

Including Minorities – Including Everybody East Renfrewshire Roadshow June 2003



June 2003

SCHOOL Kirkhill Primary School, East Renfrewshire
FOCUS Inclusion vs integration

Can you briefly describe any initiatives or projects in place that illustrate the focus of an "Inclusive School"?

We don't consider Inclusion to be a project or initiative. We see it more as a fundamental aim of the school which permeates everything we do and everything we strive towards. It is essentially about improving ethos and changing attitudes.

To this end we have undertaken staff development in learning and teaching styles and put great emphasis on celebrating success.

Good practice is shared and there is an emphasis on equality.

How is this initiative being monitored and evaluated?

Everyone in the school has a responsibility for ensuring that the aims are met. Pupils, staff and parents are fully involved in the ongoing implementation. Senior management use a wide range of monitoring tools including the analysis of data collected from records (eg reporting of racist incidents, IEPs, benchmarking, standardised test results etc) to measure success and inform next steps.

What are some of the biggest challenges faced by teachers and young people or members of your organisation, in implementing the initiatives or projects?

Finding a mutually convenient time for effective consultation to take place with everyone who is involved.

The cost implications of cover for staff to attend meetings.

Supporting teachers and support staff who are in agreement with the principle of Inclusion but are afraid of failure.

Reaching the wider community and involving them in the process.

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What has worked well?

- ✓ Being flexible
- ✓ Involving parents fully and meaningfully
- ✓ Building on pupils' strengths
- ✓ Not focussing on pupils' **Disabilities /Differences/ Difficulties** - (Deficit model !)
- ✓ Celebrating success – however small
- ✓ Team working
- ✓ Support from experienced staff in neighbouring special school and special unit
- ✓ The positive knock – on effect on the whole school – raised self – esteem, ethos of achievement and raised attainment.

What did not work & lessons learned?

- ✓ Lack of preparation
- ✓ Proper, planned induction of pupils with SEN involving all agencies is essential to prevent misunderstandings and to ensure that the child's needs are fully met.
- ✓ Using the **Deficit** model:
Put the child at the centre – build on strengths, raise self- esteem through success and then tackle the development needs. Don't let the “**D**” factor cloud the child's **real** needs.

Future plans?

Introduce the issue of Inclusion into the curriculum to challenge attitudes of children and address citizenship issues.

Find ways of reaching the wider community.

Continue to develop practices to meet the needs of a changing society



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