Social Inclusion – What could possibly go wrong?

Di Greaves
Greenacre
Well....
Greenacre - A school that is at the forefront of Social Inclusion

seeing ‘children’ not ‘disability’
How (and why) we embarked on this journey...
Basically, it was a tale of two halves. On the one hand...

...a bit of spontaneity & natural migration.
...together with a grand master plan underpinned by research

Schools learning from their best
The Within School Variation (WSV) project

Professor David Reynolds
But at Greenacre in 2002, variety wasn’t the spice of life...

- There were no systems to ‘buddy’ the less good with the better.

- The exceptional were so far in advance of the remainder of the staff that imitation was unachievable!
But there was hope...

- From slim pickings we became a coaching school

BUT

...there were many casualties along the way – more than half of the school’s 17 teachers stopped being the school’s teachers!
With every teacher in school becoming a coach and all experiencing what it was like to be coached, an opportunity emerged!

If teachers were now working together, why weren’t children doing the same?
ICE (Inclusive Children’s Education)

Researchers from Sheffield University visited and noted best (and worst practice!) and encouraged key staff to explore the way that children were learning from each other.

As a school we began to unpick the range of models of disability and came to a decision...
Rather than…the Medical Model of Disability

The individual problem often poses real difficulties but they are not the main problems.

Traditional view:
- Disability is caused by impairment.
- Focus of the medical profession: alleviation of the effect, not the impairment.

Instead, consider the broader context of impairments and chronic illness, which often pose real difficulties and are not the main problems.
We looked instead at...
Our Key Challenge

For our staff to give up the idea that disability was a medical problem requiring treatment, and to understand instead that it is a problem of exclusion from ordinary life.
So what did this mean for the organisation of Greenacre School?

...radical change and upheaval!
But there were barriers

- 157 students
- Ratty old school building with many leaks and small classrooms – collaboration in the hall was all we could manage
Add into the mix...plans for a new school build..

So, if you are having unavoidable upheaval you might as well make the most of it...
2013

- After much blood, sweat and tears we moved into our fabulous new school building
- Massive classrooms, wonderful facilities
- From 157 to 202 children
- Many new staff
- We had practised collaboration in the hall but now it was reality
- A £16 million new-build based on the research/fun/risk-taking of a handful of forward thinking teachers and a Headteacher that had (blind!) faith in us!
Organisational Change - We moved from this in 2002...

- PMLD classes
- ASD classes
- SLD classes (all the young people who didn’t fit into either of the other categories!)

Children labelled according to disability...very neat!
Where learning was structured around

- Whole class input
- One size fits all
- Challenge?
- Sophistication?
So you get a feel, the Y2/3/4 class in 2002 comprised of:

- 10 learners
- 1 CN verbal  2 CN non-verbal
- 6 SLD verbal  1 SLD non-verbal - 3 challenging behaviour

In old money - P4 - P8
2002
To today...

Greenacre School looks very different...
It’s a revolutionary idea...
Children are in classes alongside peers of the same age...(who’d have thought it!)
...irrespective of their disability!
This is our current Y2/3/4 class...

<table>
<thead>
<tr>
<th>Category</th>
<th>Verbal</th>
<th>Non-verbal</th>
<th>Challenging Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMLD</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SLD</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ASD</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>CN</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In old money - Pii to NC Level 1
What this means...

A logistical, timetabling nightmare!!!

Interventions

Swimming

SaLT

Physio

20:20:20

VI/Hi

SEMH

A logistical, timetabling nightmare!!!
Personalisation writ large!
Peer to peer support inherent in all aspects of learning

Bespoke curriculums, where children learn from children
All interventions (C & I/SaLT/physio etc) delivered in a way that enables more able learners to support their friends whose needs are complex.
Young people facilitating the learning for their more complex friends
Peer mentors making a difference
So, we’ve made it... or have we!

- We creatively rode the storm of fitting 331 learners into a space designed for 202
- Two Outstanding Ofsted judgements

**BUT**, what about the...

- Increasing complexity of children
- External factors/cultural shift – Funding!

The learning continues...
A school that strives to ensure that barriers to participation are removed.
Over to you...