

Can inclusive schools be effective in raising attainment?

April 2003



SCHOOL



Lochend Community High School, Glasgow

FOCUS



Meeting the needs of challenging pupils within current funding/resources.

Initiatives or projects in place that illustrate how an inclusive school can be effective in raising attainment

- 1) Training of teaching staff – to enhance classroom skills as well as coping with differing behaviours.
- 2) Whole school support – focused via an inter-agency JAT which meets twice a week. Specific group works; individual pupil plans/ targets eg PLP, EIP, Educ. Care Plan etc in place. Guidance; Behaviour Support and Support for Learning working as a strong team. Development of a Pupil Support Centre at 2 levels.

How these initiatives are being monitored and evaluated

- a) PT Behaviour Support and committee monitoring the training of staff.
Staff feedback re dynamics within their classrooms.
Statistical feedback re referrals etc. SMT monitoring and evaluation.
- b) Statistical analysis re:
 - ✓ reduction in exclusions
 - ✓ Reduction in referrals to Reporter
 - ✓ Increased attendance
 - ✓ Wider curriculum choice with certification
 - ✓ Staff feedback
 - ✓ Pupil feedback - parental responses

CONTACT INFORMATION

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

For staff

require time for training
require time for liaising with other agency members
lack of specialised resources /funds

For school

acceptance by young people and families to co-operate.
Communication.

Any materials the school is willing to share?

Not for sale – but, school will share written documentation it may have eg policies and procedures.

What has worked well?

Staff have made genuine attempts to work as a team and enable the school to become inclusive but we feel we need further support from Authority/Scottish Executive.

New school structures in place. This has helped teachers to deal with challenging people and it has helped mainstream classes to remain more settled and focused.

What did not work & lessons learned?

Schools need further support in terms of specialised personnel and resources in dealing with EBD pupils. Further dialogue required.

Future plans?

To continue with the school supports but to press for further assistance from Authority/ Executive as schools need more than just monetary funds. To continue with the widening curriculum and to press for the deserved recognition due to the school /staff which is not currently accredited for, as per league tables etc.



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