

An inclusive classroom: how to meet the needs of all your children

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www.britishcouncil.org/connectingclassrooms





## Inclusion

Included in what?





1.2.	Type of Education	Percentage in the Population.	
- I below	Ineducable idiots; occupation centres.		
50 and below 50-70 70-85	Mentally-defective pupils; special schools.  Dull and backward pupils; special second-	1	
70-85	ary-school education.	10	
85-115	Normal pupils; secondary-school educa-	76	
115-130	Bright pupils; grammar or technical second- ary-school education.	10	
130-150	Very bright pupils; grammar secondary- school education.	2	
and above	Exceptional pupils; grammar secondary- school education, ultimately university	0.2	

LEARNING AND TEACHING An Introduction to Psychology and Education A.G.HUGHES AND E.H.HUGHES



1964: Carwarden House Community School opens – a school for the educationally sub-normal





## **Carwarden House Community School**

- Special school in Camberley, Surrey (35 miles from London)
- ▲ 128 students (average = 100)
- ▲ 11 to 19 years of age
- ▲ 35% entitled to free school meals (cf 5% locally and 14.3% nationally)
- → 50/50 gender split (cf 75/25 nationally)

- **▲** 100% went to a mainstream primary school
- c.20% have been to a mainstream secondary school
- ★ Winner of the TES Best Independent/State partnership with Wellington College





- They will die at least 15 years younger than you.
- They are twice as likely to be bullied at primary school.
- They are nine times more likely to receive a fixed-term exclusion from school.
- They are nine times more likely to receive a permanent exclusion from school.
- They are seven times less likely to work than you.
- If they do work, it will probably be part-time. It will probably be poorly paid.
- They are twice as likely to live in poverty as you.
- They are over four times more likely to have mental health problems as a child.
- They are more likely to have children with their own learning difficulties.
- They are at least three times more likely to end up in prison.



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## Study: inclusion of special needs children on the upswing in German schools

The number of children with special needs in inclusive schools has reached its highest level ever, a new study has found. However, there is a great disparity between Germany's federal states.







Age	Nursery		Infant		Junior		Secondary		
	Primary						Se	Secondary	
	All through								
	First			Middle		Upper			
Faith	C of E	R	С	Muslim	Hindu	Jew	/ish	Sikh	
Gender	Boys				Girls				
	Mixed								
Selective	Secondary modern							Grammar	
	Comprehensive								





With so much segregation, why are we worried about inclusion?

Most segregation is considered to be a positive choice. The presence or absence of one child is not considered to disadvantage others.

Hauptschule Realschule Mittelschule

Gesamtschule Gymnasium





## Common concerns about inclusion:

Segregating the child deprives them of some of their rights

Not possible to teach a wide range of abilities, needs in one class

Teacher skill and confidence

Teacher workload

Presence of one/some deemed to disadvantage others





## Common concerns about inclusion:

Perceived risk to school performance measure(s)

Concerns from parents of the child and/or other children

Behaviour

Cost





#### **Key research:**

- 1) Inclusion and pupil achievement Dyson et al (2004)
- 2) The relationship between speech, language and communication needs (SLCN) and behavioural, emotional and social difficulties (BESD) Lindsay and Dockerell (2012)
- 3) "It might be best of you looked elsewhere" An investigation into the schools admission process
  Children's Commissioner for England (2014)
- 4) Twelve outstanding special schools excelling through inclusion Ofsted (2009)

## RESEARCH

## **Inclusion and Pupil Achievement**

Alan Dyson, Peter Farrell, Filiz Polat and Graeme Hutcheson University of Manchester and Frances Gallannaugh, University of Newcastle





- Local authority level: no evidence of a relationship between attainment and levels of inclusion (reflected in the proportion of pupils educated in mainstream schools).
- School level: a 'very small and negative statistical relationship' between the school's level of inclusion and the attainment of its pupils. Unlikely to be causal.
- A positive view of inclusion from teachers and pupils, who observed the positive effects on the wider achievements of all pupils.
- They note that their findings are in line with the international research evidence. Most studies find few if any negative impacts of inclusion on the attainments and achievements of pupils without SEN.











Identifying barriers to learning



Dyslexia

**Cognition & Learning** 

Four Key Areas of SEN

Hearing Impairment

**Sensory & Physical** 

Visual Impairment

Dyscalculia

Attachment Disorders

Social, Emotional & Mental Health

Autistic Spectrum Disorders

Communication & Interaction

Speech, Language and Communication Needs

OCD





## Speech, language and communication needs (SLCN)

Lindsay and Dockerell (2012) found that children with SLCN needs are 35 – 50% more likely to have behavioural, emotional and social difficulties.

Can be related to the large amounts of verbal information present and/or frustrations with speaking and listening.





"Doing well is always more desirable than not doing well, so when a child is not doing well, it is likely that their environment is demanding skills they are lagging."

Joe Bower





All behaviour is purposive. All behaviour is the right behaviour.

Negative behaviour communicates an unmet need.

"When I hear about interventions for people with autism, I read "Let's make them more like us""

Behaviours that we may consider challenging/unacceptable/ difficult may be none of those things to a child. They may be absolutely necessary, such as stimming.







Staff expertise





- Assessment and progression (what does good progress look like?)
- Therapeutic support (SALT, OT)
- Promotion of independence





## Key considerations:

- How much time does the child spend being taught by a member of support staff?
- How much time does the child spend being taught by the teacher?
- How much time does the child spend out of the classroom?
- Is a dependency developing between this child and adult(s)?





Working with parents





### **Parents**

"Your child is currently running across the playground with no clothes on."

Consider those outcomes again with the parent in mind and think 'behaviour and unmet needs' if you've thought them pushy.





### **Parents**

Consider inadvertent use of language that may imply barriers to entry

"We're a high-achieving / academic school."

"We've never had a child with [insert need/diagnosis/syndrome] before."





Differentiation

"Differentiation doesn't exist. I pitch my lessons at the top level of ability and expect students to rise to meet that expectation."





## Differentiation is effective when:

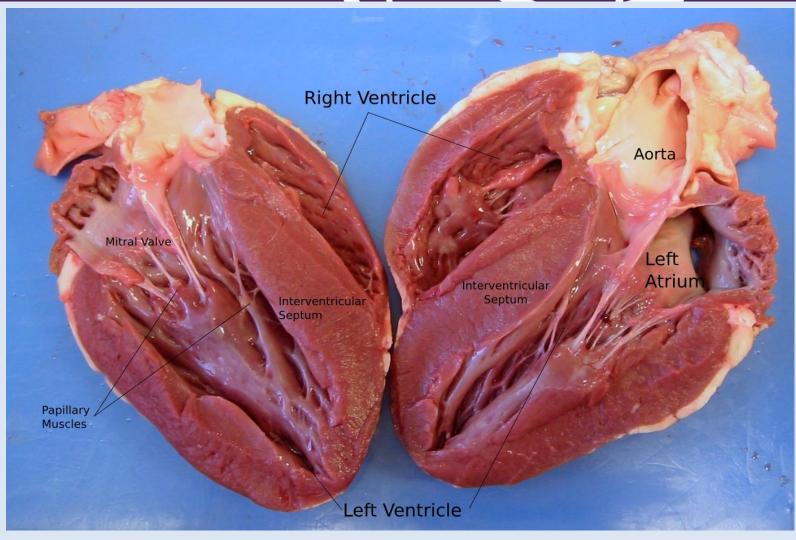
- children are studying the same topic, theme or subject;
- work is appropriate to the individual's level of attainment.

## Differentiation is ineffective when:

- work is perceived to be too hard, so we resort to default activities that have nothing to do with the rest of the class.











### **Inclusion or entitlement?**

At Carwarden House we focus on:

- what our students lives might be like when they're 25;
- doing whatever it takes for students to live and work independently;
- providing everything to which that child is **entitled** without isolating them from their peers.





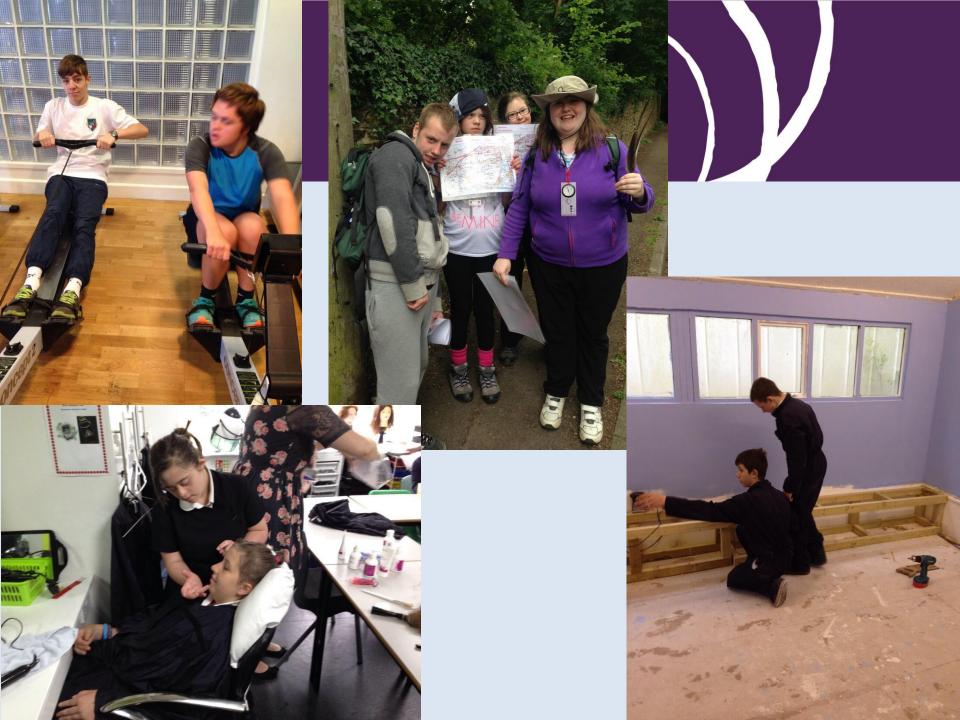






































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