



Inklusion in Großbritannien – Blick auf erfolgreiche inklusive Schulen in London. Vorbilder auch für Deutschland?



ResonanzRaum R²
Regeltreffen für Evangelische Schulen
in inklusiver Transformation / 01.09.2022

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Was Sie erwartet...

- 1. Teil: Rahmenbedingungen schulischer Inklusion in England
- 2. Teil: 5 Zutaten für erfolgreiche schulische Inklusion in England
- 3. Teil: Einblicke in zwei Schulen in London (https://inklusioninsights.com/)



British School System

Das Schulsystem in England ist ein GESAMTSCHULSYSTEM.

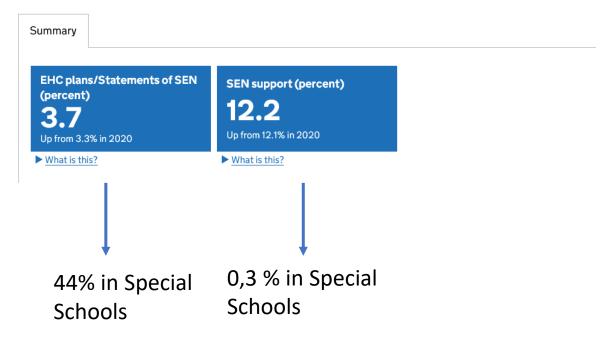
"You have to accept that you are a teacher for EVERYONE…" (Lehrer der Kensington Primary School)

Age	Year Group	Key Stage				
3 - 4	Nursery	Early Years				
4 - 5	Reception					
5 - 6	Year 1	Key Stage 1				
6 - 7	Year 2					
7 - 8	Year 3	Key Stage 2				
8 - 9	Year 4					
9 - 10	Year 5					
10 - 11	Year 6					
11 - 12	Year 7	Key Stage 3				
12 - 13	Year 8					
13 - 14	Year 9					
14 - 15	Year 10	Key Stage 4				
15 - 16	Year 11					
16 - 17	Year 12	Key Stage 5				
17 - 18	Year 13					
18+						



Special Educational Needs in England

Headline facts and figures - 2020/21





Reasonable adjustments / Angemessene Vorkehrungen

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010.

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

Es ist gesetzeswidrig, Kinder abzulehnen.

Es ist gesetzeswidrig, keine angemessenen Vorkehrungen zu treffen.

9 von 10 Klagen werden zugunsten der Eltern entschieden.













Special Educational Needs Coordinator (SENCO)

A Special Educational Needs Coordinator (SENCO) is an experienced qualified teacher who is responsible for special educational needs provision in school. Every school in the UK is obliged to employ a SENCO as they ensure all students with learning disabilities are well equipped to obtain the right help and support they need at school.

- National Award for SEN Co-ordination (normally masters-level and 60 credit points)
- The SEND Code of Practice provides statutory guidance on duties, policies and procedure
- SENCO-Networks organized by the authority in very Borough in London





Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015



Teaching Assistants sind an den Schulen angestellt und Teil des Teaching Teams In this role you may:

- prepare learning materials under the supervision of the teacher
- work inside or outside the classroom with individuals or groups
- adapt support according to needs
- look after children's physical, social and emotional welfare
- create a stimulating environment
- give information and help to teachers
- keep records and attend review meetings
- work with professionals such as speech and language therapists and physiotherapists
- provide a safe and healthy environment and follow safeguarding procedures



Welche Unterschiede und welche Gemeinsamkeiten sehen Sie im Vergleich Deutschland und England?



ALL SCHOOLS ARE DIVERS – SOME ARE INCLUSIVE.

5 INGREDIENTS FOR SUCCESS.



Successfully inclusive schools – ingredient 1: committed leadership



In jeder der herausragenden inklusiven Schulen stehen die Schulleitung und das Schulleitungsteam bedingungslos hinter dem Gedanken, dass jedes Kind an der Schule willkommen ist – und schaffen Strukturen, die dies ermöglichen.



Successfully inclusive schools – ingredient 2: staff diversity reflects pupil diversity















Year 4

Samra Malik	Class Teacher - Y4M
Zabina Riaz	Class Teacher - Y4R
Tabassum Patel	Class Teacher - Y4P
Tara Bhambra	Higher Level Teaching Assistant
Nalini Sureskumar	1:1 Teaching Assistant
Suraia Akter	1:1 Teaching Assistant
Joanne Harris	1:1 Teaching Assistant (Wed-Fri)

Photos: http://www.woodhillschool.co.uk/

Successfully inclusive schools — ingredient 3: trust in teaching staff













Every outstanding inclusive school I know did the following:

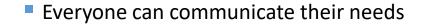
- As less bureaucracy and documentation as possible
- As much time with the kids as possible
- As less marking as possible
- As less control through leadership as possible
- As much support through leadership and teaching staff collaboration as possible
- As much staff wellbeing activities as possible

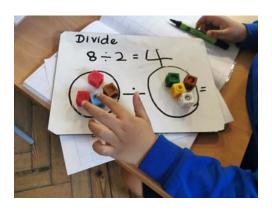
Photos

Successfully inclusive schools – ingredient 4: differentiation **IU** and community



Up to 5 different learning levels in one session









Photos:

https://www.kensington.newham.sch.uk/gallery/?pid=0&gcatid =1&albumid=5#lg=1&slide=18 and private



Was halten Sie von diesen "Zutaten" für erfolgreiche Inklusion?



Monega Primary School



Wave 3 Additional highly personalised interventions Wave 2 Additional interventions to enable children to work at age-related expectations or above Wave1 Inclusive quality first teaching for all

Special Needs Waves of Intervention Model

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom.

This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level.

Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

Wave I:
Quality first teaching
in the classroom.
Supported by SEND CoP
Scaffolding, Variation,
visuals etc

Wave 2: Interventions such as Maths, Phonics, Precision teaching.



Wave 3: Adult support, IEP, interventions, parent review meetings, EHCP plans.

This is our weekly time table of interventions.

We currently run:

- sensory integration
- Language programmes
- Jewellery therapy
- Lego therapy
- Attention Autism
- Life skills
- Language Enrichment Group
- Cookery group
- SEND PE
- SEND Music
- Sensory stories
- Disco therapy

Each child is matched to the most developmentally appropriate intervention and these are on their bespoke time table found on their black clipboard and Google Drive.

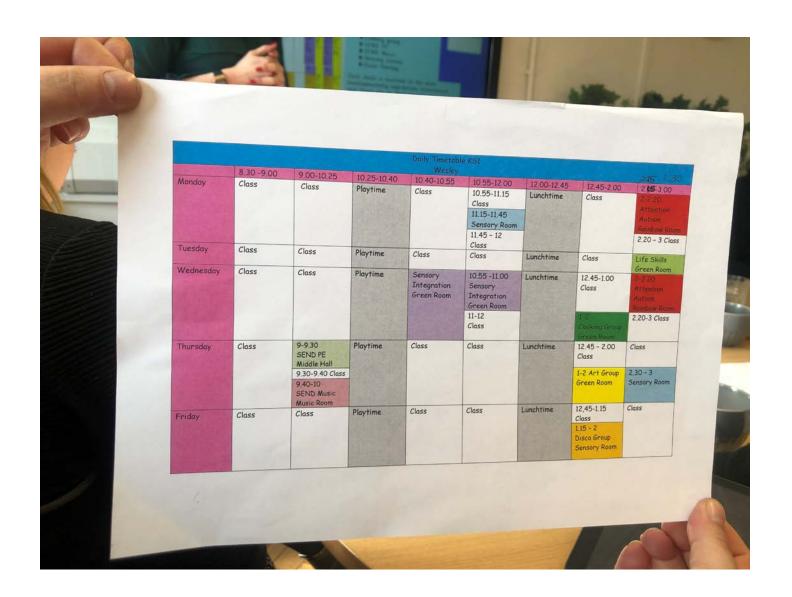




Schulen können externe Dienstleitungen hinzukaufen, zudem führe Teaching Assistants manche Interventionen durch.

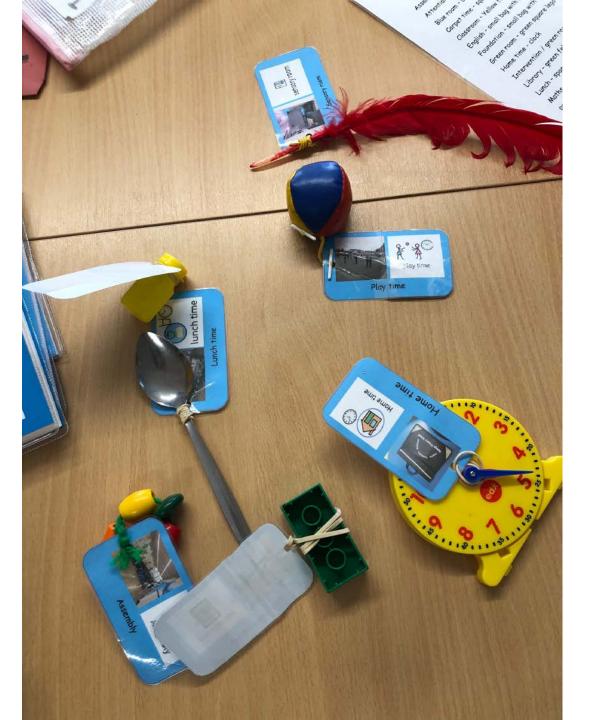
So viel im Klassenzimmer wie möglich, so wenige Interventionen wie möglich.















Weekly Outcome Records
Date 071 021 22 - 11102/22

Name Nahian

Monday 07/02/22	Nation settled in well this morning after his holiday. Enjoyed the sensing Julegration Sestion—choice enishin cards and water play: Sat very well at the table and ate a chack, tried to ind complete a thomas puzzle, focused while ind looking at two books, 'me owed' when he saw a cat and growhed when he saw a cat and growhed when he saw a fact with support number variance and stick with support number variance and stick with support number
P. M.	When he saw a fact with support number wahian cut and dick with support number and he made a clock.
Tuesday	Nahian completed his finger painting for one more, was not happy, does not tike paint on fingers Quite vocal, moaning, wasted a snack. Indiverbally said "4" and smiled.
'ednesday	

N O P Q R S T U V W X Y Z AA AB MAPP Learning Cameron. Intentions Individual Progress Record 1 0 dd/mm/yyyy Assessment of Learning To respond to objects of reference Months Total Gain Lateral Progress Intention for transitional purposes 0 Baseline (ALP) 1 Current= Status Independence Gain (0-9) 0 Fluency Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale 1 Assessment of Learning To mark-make using a range of media 0 dd/mm/yyyy Months Lateral Progress Intention 0 Baseline Total Gain (ALP) Status Current= Gain (0-9) 0 Fluency Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale Assessment of Learning To count, order and recognise numbers from 1 – 10 0 dd/mm/yyyy Lateral Progress Intention Total Gain 0 Baseline (ALP) Status Current= Independence Gain (0-9) 0 Fluency Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale Assessment of Learning To engage in an adult led activity 0 dd/mm/yyyy Lateral Progress Intention for 10 minutes Total Gain 0 Baseline (ALP) Status Current= Independence Gain (0-9) 0 Fluency Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale Assessment of Learning To take off his coat and put on his coat 0 dd/mm/yyyy Months Lateral Progress Intention Total Gain 0 Baseline (ALP) Status Current= Gain (0-9 Fluency Ь Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale Assessment of Learning To turn take with his peers 0 dd/mm/yyyy Lateral Progress Intention Total Gain 0 Baseline (ALP) Status Current= Independence Gain (0-9) 0 Fluency Gain(0-9) 0 Maintenance Gain (0-9) 0 Generalisation Gain (0-9) 0 ALP Scale





- Lowest living income in London
- 57% Free School Meal (16% national)
- 11% of adults with higher education
- 70% speak English as an additional language.
- One of the highest for pupils with complex needs nationally





Mayflower Primary School, Tower Hamlets



THE SUNDAY TIMES
SCHOOLS
GUIDE
2021

STATE PRIMARY SCHOOL OF THE YEAR



THE TOP 250 STATE PRIMARY SCHOOLS IN ENGLAND

Schools are ranked by the aggregated average scaled scores achieved by children in reading, grammar and maths from Sats taken in 2019. Where scores are tied, the number of pupils achieving these results is used as a separator

RANK	2019RANK		TOWN	READING	GRAMMAR	MATHS	MGGSCORE	PUPILS SITTING TESTS	RANK 2019RANK		TOWN	READING	GRAMMAR	MATHS	AGG SCORE
1	1	Mayflower Primary School	London, E14	114	118	114	346	50	125= 212=	St James' RC Primary School, Petts Wood	Orpington	110	114	110	334
2	2	St Antony's RC Primary School, Forest Gate	London, E7	114	117	114	345	62	125= 155=	The Gateway Primary Academy	Dartford	110	114	110	334
3	26	2= The Russell School	Rickmansworth	115	115	115	345	30	128= 76	Beaumont Primary School	Purley	110	114	110	334
4	24	Hampden Gumey C of E Primary School	London, WI	114	114	115	343	27	128=	High Beeches Primary School	Harpenden	110	113	111	334
5	4	St Stephen's School, East Ham	London, E6	112	117	113	342	59	128=	Holmleigh Primary School	London, N16	111	112	111	334
6	49	Beyington Primary School	London, WID	113	117	112	342	44	128= 84-	St Alban's RC Primary School	East Molesey	111	113	110	334
7		St Thomas A Becket RC Primary School, London	London, SE2	114	116	112	342	29	128=	St Anne's Primary School	Manchester, M34	111	113	110	334
8	15	Fox Primary School	London, W8	114	115	112	341	42	128=	St Anthony's RC Primary School	Leamington Spa	110	114	110	334
9-	12	Courtland School	London, NW7	112	116	113	341	30	134=	Bishop Martin C of E Primary School, Woolton	Liverpool, L25	110	111	113	334
9=	- 8	St Anne's RC Primary School. Streetly	Sutton Coldfield	113	116	112	341	30	134= 312=	St Augustine's RC Primary School	London, W6	111	115	108	334



Heba Al-Jayoosi, Assistant Head (Inclusion):

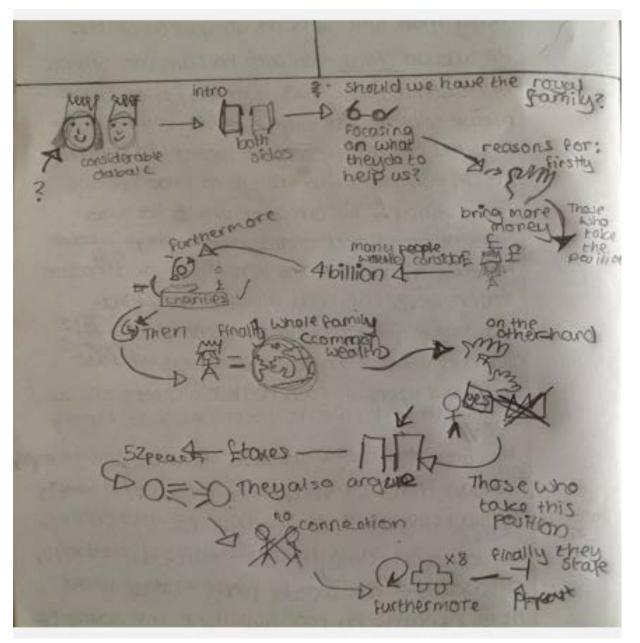
- "Do less, and do it well."
- "Inclusion is what is meaningful for the child."
- "Inclusion by design." (Let them run...)
- "Everything we implement has to be evidence based."



- Storytelling & Creativity
- 48 Stories from Reception to end of Primary School
- "It should be loud in the classrooms!"



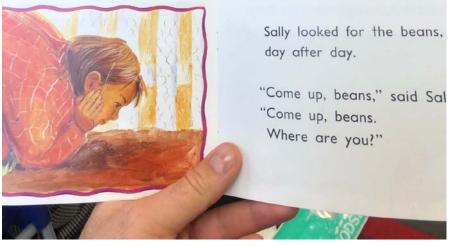




Daily Supported Reading

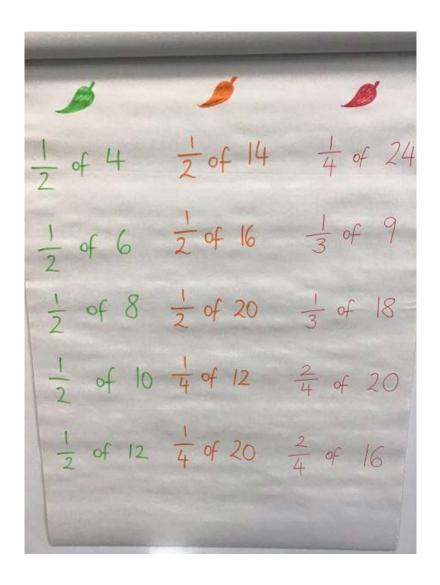








- Mixed Ability Grouping (Lernpartner:innen wechseln alle 1-2 Wochen)
- Curriculum flexibility: "Someday I'll do English all day."



No Marking Policy

- •Immediate oral feedback
- •Gathering intelligence (during and after lesson)



Making best use of professionals

- Speech and Language Therapy direct and small groups
- Occupational Therapy
- Reading Recovery
- Play therapy
- Outreach teachers, educational psychology
- School social worker-family support

Can we all join in?



Flexible Seating at Mayflower Primary School





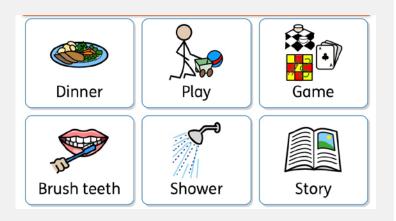


Flexible Seating at Mayflower Primary

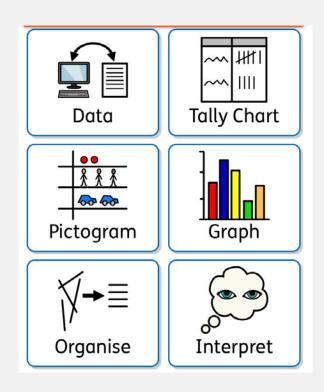
School,







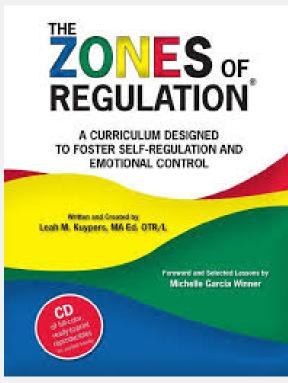




WIDGET ONLINE

TEACHING SELF REGULATION





Successfully inclusive schools are rated "outstanding" by ofsted



COME TO LONDON AND VISIT THESE SCHOOLS!

https://inklusioninsights.com/





THANK YOU FOR YOUR ATTENTION

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Special Educational Needs in England

Figure B: Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a statement or EHC plan) in state-funded primary, secondary and special schools England, January 2018

