



A Policy for Educational Inclusion

September 2003



in partnership with CAPITA

Introduction

Children in our schools, between them, speak 190 languages. They have as rich a variety of backgrounds as anywhere in London and have a wide range of special educational needs. To include all our young people in a good education is a top priority. This is a central part of Haringey Council's commitment to improve the life chances of all who live in the borough.

Inclusion is a human rights issue. It requires us to give all our children and young people the right opportunities to:

- enjoy and benefit from an appropriate education
- value each other's contribution
- develop life-long positive attitudes to diversity.

Achieving inclusive education in Haringey is the responsibility of the whole Education Community. It is far-reaching. It will affect the policy and practice of all schools. More importantly it is designed to improve the life chances of all children and young people, especially those who may be disadvantaged or vulnerable.

What is Inclusion?

1. Inclusion is a human rights issue. It seeks to counteract social exclusion and improve social cohesion. Educational inclusion is one aspect of inclusion in society. For Haringey pupils it is concerned with the process whereby the Education Community in Haringey¹ develops and challenges its knowledge, culture, policies, practices, and beliefs so as to include and enable all learners regardless of age, gender, ethnicity, sexual orientation, background, disability and attainment, to benefit fully from what schools can offer them. The process is aspirational and incremental. Educational inclusion is about all pupils being respected, valued and participating as equal members of the community so that effective learning can take place. It relates to all aspects of school life, not just the academic curriculum, so parent/carer evenings, breaktimes, school events and after school activities matter in how they promote the well being of all learners. Inclusion is above all about removing barriers to learning and participation.

Who are the pupils?

2. The range of diversity in Haringey's schools is impressive and is reported on in some detail in the Education Development Plan. Pupils in Haringey schools come from a very wide range of cultural and religious backgrounds and many have additional educational needs resulting from personal circumstances, including those children using English as an additional language, those seeking refuge and asylum, children looked after by the local authority and those with special educational needs and/or disabilities. Many pupils have multiple needs.
3. Educational Inclusion is about all pupils but some groups need specific attention to ensure their inclusion. These groups are:

¹ Defined as the whole Council including Education Services department, schools, governors, Members and all stakeholders

- minority ethnic and faith groups - the largest ethnic minority groups in Haringey being Black African, Black Caribbean and White European, between them making up approximately three-quarters of the school population;
 - Travellers - approximately 350 in Haringey schools;
 - asylum seekers, refugees & pupils newly arrived from overseas - estimated at 5000 or 16% of the school population;
 - those using English as an additional language - estimated to be 50% of Haringey pupils;
 - pupils with behavioural difficulties, those excluded or at risk of disaffection (poor attendance and truancy) and exclusion from school;
 - pupils with a range of special educational needs such as sensory impairment, physical disability and/or learning difficulties - estimated at 28% of the Haringey school population;
 - children in public care - currently in the region of 500 children, less than 2% of the pupil population but relatively high and increasing;
 - gifted and talented pupils from all ethnic groups;
 - other pupils such as those at risk of significant harm; sick children; young carers; children from families under stress; pregnant schoolgirls and teenage mothers.
4. Experiencing success and achieving as high a standard as possible is more challenging for these pupils. The analyses of the performance data nationally and in Haringey support this fact. For these reasons it is important for schools to be aware of who these pupils are so that they can take steps to ensure that they are not at risk of underachievement because they cannot access or benefit from what schools are providing. Schools should seek to identify and change policies, procedures and practices that discriminate against or impede the progress of any of these groups.

What should our vision be?

5. Our vision is three-fold - that the Education Community in Haringey works together to:
- increase the participation in education and raise the achievement levels for all, especially those who do not currently fully benefit from what the Education Community offers;
 - enable the diversity of Haringey to enrich the experience and Education of all children;
 - enable the values and attitudes learnt in school to lay the foundation of a life-long commitment to the understanding and celebration of diversity in Haringey and beyond.

What should our principles be?

6. A set of principles has been developed to guide Haringey Council's development of provision that enables schools to be fully inclusive. All concerned should be aware of the requirements of equal opportunities legislation.

7. Specific action should be taken to respond to all children and young people irrespective of age, gender, ethnicity and physical, mental or emotional needs. They have an entitlement to:

- learn in a safe and secure environment;
- be valued and respected by all staff as equal members of the learning community;
- have their learning needs identified and assessed as early as possible and met promptly;
- have barriers to their inclusion, participation and belonging identified, understood and removed;
- have access to educational experiences that enable them to fulfil their potential as learners and as citizens within the community;
- receive their education in local mainstream schools or Early Years settings wherever possible but, if required, to have access to specialist services or provisions that are flexible and that provide the best opportunities to meet their individual needs, including access to multi-disciplinary services;
- participate in decision making, planning and review of their educational progress;
- benefit from their parents/carers involvement with professionals in the planning and delivery of their provision;
- benefit from regeneration initiatives that counter the negative effects of poverty;
- learn to be responsive to the needs and abilities of others and society as a whole.

What are the responsibilities of the Education Services department?

8. The Education Services department has a responsibility to secure high quality educational provision for all pupils. Through its commitment to this inclusion policy the education department will:

- fully comply with the requirements of the Race Relations (Amendment) Act 2000; the Sex Discrimination Act; Equal Opportunities legislation & guidance; the SEN and Disability Act 2001 and the SEN Code of Practice;
- fulfil its responsibility through all its approaches to service provision, its policies and their implementation to promote the respect, understanding and celebration of Haringey's diversity and beyond and thereby actively promote inclusion;
- promote the equal opportunities of all pupils in Haringey schools and especially for those who may be vulnerable, by supporting schools to identify groups of pupils who are or may be disadvantaged or underachieving in the school system and seek ways of supporting them to attain as highly as possible;
- challenge discrimination and prejudice on the grounds of gender, ethnicity, sexuality, disability, wherever it may arise, including encouraging schools to have effective preventative policies and complaints procedures;
- act on its responsibility to target resources towards supporting pupils with the greatest needs and enabling early intervention with pupils that promotes their attainment and social inclusion;
- support schools to increasingly become more inclusive and challenge them when practice is less than it should be;
- support the development of effective partnerships with parents/carers that emphasise their rights and responsibilities as co-educators and respect their preferences;

- support the development of other aspects of provision in the voluntary sector, for example, supplementary and community based schools, that supports the attainment of pupils;
- work towards self sufficiency in the provision of education for Haringey pupils unless there are exceptional educational implications that justify placement elsewhere;
- provide training for school staff and others to enable them to overcome potential barriers to learning and assessment for individuals and groups of pupils;
- disseminate and facilitate the sharing of best practice in inclusive education;
- take the lead with other agencies to develop a coherent response across the Council and to be innovative in seeking solutions to meet the needs of pupils who may be vulnerable and facilitate access to those services for schools.

What are the implications for and expectations of schools?

9. The National Curriculum places a responsibility on schools to provide a broad and balanced curriculum for all pupils. It sets out three principles that are essential to developing a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to pupils' diverse learning needs;
 - overcoming barriers to learning and assessment for individuals and groups of pupils.

10. According to the Office for Standards in Education (Educational Inclusion Ofsted 2001) "a school cannot be considered effective and to be satisfactorily promoting educational inclusion if:
 - the reasons given for the underachievement, low levels of attendance or disproportionately higher rates of exclusion of any particular group of pupils are not well founded and fails to take effective and appropriate action; it is unwittingly racist in some of its provision;
 - insufficient attention is given to preparing pupils positively for living in a diverse society;
 - the response to incidents of racism, bullying or harassment is inadequate; it fails to promote racial harmony;
 - the rates of attendance generally or of any particular group are unsatisfactory and show no sign of improving;
 - the behaviour generally or of any particular group is unsatisfactory and shows no sign of improving;
 - the rate of excluding pupils shows no signs of reducing".

11. All Haringey schools are expected to be inclusive. An Inclusive school has the following features:
 - a strong and tangible inclusive ethos, led by the headteacher, understood by staff, pupils, parents, governors and the local community in which discrimination is challenged and diversity is celebrated;

- targets for learning set for all pupils, based on their needs and enabling good progress in which all achievements are valued, recognised and celebrated and understood by pupils at an appropriate level;
- a curriculum that reflects the diversity of the UK and especially Haringey and through well planned progressive experiences pupils are prepared to participate confidently in a diverse society across a range of activities;
- a range of initiatives to support that curriculum - for example, extra-curricular activities, study support, mentoring programmes, homework clubs, sanctuary areas and breakfast clubs;
- a system for review and evaluation of inclusive practice in order to achieve continuous improvement;
- links with the local community in order to access the expertise and experiences of parents and others

How does Education Inclusion develop within a multi-agency approach?

12. Educational Inclusion can only be achieved through a range of agencies including the Education Services department and schools working co-operatively in partnership. Much of what needs to be achieved can only be achieved through a high level of interagency and multi-disciplinary work. This will include effective work with partners such as:

- The Local Strategic Partnership
- Learning skills Council
- Health agencies
- Social Services
- Housing department
- Haringey Borough Police & Community Safety Partnerships
- Youth Justice and the Youth Offending Team
- Environmental Services
- Employment services, including Haringey Education Business Partnership
- Community services
- Early years agencies
- Community organisations and individuals
- The private and voluntary sector

13. The aims of this multi-agency work are to:

- ensure that there is clear and effective communication between and across partner agencies and Education Services;
- establish systems that enable all partner agencies to provide support and intervention for each other;
- establish clear and transparent systems for sharing information based on agreed protocols;
- develop greater understanding across agencies of the roles and responsibilities of partners.

How should Education Services monitor, support and challenge practices in school in order to raise standards?

14. Monitoring the quality and effectiveness of inclusion in schools is initially the responsibility of School Governing Bodies. Education Services will monitor through the scrutiny of the following specific aspects of provision.

- ❖ The standards achieved by pupils and the progress they make through analyses of the school profiles of performance, especially in relation to:
 - Gender
 - Ethnicity
 - The effects of mobility
 - Low attainment (2+ levels below age expectations)
 - High attainment (1 + level above national expectations)
 - Value-added (progress)

- ❖ The use of budgets, including specific targeted funding such as the -
 - Delegated budget for SEN
 - Use of devolved funds for supporting pupils from ethnic minorities
 - Funds allocated through Excellence in Cities (EiC)
 - Use of specific grants, for example, regeneration and neighbourhood renewal funds

- ❖ The outcome of the application of the Quality Standards² and the schools' self-evaluation.

- ❖ The implementation of the SEN and Disability Act 2001 and the SEN Code of Practice and compliance with the Race Relations Amendment Act 2000 and its associated guidance

- ❖ The results of a 2 year rolling programme covering all schools, that scrutinises the quality of provision and offers support in relation to provision made for specific groups of pupils, for example, those pupils:
 - in the three ethnic minority target groups: Black African, Black Caribbean and White European
 - identified by the school as having SEN
 - who have SEN statements
 - using English as an additional language
 - newly arrived in the country
 - from Travelling communities
 - looked after by the local authority
 - vulnerable to isolation and/or bullying.

² Quality Standards is a set of standards related to all aspects of school life used by schools for self-evaluation and by the Education Services department to identify strengths and weaknesses in schools' provision.

15. Where the results of monitoring indicate that the practice in a school is less than satisfactory a targeted programme of support and if required, intervention, will take place.

How should we measure and report our progress?

16. The effective implementation of the inclusion policy will be judged on the increased participation in education of vulnerable groups of pupils and by their improved achievement. A successful inclusion policy will result in:

- improved standards and progress for ethnic minority pupils, especially for the three target ethnic minority groups – Black African, Black Caribbean and White European pupils;
- better progress for low-attaining pupils so that fewer pupils attain 2 or more levels below the standard expected for their age;
- greater numbers of pupils achieving higher levels at the end of each key stage;
- better progress for children looked after by the local authority including all to have effective Personal Education Programmes;
- better participation and progress for those children who are Travellers;
- reduction in the number of statements maintained;
- reduction in the number of pupils placed in special schools;
- reduction in the number of pupils placed in schools outside the Borough;
- reduction in the number of pupils attending the Pupil Support Centre, especially at the end of Key Stages 2 and 3;
- increase in the number of pupils re-integrated to mainstream school from the Pupil Support Centre;
- increase in attendance overall and decrease in unauthorised absence;
- fewer permanent and fixed-term exclusions;
- improved feedback from a number of key stakeholder groups, including schools and governors;
- improved evaluation of educational inclusion in Haringey schools in Ofsted inspection reports;
- decrease in the number of racist, sexist and homophobic incidents in schools;
- greater participation in school life by pupils and parents;
- increase in the number of schools awarded Haringey's Inclusion Charter Mark;
- greater numbers of schools fully accessible to disabled children and adults;
- efficient and effective management of resources to support pupils with Special Educational Needs and the achievement of ethnic minority pupils;
- a better reflection of the diversity of the community in the workforce at all levels, including governors.

17. These indicators will be monitored as part of the Education Development Plan (EDP) and therefore, progress with this inclusion policy will be reported annually in the evaluation of the Strategic Management Plan, which includes the Education Development Plan. The evaluation report will show clearly progress in relation to the measures above.

How should we celebrate Inclusion?

18. Inclusive schools in Haringey are to be recognised and celebrated by developing a Haringey 'Charter Mark' or 'Kitemark' to be awarded to schools where specific criteria have been met. These criteria, to be developed with a group of headteachers, will be based initially on the benchmark set out in Haringey's Quality

Standards and will be increasingly linked to other regional and national schemes. The intention is to develop this ready for use in the academic year 2003/4.

19. Participation in the annual National Inclusion Week but in Haringey defining it with a wider base than special educational needs. Inclusion Week enables schools and the wider community to demonstrate their commitment to celebrating diversity.
20. Good practice is to be exchanged between schools in a range of ways including through the Networked Learning Communities to be introduced in Haringey in the spring term 2003.
21. An annual conference focused on improving an aspect of inclusion to be provided in Haringey and increasingly include other London boroughs and beyond.
22. Support to a number of groups and organisations to celebrate and reward the achievements of their children.

Obtaining consensus

23. It is important that the Haringey Education Community, defined earlier as the whole Council including the Education Services department, schools, governors, Members and all stakeholders, are able to 'sign up' to this Inclusion Policy and commit to supporting it through their own work.
24. For these reasons extensive consultation on the final draft of the policy took place during the Summer Term 2003. The results of that consultation are appended to this document and will be made available to the consulted. This final document has taken account of the views collected.
25. The policy will be launched early in the Autumn term 2003 and will be accompanied by revised Quality Standards and school self-evaluation indicators for Inclusion as well as guidance on developing a School Inclusion Policy. This will be supported by a wide professional development programme. Haringey has successfully bid to Ofsted for the licence to deliver an in-depth training programme for Inclusion.

Relevant policies and plan

26. The Inclusion Policy and Strategy relates to a range of other policies, plan and strategies that feed into it. These include -
 - Admission/Attendance Policies
 - Education Development Plan
 - Behaviour Support Plan
 - Asset Management Plan
 - Race Equality Policy
 - Children Looked After Policy (see Guidance on Education of Children in Public Care)
 - SEN Policy and Strategy
 - Child Protection Policy
 - Anti-Discriminating Practices Harassment Policy
 - Anti-bullying Policy

- Traveller Education Plan
- Ethnic Minority Achievement Plan
- Access Plan
- Fair Funding Plan

27. The key legal requirements for this policy are contained in the following Acts -

- School Standards and Framework Act 1998
- Equal Opportunities Act
- The Race Relations (Amendment) Act 2000
- The SEN and Disability Act 2001 (Part 2)
- The Children Act 1989.