

# New Shape for Learning – A vision of Inclusion

## Our Vision

In Kirklees we believe that inclusion is “a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community”.

Inclusion is far more than just about the location of a child’s educational placement. Inclusion is about engendering a sense of community and belonging and encouraging mainstream and specialist centres for learning where partners come together to support each other and children and young people with additional needs.

The contribution that every child and young person can make to Kirklees is valued and their diversity of culture, religion and intellectual style is celebrated.

## Our Commitments

We will continue to develop partnership approaches, transparent systems of decision-making, greater accountability and a wide range of quality provision serving local needs. We make the following commitments to improve outcomes for children and young people:

- continuing development of inclusive education, so that our services and education settings successfully address a broader range of needs
- regular reviews of the appropriateness of Kirklees’ provision for those with special or additional educational needs
- increasing the participation of children and young people and their parents in all aspects of the life of local schools and settings and the direction of policy
- valuing the diverse characteristics of our children and young people, so that these are regarded positively
- appropriately high expectations for children and young people with special or additional educational needs, so as to prepare them to make a positive contribution and achieve economic well-being – in particular, raising the attainments of the lower achieving 20% of our children and young people
- informed decision-making, based on secure evidence and working to reduce bureaucracy
- continuing a focus on ethical considerations related to values and social justice
- monitor the ways in which schools provide for children and young people with special or additional educational needs.

## Principles

- Normally children and young people will be able to attend their successful local centre for learning and be supported with their friends and peers
- Children and young people will be able to access and benefit from additional targeted or specialist support when required. This will be through centres for learning or a service in their area
- The voice of parents and carers will be strengthened and championed
- There will be increased opportunities for the participation of children and young people across the range and quality of provision, including consultation and planning services
- The Local Authority will work with Early Years Settings and Centres for Learning to ensure that staff have the necessary skills, expertise and resources to meet need.
- The Local Authority will work together with Centres for Learning to ensure that specialist provision (resourced provisions, special schools, pupil referral units) are developed as centres of excellence delivering an excellent specialist service.

A guiding principle for Kirklees is that inclusion in education is one aspect of inclusion in society.

It is the process by which we develop policies, practices and facilities to include all learners in appropriate settings that are as close to home as possible.

An educationally and socially inclusive setting is one where all children and young people are helped to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Where barriers to learning exist, children, young people and their families and carers are supported to attend school every day, behave well and engage with learning in order to become good citizens.

All learners and staff in all settings, accept, value, understand and support others who may have additional needs or disabilities.

## Our beliefs

We believe that:

- true equality is about treating people differently according to their own individual needs
- parents, children and young people are entitled to a broad and balanced curriculum, which includes the National Curriculum and provides educational experiences of a high quality – this entitlement is common to all children and young people
- all children and young people are entitled to enjoyable and productive group experiences within the education setting so as to raise their attainments and self-esteem
- the achievements of children and young people with special or additional educational needs – in common with those of all children and young people - must be recognised, regarded positively, encouraged and accredited.

## Children and young people with additional needs

This is the wide spectrum of children and young people who need additional support for a variety of reasons. They could be gifted and talented, looked after, young carers, children from minority ethnic backgrounds, as well as children with special education needs such as physical disabilities, learning disability, children and young people who are anxious non-attenders and those who need help with their behaviour, social and emotional difficulties.

## Looked After Children

Kirklees Council takes our responsibilities as corporate parents very seriously. We are determined to help looked after children and young people do as well as they can to attain and achieve. Centres for Learning will prioritise their needs and provide support to ensure they have the best possible life chances through a variety of extended learning opportunities.

## Special Educational Needs

For children and young people with special educational needs there will be:

- Pro-active involvement of disabled adults and young people, parents and professionals in the creation and development of schools for the future
- Inclusive Centres for Learning that go beyond their statutory responsibilities towards disabled people
- Multi-agency support that is easily accessible
- Special Centres for Learning that will provide the educational offer to those with the greatest needs and support Centres for Learning to provide excellent support
- Accessible and flexible environments able to meet the full range of needs of disabled adults and children not limited by minimum Disability Discrimination Act standards
- Specialist provision co-located on mainstream sites wherever possible
- Disabled children being educated within their local community
- All Centres for Learning having access to specialist provision
- Centres for Learning with skilled staff to meet the full range of needs
- Inclusive school partnerships that are able to meet the needs of children and young people with behavioural, emotional and social difficulties.

## Community Cohesion

We are committed with our partners to achieving a more cohesive society where everyone has a sense of belonging to their community, values the diversity of people's backgrounds and feels that Kirklees is a fair, welcoming and enjoyable place to live and work. The 2007 Institute of Community Cohesion review of community cohesion in Kirklees reminded us that there are divided communities and inequalities in Kirklees and what we need to do to overcome these barriers and improve cohesion. Using Schools for the Future to promote community cohesion and encourage a more mixed intake of pupils were key recommendations.

As we create excellent local schools for communities, we will ensure that children and young people from different backgrounds have opportunities to experience and appreciate the diversity in our communities. We will achieve this through: the use of the formal curriculum; collaboration and joint working between schools to deliver the widest possible range of learning opportunities; involvement of community organisations and individuals of different faiths; and activities such as twinning schools in different communities.

## Ethnic Minority Achievement

- Environments that truly reflective of the communities they serve
- Staff teams that reflect the communities they serve and are able to communicate in the range of languages
- Staff skilled to meet the full range of needs of black and minority ethnic children and young people
- Centres for Learning which actively promote racial equality and community cohesion
- Welcoming environments which have clear signposting accessible to all
- Centres for Learning which work with black and minority ethnic children and young people, their families and communities to identify and remove barriers to achievement and success
- Centres for Learning that are focused on the outcomes for black and other minority ethnic children and young people and evaluate our effectiveness against these outcomes.

### **Anti-bullying**

- Bullying is a priority issue for Kirklees. We have made a commitment to reduce the incidence of bullying and harassment and to ensure children and young people receive support if they become victims. We also need to support the perpetrators to understand the consequences of their behaviour.
- We are committed to fostering and promoting anti-bullying cultures in all our Centres for Learning to make sure children and young people feel safe.

### **ICT**

- Our Learning Platform will provide online access to a full curriculum entitlement, a broader choice of options and improved learning support for all learners
- Greater use of ICT for personalised learning will facilitate a wider range of learning styles and activities, more targeted to individual preferences, to improve the motivation of learners
- Our plans will improve provision for vulnerable and under-achieving groups of pupils through personalised e-learning, including those not in school (such as anxious non-attendees, excluded children, children in hospital, house-bound adults and children on extended holidays)
- Our ambition for personal access to the internet for all teachers and learners will help to close the 'Digital Divide'
- Assistive technologies will be used appropriately to help remove some barriers to learning for learners with specific types of additional need
- ICT enables access to a wide range of online communities and special interest groups offering support to those with specific types of additional need and their families

### **Resources for learning**

- Flexible Learning spaces will be developed to better meet the varied needs of all learners, importantly those with special and additional needs.
- There will be spaces for multi-disciplinary delivery of services, including small rooms and group spaces.