick up any trends and plan strategies to raise achievement accordingly. The staff attend monitoring and evaluation feedback sessions on plans every week, and are encouraged to relate other plans to their children. They have a specific “Equalities Governor” who looks at the plans, observes over a period and feeds back to the Head and governors on the children’s access to activities, differentiation and the equalities impact of the week.



Inclusion week at Redcliffe Early Years Centre

Criteria 14

Family and community involvement

The school has a strategy for increasing community and family involvement in the life of the school

“The involvement of parents/carers and the wider community is vital to establishing firm foundations in the early years and to raising aspirations and expectations through the child’s education. Fully including them in the development and implementation of the curriculum and other school policies is a vital part of respecting diversity”.

Aiming High, DfES (2003).

Whitefield Fishponds Community School has a philosophy of *“the school at the heart of the community and the community at the heart of the school”.*

Rita Cheminais, in her book *“Developing School Practice: A Practical Guide”* shows an example of a school inclusion leaflet for parents which outlines the school’s view of inclusion and has practical advice on who to talk to in the school about inclusion, what parents/carers could be doing at home, useful resources and websites. Good practice would also involve schools in producing a regular newsletter for parents/carers.

INCLUSION NEWSLETTER

Issue Number 1, Spring Term 2004

Under the SEN Code of Practice, schools are required to communicate effectively with parents/carers of children with additional needs about their child’s progress, support, targets etc., and they should also be passing on information about the Parent Partnership Services (in Bristol, these are Supportive Parents’ (SPSC), PIPA (Parents in Partnership Advancing Inclusion) and the LEA Early Years Parent Partnership Co-ordinator). Good practice would be not only to give out their leaflets but also to have a parents’/carers’ notice board or resource bank with newsletters, background reading etc.

“If they (parents/carers) feel confident that schools and professionals actively involve them, take account of their wishes, feelings and unique perspectives on their child’s development, then the work of those schools and professionals can be more effective.”

DFES SEN Code of Practice (2000).



Embleton Primary School has a strategy for increasing community and family involvement in the life of the school. This involves the SEED project where local businesses provide volunteers for various projects aimed at improving the learning environment. They have parental volunteers running after-school activities and helping in classrooms. Parents run a sweet shop and book exchange club in the school, and receive a weekly informative newsletter. The MIST (Middle Infant Screening Test) is used to identify 10 children most in need of help with reading in Year 1, and their parents are invited to a workshop with a crèche provided to support them to work with their children at home. In the evaluations, people commented, “I feel more confident working with my child and enjoy it more working together”, “It’s been a great change in that it makes me want to be with him.”

Often parents/carers of children with additional needs feel particularly excluded from our schools and **Sefton Park Junior School** has a Dyslexia Parent/Teacher Forum which has been meeting for a year. This brings in specialist speakers, looks at approaches to supporting children at home, secondary transfer, ICT and up to date research and information.

As a special school, **Woodstock** has particular difficulties in involving parents as they live in all parts of the city and surrounding areas, and may not have transport. Parents are required to visit with their child before the child starts to agree the Home School Agreement. They are kept informed by newsletters, letters, phone calls, home to school books, parents’ evenings and annual reviews. Parents are also invited to various seasonal celebrations, and end of term assemblies. Two parent governors are very active in the life of the school and publicise their role as advocates for other parents. Improvements to the accessibility of information and meetings are being addressed through the Access Plan.

Redcliffe Early Years Centre has a strand in its Centre Improvement Plan relating to working with parents/carers. They are piloting a healthy eating tuck shop run by a parent and child. Each half term they have a family fun day to celebrate diversity and have had Italian, Spanish and Chinese days. An essential information sheet is filled out by all parents to ask if they have any skills, interests or employment that could be used in the Centre. The family support programme for last term included a toddler group, visit to baby clinic, parents after swimming coffee and chat, Tums to Tots (a

support group for expectant parents and children up to one year old), day-care, LSA course with crèche, and a “keeping up with the children” course.

St. Matthias and Dr Bell’s CEVA Primary School also has a computer club specifically designed for parents and children where there is no access to computers at home.

At **Novers Lane Infant School**, parents are involved in assemblies, religious celebrations, fairs, coffee mornings, family learning sessions and work in the classroom. They are now running a KEEP (Knowle Early Education Project) group in the nursery, to involve parents/carers in their children’s education with a particular reference to understanding the curriculum and working with their children.

At **St. Barnabas CE VC Primary School**, the Inclusion Coordinator is working with the EMAS Parent Coordinator to develop a Parents’ After School Drop In club. This will be run as a language club for parents and children to find out more about the school in their first language or to learn the basics of another language.



Celebrating Chinese New Year at a family fun day at Redcliffe Early Years Centre



Tums to Tots at Redcliffe Early Years Centre – a drop in group for expectant parents and babies.

Other Inclusion Initiatives in the Thirteen schools

Positive Engagement Work Extension Programme

The Inclusion Worker at **St Barnabas CE VC Primary School** developed and delivered a 10 week programme to identified Year 3 pupils who were at risk of becoming disengaged. A display of their work was put up and a celebration assembly was held at the end of the project and parents/carers were included.

School Council

Another aspect of inclusion work at St. Barnabas is involving and listening to all pupils within the school, and providing them with a forum to discuss school community issues. A School Council provides this forum and has become an integral structure for PSHE and Citizenship to be taught across the school.

The School Council is organised through whole class meetings, allowing each pupil to contribute. The Inclusion Worker monitors and minutes each class meeting, collates their minutes and discusses shared issues with classes and whole school assemblies. There is a class meeting per fortnight lasting 30 minutes and a whole school assembly every half-term. This is also a means of KS1 and KS2 pupils working collaboratively.

All class teachers and Head/Deputy are available to listen to pupils' presentations of their ideas. Ensuring that every child is involved in the class council and school assembly means that each pupil has a chance to speak - not just elected representatives. Each pupil has a voice.



Grandparents' Day at Redcliffe Early Years Centre

Inclusion Week

To help celebrate the inclusion work they are doing, **Bluebell Valley Nursery School** decided to hold an Open Week, where they would be able to share the kind of activities that go on every day in the school. They held an exhibition in the hall, showing photographs of children in all the classes working on one particular area of the curriculum, "Knowledge and Understanding of the World". Each class focussed on one particular aspect, with the intention of bringing all these together in the hall so that they could be shared by everyone during Inclusion Week.

The theme was "Light" encompassing Diwali celebrations and the history of how people use light and fire, which gave them a chance to show and explain the use of a new fire basket, and demonstrate a slide show on the computer of all the activities that had been going on in one of the classes. In addition, there were shadow puppets, Indian sweet making, Rangoli patterns and songs to listen to in the dark, with torches. They invited parents and friends to come and join the children as they participated in all the activities on offer. Everyone who came enjoyed the range of experiences provided by each class.

The children in Class 1, all of whom have additional needs, provided two activities – Indian sweet making and using scissors to make pictures the light would shine through. During the week they joined the mainstream classes, as they regularly do, sharing the investigations in the hall.

During the week, they also held their Spud 'n Sparkle lunch, an opportunity to welcome all the new parents, where they all picnicked together in the hall and shared a lunch of jacket potatoes with assorted fillings. Everyone dressed in something sparkly, from a little glitter in the hair, to full on party wear! This annual event, combines a welcome to new friends, with bonfire and Diwali celebrations.

Many visitors came during the week to see the exciting work the children are regularly engaged in, but also have a go themselves and felt included in their Inclusion Week.



Whitefield Fishponds Community School link with Jamaica.

International Links

Whitefield Fishponds Community School have recently established a link with Jamaica. Many of their students have their origins, either first generation or second generation, in Jamaica, and they continue to admit a considerable number of students direct from Jamaica each year.

The Assistant Headteacher, through the Bristol and South Gloucestershire Project, found a link school and was invited to work in Jamaica in the October 2002 half-term. She visited fifteen schools, including the link school, and had the opportunity to observe lessons, organise a seminar with three colleagues from England for Jamaican colleagues on Video Conferencing, and talk extensively to teaching colleagues and students. She spent some time working with a teacher from a school called Brown's Town High on behaviour management. She commented, "It was exciting to find that his school faced many of the challenges that face us in our school, and equally exciting to find that, independently, we were reaching similar conclusions about how to tackle disaffection and poor behaviour by addressing issues of inclusion."

In February, the Headteacher and one of the English teachers went back to Jamaica to participate in a series of joint workshops with their Jamaican colleagues. They took photographs and power-point presentations to the link school and, on their return, put up a huge display of photographs from Jamaica. Within half an hour of the display being put up, some of their first generation Jamaican students were seen gathered round the pictures in excitement and they were gently stroking the outlines of familiar landmarks.

A number of Jamaican colleagues paid a return visit to England. They came into school and addressed the students in assemblies. The Assistant Head commented, "They were wonderful role models for our young people and their visit raised the profile of an African-Caribbean heritage. In the schools which I visited in Jamaica there was not the richness of physical resources to which we are accustomed in England. It was a privilege to watch our Jamaican colleagues interact with their students and to feel their passion about their subjects and their teaching vocation. I was fortunate to be able to arrange to take the Head teacher of Brown's Town High to a conference on inclusion where we worked as a team and our collaborative work now continues long distance. Perhaps it is this sharing and mutual learning with our colleagues in Jamaica which is the most exciting aspect of the project. The most moving aspect is the genuine friendships that have been formed, not only between teachers from both countries but also between colleagues from the different schools in England who have been involved in the project. At the conference, we met a colleague from the social inclusion unit who came to visit my school to look at some of the work that we are doing. She was suitably impressed and, as a result, the BBC World Service has expressed an interest in the Jamaican Link. It is entirely possible that a documentary could follow."

Differentiation

Embleton Primary School has been in "special measures", and following the HMI Report in 2003, the SMT identified a need for more precise differentiation. For an action research assignment on the "Developing Effective Inclusion" course run by the LEA and Bristol University, the Assistant Headteacher distributed a questionnaire on differentiation to staff. The indicators relating to this area from the Index for Inclusion were considered by the Inclusion Steering Group, and Year 5 pupils were also interviewed and they raised issues relating to the groups they learnt in. This highlighted good practice, which is being built on through a system of peer observation and it showed that the planning format and curriculum can inhibit its development. They then moved on as a staff to agree a definition of differentiation, and to work less on just differentiation by task to more work on collaborative learning through the "talking partners" work.



Children from the specialist and mainstream provision share books in Bluebell Valley Nursery School during reading together time. As the children spend more time together they get more used to sharing space, and are more willing to take turns and share equipment.

Including the Inclusion Class

Three years ago, a class for children with severe learning difficulties (Class 1) was set up at **Bluebell Valley Nursery School**. The provision is for 16 children up to the end of KS1, and is staffed by 2 teachers and four nursery nurses. Initially, it was managed by Claremont School, but this was transferred to the nursery after two years. From the start, the specialist teachers from Class 1 made informal links with the mainstream classes through negotiation with individual staff, and children joined in activities according to their needs, and the experience or willingness of those staff to move towards a more inclusive way of working.

Once the provision was full, it was felt necessary to plan for inclusion in a more structured way, and to ensure the KS1 children had their curriculum entitlement. The children met their literacy and numeracy in Class 1 with some mainstream children joining the groups if it was felt they would benefit with a more structured session. In the afternoon, half the children were included in the mainstream classes, but this was dependant on careful timetabling to ensure the specialist support was available to those being included and those remaining in Class 1. It was successful in that 3 children returned to their local mainstream school, but staff felt that the mainstream children did not feel that the Class 1 children were fully part of their class, and not all children were benefiting from inclusion.

Following a visit to Cleves School in Newham, (see next section), a decision was made to change the practice in the setting. The Inclusion Coordinator put forward a plan to have all children in the mainstream class (with support), for registration and welcome, to be withdrawn for literacy and numeracy, and then to be planned for during the rest of the curriculum in an inclusive setting. There was a period of discussion with staff which highlighted issues of pay and conditions, but it was agreed to trial the set up. Parents were informed and were very positive in their responses.

All children are now welcomed in mainstream and Class 1 staff are now part of the class teams and plan as part of the team to ensure that all children's needs are met. This is being broadened to include Weston Park School (on the same site) so that the school can develop age appropriate inclusion for the KS1 pupils. The Inclusion Co-ordinator said, "I know we are making these changes not just to follow local and national initiatives, but because the children who have had these experiences have shown dramatic changes in their independence, communication, confidence and social skills."



All Class 1 children at Bluebell Valley Nursery are now part of mainstream classes for Welcome Time. Here "A" takes part in a song to help new friends get to know each other.



Primary Inclusion Class

“I would imagine that the experience of coming to Sea Mills will be an experience that remains with the children involved in this inclusion project for the rest of their lives.” (Anthony Feiler, Bristol University – May 2002)

For the past 2 years, a full time inclusion class (Class 7) of around 12 children from **Kingsweston Special School** has operated on the **Sea Mills Junior School** site. The arrangement has been highly successful and mutually beneficial to both schools. The inclusion class is staffed by Kingsweston: 1 teacher and 2 LSAs, who are part of the Sea Mills staff ‘team’ and be involved in weekly planning meetings.

The children wear Sea Mills sweatshirts and participate fully in whole school activities – eg. assemblies, play times, after school clubs, etc. Integration within mainstream lessons is arranged when appropriate, and children from Sea Mills with additional needs are included within Class 7 according to need/suitability (with parental approval).

The partnership is underpinned by a formal agreement outlining responsibilities, and there are regular meetings between the two schools to monitor/evaluate the arrangement and also opportunities for joint INSET to further staff development. Facilities/resources of each school are available to both schools, and Kingsweston also offered to buy a whiteboard for all classrooms, and for their ICT technician to provide support to Sea Mills School.

The Head teacher commented, *“The new inclusion class started in September 2001, and the Sea Mills children (and staff) immediately befriended their new colleagues. It was instantly apparent that the Kingsweston children would be quickly accepted as part of our school. Any initial worries that we may have had regarding full acceptance by the parents were completely dispelled at our Harvest celebrations in the neighbouring church at the end of the first half-term. Each class performed a ‘slot’ and Class 7 received a spontaneous, and very warm, round of applause for theirs. We all knew we were onto a winner!”*

Within the first term, selected Kingsweston children began joining mainstream lessons – Literacy, Numeracy, Art etc, (soon to be extended to include Science, D&T, PE, Music) and two Sea Mills children joined Class 7 for learning support. Some of the Class 7 children also joined dance, football, art clubs and the choir. The impact upon self-esteem, social skills, behaviour, attitudes to teaming, and academic progress exceeded all expectations.

Given the specific needs of the Kingsweston children (and those of the main school), it became apparent that certain changes had to be made to the accommodation. After protracted negotiations, they were able to install ramps to entrances to both the buildings, the Medical Room was fully refurbished to include a shower and changing facilities and accessible toilets were fitted within each building. These changes enabled the school to more effectively meet the increasingly complex needs of the children attending.

The academic progress of the children is illustrated by the fact that when tested in June 2003, all their reading ages had increased by at least two years, (two by over 4 years), and their comprehension increased by between 2.5 to 5 years.

The Head teacher at Sea Mills summarises the partnership saying “the arrangement continues to go from strength to strength. The remarkable statistics on the children’s reading ages and progress speak for themselves, but fail to tell the whole story. Yes, the academic progress made by the children involved has been dramatic, but so too has been the improvement in their confidence, behaviour, and attitudes to learning and sociability. Our partnership with Kingsweston Special School has been an unqualified success and of considerable benefit to both schools - long may it continue. Indeed, it is hard to imagine a Sea Mills Junior School without a Class 7!”

Resource Base provision for Children with Emotional, Social and Behavioural Issues

In September 1999, **Novers Lane Infant School** opened their Emotional and Behavioural Difficulties Resource Base. This was a fairly new initiative in the LEA, who were looking to place three children with high levels of need in a mainstream setting with experienced staff who could work with the children before they moved on to Key Stage 2, either in the link Junior school, another resource base or a mainstream class with appropriate support.

The unit opened after lengthy discussion with the whole staff so that everyone was aware of the advantages plus the possible areas of difficulty. The Head teacher points out “We were aware that the staff could feel threatened and isolated and that bringing more children into the school could upset the behaviour balance already in the school. We were aware that there would be no immediate relationship with these new children, and that in isolation, there may not be good role models to follow. After discussion and planning, we felt able to meet these concerns and now look back on 4 successful years which has seen children leaving us for mainstream placements in their own immediate neighbourhoods, moving

with support to the local junior school, moving into the resource base at our link and another Bristol junior school and moving into other specialist settings.”

Inclusion was always at the heart of the debate around Class I and this worked on many levels. The first decision was to place the group in a classroom that was an obvious part of the main school, they were not in a removed building or in a converted space that would have been seen as an add-on. The children were always included in whole school playtimes and dinner times. As necessary, these sessions were shortened so that the times were accessible but they were always part of school routines. This included assemblies and any whole school productions. The needs of each child were assessed and as a result they were able to join mainstream peers for specific curriculum sessions. Over the years they have had children joining a top writing workshop group, PE sessions, helping younger children in the reception classes, participating in a science week, and art day, extra curricular clubs that happened at lunch time – including the country dancing group that culminated in a Sunday session at Blaise Castle.

The other examples of inclusion are too numerous to mention and became so much part of the routine of the classroom that in fact they went unremarked. A further plus was the principle of reverse integration. Children in the mainstream classes also have needs relating to behaviour issues, and so for parts of the day they would be time tabled to go into the resource base where they could enjoy access to a non-directed curriculum where their learning and behavioural needs could be met. In addition to meeting their needs at any given moment, the staff of the resource base were better placed to do observations and liaise closely with families so that the long term needs could be assessed and addressed. In this way very many more children than were ever on the register were able to have their needs addressed in an inclusive setting.

Learning from National Effective Practice

Bluebell Valley Nursery School decided to use some of their Inclusion Standard funding to send two members of staff and their Educational Psychologist to visit Cleaves School, a school in Newham, London, renowned for its good inclusive practice. Initially they attended a whole school celebration of achievement which they said was “moving and inspiring.”

They reported back that the school is divided into four wings, each with a staff team, all of which have enhanced staffing ratios to meet the needs of **all** children. (The school includes a range of

children with “moderate and severe and profound and multiple” learning difficulties as well as physical and sensory impairments and emotional and behavioural issues.)

The main learning points they identified were:

- all staff in a team are responsible for all children within a wing- no staff work specifically with the children with additional needs
- there is a commitment to staff training and staff have an opportunity to move within the school vertically and horizontally
- the philosophy is one of experiential and sensory activities and these have the same place and status in the curriculum as abstract activities
- resources and activities such as sand, water and construction toys are available to all children up to year 6 and they are placed between the classes in the wings.
- differentiation for children with learning difficulties took place in the classroom alongside their peers
- a willingness to share is central to the whole community.
- the management team ensures all children have the support they need e.g. one child has 2 full time LSAs to support her behaviour programme.
- all children are in age appropriate classes and their needs are met in the classroom or shared area.
- there is an enhanced staffing ratio at lunchtime so that there is continuity of adults who know the children and no SMSAs.

The visit led to the staff coming back and recommending major changes to practice at their nursery (see example on page 26).



Children learn to play together, and their social and communication skills improve, when there are good role models of “appropriate behaviour”



Good Practice in School Transfer: From Infants to Juniors

Sefton Park Infant and Junior Schools have collaborated on a joint project to develop good practice in the transfer between the two schools. This involved a group meeting including the SENCOs, teachers, Educational Psychologist, a member of the Behaviour Support Team and Bristol Education Action Zone Parent Co-ordinator. This has led to a good practice guide, a display and information about the Junior School at the Year 2 parents' evening (including a video for parents made by the Junior children), and a meeting of parents to establish peer support.

The guidance outlines actions to take each term prior to transfer such as the Year 3 children visiting Year 2 to answer questions, questionnaires to Year 2 children asking what they like and don't like to share with the new school, children choosing a shoebox of items to tell the new teacher about them, and opportunities to talk about the box in private if required. There are also visits for children to get to know the layout of the new building and a clear marking of the endings with Circle Times looking back and addressing hopes and fears. Meetings between the two SENCOs to share information about children with additional needs are also considered to be crucial.

The support continues into Year 3 with an after school pyramid club for vulnerable children with Circle Times and games to develop friendships, system to go back and visit the Year 2 teacher, after lunch relaxation and visualisation sessions and a social and emotional curriculum focus in first half of term.

From Primary to Secondary – A Secondary perspective

Bedminster Down School (BDS) has developed the following practice to ensure a smooth transfer from Year 6 to year 7 for pupils with additional needs.

For statemented pupils, they attend all Year 5/6 Statement Reviews when invited. Provision at BDS is explained, and when BDS are consulted about placement, a Transition Plan is implemented.

For pupils with learning difficulties but no statement, the school Learning Difficulties Manager is part of the Year 6 Induction Team. Every primary school is visited and information is gathered. Pupils who are at School Action and School Action Plus are identified and discussed with SENCO or the Classroom Teacher. Based upon this information, a provisional support group is drawn up. The maximum number of pupils to be placed within this group is 16.

The parents/carers of these pupils are written to, and invited into school with their child for an additional induction session. The day before, they are contacted by telephone to remind them of the session. Where parents are not available, the BDS Learning Mentor accompanies the pupils. During the Induction session Year 9 and Year 10 SEN pupils help to act as guides and answer any questions.

The aims of the session are:

- to allow the pupils to meet the Individual Pupil Support staff (teaching and support)
- to work with the current Year 7 group for a "taster lesson"
- to give the pupils and their parents the opportunity to discuss provision and raise any concerns.

The current Year 7 pupils all write a personal letter to the Year 6 pupils describing "Life at BDS". These are well received by the Year 6 pupils.

The Learning Mentors liaise with the school's Learning Difficulties Manager and identified pupils are given additional sessions in the school. In addition, the LSA team support identified pupils during induction days and the school Learning Difficulties Manager attends the New Parents' Evening and is available to discuss any concerns.

During the first INSET day in September, the Learning Difficulties Team are briefed about incoming pupils and a support plan is shared with the team. The Year 7 team are also briefed and Heads of Faculty are given information packs.

On the first day for the pupils, the LSA Team/Learning Mentors and Learning Difficulties Manager all greet Year 7 pupils in the Dining Hall with the Year 7 team. All identified pupils are supported for the whole day to enable them to:

- write down their timetable accurately
- find their way around the school

The LSA team offer intensive support to these pupils for the first 2 weeks and then a package of support is implemented. Identified pupils are also offered a lunch time haven.

For pupils identified with emotional, social and behavioural needs, the school liaises with the Primary Inclusion Team regarding specific pupils. This year additional visits were arranged and pupils toured the school with their Inclusion Workers. They also introduced key staff, and pupils took photographs of BDS and took them back to their primary schools.

The Learning Difficulties Manager and/or the Learning Mentors attended Pastoral Support Plan meetings and support plans have been drawn up. Rethink Cards were explained to identified pupils. Prior to entry Key Workers were assigned to pupils.

BDS also liaised closely with the Pupil Support Team and the Key Worker accompanied an identified pupil on the second induction day. They have been given positive feedback by these agencies in response to our evaluation of these processes.

Transition for an Individual Pupil

Bedminster Down School (BDS) has highlighted an example of successful transition from a specialist to a mainstream setting. The Learning Difficulties Support Manager attended a Transition Meeting at a specialist Speech and Language Unit in a Primary School in November 2002. The meeting recommended transfer to BDS.

Bedminster Down School detailed verbally the provision that would be available and began chasing the SEN section for the consultative copy of the Statement in February 2002, there was concern that a plan would need to be implemented. BDS offered to draw up a plan based on the report they had read, attendance at the review, and a meeting they had held with the pupil and parent/grandparent. They submitted a plan in March 2003 and this was accepted by the panel who passed on their thanks and asked if they could use the plan as a model.

This plan was implemented and the Learning Mentor worked closely with the pupil prior to transfer. A Statemented pupil from Year 11, who also experienced similar speech and language difficulties, also worked with the pupil when she had finished her exams. Both benefited from this experience and the Year 11 pupil wrote and thanked the manager for this.

The pupil has settled well in Bedminster Down School and the school are pleased with the progress she is making. They continue to liaise closely with her mother/grandfather as they are clearly anxious. However, transfer has been much easier than anticipated and they feel this is a direct result of the planning and transition work that was undertaken in the summer term.

From Primary to Secondary – A Primary Perspective

Waycroft Primary School undertook a transition programme with two statemented children who were due to attend Brislington Secondary School in September of this year. Both children in question needed to get to know the school and their expectations in order to successfully move.

Initially they invited the SENCO of Brislington School to the annual reviews in Year 6 so that they could find out about the children. The SENCO attended, and this proved to be a very valuable meeting. The parents were assured that relevant information was being passed on between the

two schools and all parties concerned were fully informed of the achievements of the children.

From this, the two SENCOs, as well as the TAs who support the two children met to set dates and activities for the children to do during the summer term. As Brislington has the City Learning Centre on its site, they decided to use the available technology and expertise to support this transfer. They then wrote to the parents of the children and asked their permission to take the children out of school, which they agreed to. These children were teacher assessed at below level 2 so during SAT week they made several visits to Brislington as the other children were busy. They then continued with the liaison once a week.

This was highly successful. Key members of staff got to know the children. The children got to know their way round the school. They were able to attend lessons and get to know other children as well as the layout of the school. Parents found that their children were enthusiastic about going to the school. The children produced a booklet, (see below) as well as a video tape, which they took home during the summer.

The SENCO has since spoken to the children's parents who state that both children have settled well at Brislington.

Links between Special and Mainstream Schools

In 2002, the secondary provision from **Briarwood School** moved to the site of **Whitefield Fishponds Community School**, and became the **Briarfield Centre**. A purpose building was erected with a hydrotherapy pool. However, there were clearly issues around access to the existing site, and many of these issues were addressed by the LEA before the two schools joined. One of the joint Briarfield/Whitefield activities was to carry out an audit of physical access with some of our wheelchair users. This was followed by a full access audit carried out by the LEA, which included some of the findings of the students. There were further improvements to the school's accessibility such as new ramps and rails being installed, and contrasting colour schemes being used to assist visually impaired students.

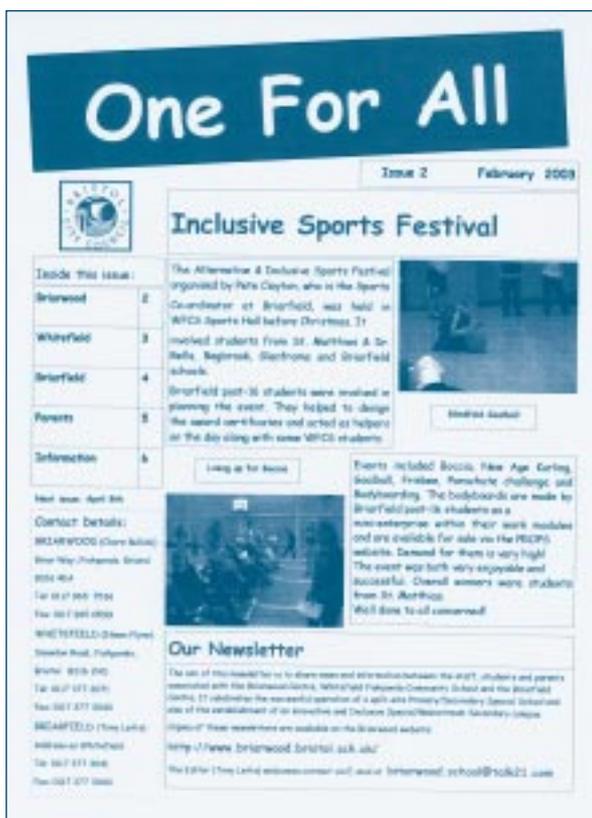
The Assistant Headteacher wrote that the challenge of making inclusion between the two schools a reality "has taken all my interpersonal skills. I have learned through experience to listen carefully to what people are saying and, more importantly, to what they are not saying. I know that when people feel threatened they are unable to move forward and explore new opportunities. Therefore, I have deliberately taken things a small step at a time, taking care never to put anyone, staff or students, into a situation where they feel





insecure. The rewards have been to witness genuine inclusion with staff from the two houses gradually working more confidently with each other and developing further inclusion opportunities. As always, it has been the children who have taught us the greatest lessons. They have interacted naturally and many real friendships have developed.”

There is a waiting list for Whitefield students to join Briarfield students at lunch-times, students from both schools have been involved in a joint music project, the modern foreign language department has team-taught with Briarfield staff and students, and the list goes on. Each success opens the door to further inclusive opportunities.”



Joint Newsletter from Briarwood and Whitefield Fishponds Community Schools

Pastoral Support

At **Whitefield Fishponds Community School**, the Assistant Headteacher has worked to pull together the pastoral support mechanisms for pupils and to ensure that there is a clearly defined and accessible referral system. A referral form was developed for all members of staff, which is presented to a weekly panel including the Education Welfare Service, Health and Learning Mentors and appropriate internal or external support is identified. There is also a “Notice of distress” form, which is issued to any teacher of child with a particular issue, so they can be supported in their work. A clear flowchart with descriptors of behaviour and the list of support

available was developed. Following evaluation of the process, it was recognised that young people in the middle of the “needs spectrum” were not really accessing support, which led to trying to strengthen the links with the Pastoral Teams and SEN Department Support Group.

Inclusion of a Child on the Autistic Spectrum

X joined **Novers Lane Infant School’s** reception class in September 2002, although chronologically he should have been in Year 1. X has a statutory assessment identifying his needs as being within the Autistic Spectrum. He had been retained for an additional year in a nursery class while the assessment had been completed but now his mother was keen for him to begin more formal education within a mainstream setting.

The matrix allocation for X allowed the school to appoint an experienced Learning Support Assistant to work with him, she was, and continues to be, in the class full-time although part of her time is intended to be supporting another child in the class also with a statement but with his needs being specifically behavioural. Over the year, the LSA was able to access some training courses, e.g. in PECs (Pictorial Exchange Communication System) which involved visual timetable for X that was changed daily.

From the Makaton course, signing became an integral part of the class with all the children using a basic range of signs. Specific investigation of the needs of children on the Autistic Spectrum led to the acquisition of a learning booth for X. This was built by the caretaker so that now X is able to work 1: 1 in an area within the class but where distractions can be minimised and his attention span maximised and extended. This has worked really well and is continuing to be used this year and the idea is being extended this year to support the needs of another child although her needs are very different to those of X.

The Head has commented “As result of training, great emphasis has been placed on the value of pictorial timetables and picture symbols around the classroom. All the children have benefited from this development and it is another example of X’s needs being met within an inclusive setting and the benefits also supporting his mainstream peers. All the children in the class/ year group see X as just another child and they are understanding of the times when he needs extra help to understand routines. At playtime he is never without friends.”

X has had access to all areas of the curriculum and is making progress in all aspects. However some areas are particularly more successful and these are the creative areas. He enjoys music and

joins in with class and whole school singing and using simple instruments. He is a happy member of the class when it is PE time and some of his earlier concerns have faded so that he is confident and enjoys exploring.



The “learning booth” at Novers Lane Infant School

In Autumn 2003, X moved with his friendship group into a Year 1 class. He is still supported for long periods of time by the same LSA but he is meeting his small, specific targets and making progress. His parents are very pleased with the progress that he has shown and have transferred his brother to the link junior school so that the boys are closer together.

Support at lunchtime

Air Balloon Hill Junior School set up a club to support children who found it difficult at lunchtime, and were at risk of being excluded by the school and their peers.

The club was run by an SMSA, who gave the children a chance to play on computers, play games, build models and make things in a safe and supervised environment. This proved popular with many children so a second club has been set up. Children who are most at risk of being excluded are permanent members of the club, so they can attend when they wish. There are two tickets for the club for each class so all children can be included and they know it as the “Privilege Club”.



Appendix

Appendix 1

Schools receiving the Bristol Inclusion Standard 2003

- 1 Air Balloon Hill Junior School
- 2 Bedminster Down School
- 3 Bluebell Valley Nursery School
- 4 Embleton Primary School
- 5 Novers Lane Infant School
- 6 Redcliffe Early Years Centre
- 7 St Barnabas CE VC Primary School
- 8 St Matthias and Dr Bell's CEVA Primary School
- 9 Sea Mills Junior School
- 10 Sefton Park Junior School
- 11 Waycroft Primary School
- 12 Whitefield Fishponds Community School
- 13 Woodstock School

Appendix 2

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Appendix 3

Bristol City Council Publications

Produced by the Equalities and Social Inclusion Team:

A Guide to Community Media (2003)

Accessible Meetings and Information Pack (2003)

Equalities and Anti-Harassment Policy (Revised 2003)

Race Equality Scheme (2002).

Produced by the Department of Education and Lifelong Learning:

Achievement for All (SEN Policy) (Revised 2003)

Developing Inclusion Policies: Guidance for Schools on Meeting the Legal and Good Practice Guidance (2002)

Equalities and Educational Inclusion Policy (2003)

How to Make a Difference: A Directory of Good Practice for Raising the Achievement of Minority Ethnic Pupils (2002)

Inclusive Education Policy (1998)

Policy and Procedural Guidance for Raising the Achievement of Children Looked After (2003).

Appendix 4

Good Practice in Working with Traveller Children (an extract from *Aiming High*, DfES 2003)

Chalvedon School, Essex

In this school of 1800 pupils in Basildon there are between 10 and 15 Travellers on roll. Some are housed; others live on a Council site or on private plots; and a few are roadside Travellers or children of showmen. Chalvedon is a school in which Travellers can confidently express their identity.

The school has worked hard to counter racism, prejudice and hostility. As part of their induction, all new teachers at Chalvedon are given a booklet which highlights the importance placed on the school's commitment to Travellers and provides basic information on Traveller culture. Without compromising their policies the school adopts a flexible approach to school rules and procedures; for example, creating a temporary individual timetable to meet a new Traveller pupil's specific needs. Siblings of different ages may be taught together in the same class, and the Head teacher makes sure that the Traveller children have a school uniform.

Gaining the trust of Traveller families requires flexibility over things like punctuality, jewellery and written absence notes. But by taking this approach Chalvedon has become a school Traveller families actively seek out, even when other schools are closer. Travellers have been

integrated into the school without compromise to their identity and the school has gained as a result. The Traveller pupils create cultural diversity in an otherwise homogeneous community and challenge negative stereotypes.

In a Year 8 English class, each pupil was required to give a speech. Danielle decided to talk about Travellers. When her turn came the class listened attentively and asked questions which Danielle answered confidently. Afterwards she said, "I want people to know what we're like and that we're not all wild and that all people are different. I've been called a gyppo a lot by children, but I've never been called names here. The teachers all help me and don't make a thing about the fact I can't read much."

Appendix 5

Good Practice in Working with Community Initiatives (an extract from *Aiming High*, DfES 2003)

St George Community College (now the City Academy) in Bristol organises a range of programmes to engage pupils, their parents and the community in education and learning, by working with five different supplementary schools.

Working with the Amana Foundation, which provides support for Somali children, the school applied for funding to base a Somali supplementary school in the school premises, designed to help children recently arrived in the country and at risk from underachievement and social exclusion.

In addition to a grant from the Supplementary Schools Support Service, the partnership received £8,000 from the Bristol EAZ, and £4,050 from Community at Heart. The Amana Foundation used the grant to pay for additional staffing, utilities and materials at the school.

The project runs at the school for four sessions a week during term time and provides cultural, language and National Curriculum teaching to boys and girls between the ages of 5 and 16. Parents are encouraged to come along on a Saturday to socialise, get involved in their children's education, and to take part in additional activities, such as English language classes for Somali women.

The school supports the project by providing tutors, educational materials and a suitable environment for the sessions as well as carrying out pupil assessments at the beginning and end of the project. The Supplementary Schools Support Service also offered tutors additional training in behaviour management and curriculum development.



Sessions are well attended. 120 pupils are involved in the project, a third of them boys. The projects have helped to engage families and strengthen ties between the school and Somali community as well as building on the value attached to education among the Somali community.

Appendix 6

Good Practice in Raising the Achievement of Looked After Children

The Role of Schools

Schools are responsible for raising the standards of attainment for all children. Many schools already use a variety of approaches to tackle issues to support children in need. They may have policies to counter discrimination and bullying, involve children in the running and management of schools, provide specialist support and training for behaviour management, and variety of other strategies. Schools, however, also need to recognise their special obligation as a Corporate Parent to support children who are Looked After by the local authority utilising an approach that acknowledges, and is sensitive to, the particular obstacles these children often face.

Each school must have a policy for Looked After Children. This may be a separate policy or part of a larger document, it should:

- provide teachers with clear and accurate information
- provide a clear definition of what being “looked after” is in a legal sense
- reflect the school’s aims and ethos
- set out clear and appropriate objectives
- identify the school’s role in establishing, reviewing and contributing to PEPs
- indicate what data is held for LAC and the protocol for sharing information
- outline their admission policy and the arrangements regarding school trips
- outline provision for the induction of new pupils
- set out ways in which the school will ensure that looked after children are not disadvantaged by the curriculum
- identify methods for communication within the school, as well as with the LEA and outside agencies
- clearly set out roles and responsibilities for personnel within the school, especially the role of the designated teacher.

Each school is required to have a designated teacher. This is a nominated member of staff who has responsibility for the needs of children in

public care and promotes their school inclusion. A designated teacher who has sufficient authority is an important resource for the child, carers and parents, social workers, school governors and colleagues.

She/ he serves as an advocate for Looked After Children by accessing both internal and external services, providing pastoral support and ensuring that the school shares and supports high expectations for them.

Each school should also have a named governor with special responsibility for Looked After Children. She/he is required to report on the academic progress of Looked After Children as both a discrete group and in comparison to the whole school population. She/he should also ensure that the school’s policies and procedures ensure equal access for Looked After Children and do not discriminate against them, even discretely.

Appendix 7

Useful Contacts

Avon Consortium on Traveller Education Services (ACTES)

Charborough Rd
Filton

South Gloucestershire
BS34 7RA

Telephone 01454 862620/1

Fax 01454 862619

Email: lyndahowells@southglos.gov.uk

Education of Children Looked After Service (ECLAS)

1B Ambercombe Walk,
Brislington
Bristol, BS14 8AN

Telephone 0117 3773062

Email: pippa-john@bristol-city.gov.uk

Equalities Forums

(Race Forum, Disability Equality Forum, Women’s Forum and Lesbian, Gay and Bi-sexual Forum)

c/o: Equalities Team

Council House

College Green

Bristol

BS1 5TR

Telephone 0117 9222352

Fax 0117 9222392

Email: equalities-team@bristol-city.gov.uk

Equalities and Social Inclusion Team (including Strategic Access Officer)

Scrutiny and Equalities Unit
Council House
College Green
Bristol
BS1 5TR

Telephone 0117 9222352

Fax 0117 9222392

Email: equalities_team@bristol-city.gov.uk

Ethnic Minority and Achievement Service (EMAS)

Bristol Education Centre
Sheridan Rd
Horfield
Bristol
BS7 OPU

Telephone 0117 9031366

Fax 0117 9535396

Email: alison_cameron@bristol-city.gov.uk

Inclusion Co-ordinator

P.O. Box 57
Council House
College Green
Bristol
BS99 7EB

Telephone 0117 9037017

Fax 0117 9037738

Email: ruth_pickersgill@bristol-city.gov.uk

International Development and External Funding

Bristol Education Centre
Sheridan Rd
Horfield
Bristol
BS7 OPU

Telephone 0117 9031380

Fax 0117 9311619

Email: jill_ritchie@bristol-city.gov.uk

Early Years Co-ordinator (Inclusion)

Telephone 0117 9037420

Email: angela_stansbie@bristol-city.gov.uk

Early Years Curriculum Support Teacher (Inclusion)

Telephone 0117 3773203

Email: dominique_robathan@bristol-city.gov.uk

Curriculum Support Teacher (Race Equality)

Telephone 0117 9031270

Email: shashi_mcgregor@bristol-city.gov.uk

Appendix 8

The Children's Manifesto (As published in the *Guardian Newspaper*, Tuesday June 5th 2001)

We, the schoolchildren of Britain, have been given a voice. This is what we say:

The school we'd like is:

- a beautiful school with a glass dome roof to let in the light, uncluttered classrooms and brightly coloured walls
- a comfortable school with sofas and beanbags, cushions on floors, tables that don't scrape our knees, blinds that keep out the sun, and quiet rooms where we can chill out
- a safe school with swipe cards for the school gate, anti-bullying alarms, first aid classes, and some one to talk to about our problems
- a listening school with children on the governing body, class representatives and the chance to vote for teachers
- a flexible school without rigid timetables or exams, without compulsory homework, without a one-size-fits-all curriculum, so we can follow our own interests and spend more time on what we enjoy
- a relevant school where we can learn through experience, experiments and exploration, with trips to historic sites and teachers who have practical experience of what they teach
- a respectful school where we are not treated as empty vessels to be filled information, where teachers treat us as individuals, where children and adults can talk freely to each other, and our opinion matters
- a school without walls so we can go outside to learn, with animals to look after and wild gardens to explore
- a school for everybody with boys and girls from all backgrounds and abilities, with no grading, so we don't compete against each other, but just do our best.

At the school we'd like, we'd have:

- enough pencils and books for each child
- laptops so we could continue our work outside and at home.
- drinking water in every classroom, fountains of soft drinks in the playground.
- school uniforms of trainers, baseball caps and fleece tracksuits for boys and girls.
- clean toilets that lock, with paper and soap, and flushes not chains
- fast-food school dinners and no dinner ladies
- large lockers to store our things.
- a swimming pool

This is what we'd like. It is not an impossible dream.



Keymakers

(An anonymous poem used by Sefton Park Junior School as a discussion point with children)

Some people see a closed door,

And turn away.

Others see a closed door,

Try the knob

If it doesn't open...

They turn away.

Still others see a closed door,

Try the knob,

If it doesn't open,

They find a key,

If the key doesn't fit...

They turn away.

A rare few see a closed door,

Try the knob,

If it doesn't open,

They find a key,

If the key doesn't fit

They make one.

If you need further copies of this document or require it in alternative formats or languages, please contact:

Inclusion Co-ordinator

Department of Education and Lifelong Learning

P.O. Box 57

Council House

College Green

Bristol

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Fax 0117 9037738

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