



**Isle of Man
Government**
Reilrys Ellan Vannin

DEPARTMENT OF EDUCATION, SPORT AND CULTURE

RHEYNN YNSEE, SPOYRT AS CULTOOR



Inclusive Education Policy

An approach to developing the whole child

Contents

Glossary.....	3
Summary	5
Key points	5
Who is this document for?	6
Policy.....	6
Underpinning legislation.....	6
Education Act 2001 – applies only to those of compulsory school age.....	6
Equality Act 2017	6
United Nations Convention on the Rights of the Child.....	7
The focus of education	8
The whole person approach to education	8
Inclusive education approach	9
Inclusive Education Framework	9
Establishing an inclusive ethos and culture	9
Provision for everyone	10
Expanding the universal offer	10
Funding and provision arrangements	10
Implementing Support	11
Provision planning	11
Assessing need and securing provision.....	12
Exceptional Provision Pathways	13
Submitting an Exceptional Provision Request.....	13
Parent/Carers’ right to raise concerns	14
Roles in implementing inclusive education approach.....	15
Learners’ role.....	15
Parent/carers’ role.....	15
Department’s role	16
Schools leadership and management	17
Teacher’s role	19
Community representatives.....	20
Version control and review.....	21
Review Date	21

Glossary

Assessment is a process to establish if a learner has a significantly greater difficulty in learning than the majority of other children of the same age that require provision to be made for them.

Compulsory school age 5-16-year-old, as stated in Section 23 of the Education Act 2001.

Continuum of Learning and Inclusion (COLI) provides guidance for educational settings on how to support children and young people with Personalised Learning Needs. The COLI has been structured across the three phases of education (Early Years, Primary & Secondary), to ensure the information is developmentally appropriate, accessible and relevant to practitioners and parent/carers.

Department means the Department of Education, Sport and Culture (DESC) including schools, University College Man, Villa Gaiety and MSR.

DESC Department of Education, Sport and Culture.

Disability refers to a learner's physical or mental impairment where the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities, as outlined in Section 6 of the Equality Act 2017.

Inclusive Education Guidance is a document containing information or advice aimed at resolving a problem or difficulty issued to all stakeholders to ensure consistency when dealing with a particular matter.

Inclusive Education Inclusion is an approach to the curriculum that values all learners equally and aims to increase participation by reducing barriers to learning. Inclusion recognises the rights of all learners to an appropriate educational environment that meets their learning needs and celebrates diversity as an integral and fundamental part of the learning community.

Parent/carers means any person with parental responsibility, and any person with whom the child is living and who has care of them. All parents have a legal right to participate in their child's education. The definition of a parent for school purposes is much wider than for any other situation. Everyone who is a parent as defined under education law, whether they are the resident parent or not has a right to participate in decisions about a child's education.

Personalised Learning Need refers to an identified difficulty in learning that calls for education provision to be made for an individual, where such provision is not ordinarily available in school. This could include provision for learners with a physical disability, children who are ill, and children looked after.

Personalised Learning Plan is a plan that contains recommendations, actions or other comments relating to a child who requires personalised learning provision to be made for them following an assessment by the school or DESC. The plan aims to secure provision for children with a significantly greater difficulty in learning than the majority of other children of the same age.

Vulnerable to Exclusion – aims to consider the rights of all learners who may be vulnerable to exclusion from inclusive education for a range of reasons, including gender, religion, ethnicity, health, disability etc. It is important to note the difference in the phrase 'vulnerable

to exclusion' and the term 'exclusion', which can be synonymous with challenging behaviour in the secondary English and Manx school system. All children who are not able to access learning are vulnerable to exclusion irrelevant of the cause.

Schools maintained and provided schools as defined in the Education Act 2001

Special Educational Needs is the current legal definition in the Education Act (2001). A learner has special educational needs if they have a learning difficulty which calls for special educational provision to be made for him.

Special Educational Needs Coordinator is a qualified teacher, usually a senior leader of the school, who holds additional responsibility to lead the school's provision for learners with Personalised Learning Plans.

Specialist Provision Centre are provision within a school where children with highly personalised learning and care needs are supported. The SPC provisions vary between settings based on the individual learning and care needs. Personalised learning provision can include a mixture of separate class and access to learning alongside peers in school where appropriate.

Summary

About this policy

This document details the Department's policy on Inclusive Education within DESC schools and UCM. The Inclusive Education Policy clarifies the principles and arrangements that drive the Isle of Man's education system and guide educational settings to create inclusive and welcoming learning environments. This is to align the Island's arrangements with those of internationally recognised standards laid out in the 'Education 2030 Framework for Action', which was adopted by 184 member states, and the United Nations Conventions on the Rights of the Child (UNCRC).

The aim of the policy is to ensure that every learner has the opportunity to access suitable education based on their age aptitude and ability¹ with appropriate provision, and an environment that values diversity and fosters belonging.

Key points

- The Department strives to provide for the needs of all learners, regardless of their abilities, backgrounds or differences, and to protect their right to access and participate in a quality education that meets their diverse needs.
- An inclusive education starts with the ethos, climate and relationships within every learning environment.
- Educational settings and provision should be designed to support all learners' participation in, and access to, learning opportunities.
- Where additional support is required to enable a learner's access to education:
 - Personalised Learning Provision: is planned in advance based on known and predicted needs. It builds upon learners' individual strengths and responds to their needs through personalised teaching and a curriculum that enables active participation in learning activities and across the school community.
 - Assessment: where an educational setting has difficulty identifying a learner's needs and making suitable provision, they may request a formal assessment.
 - Provision Pathways: the Provision Pathway is a single point of contact for schools to access and secure personalised learning provision beyond the typical school environment. For example, this pathway provides access to specialist provision.
 - Exceptional Provision Pathway: this pathway supports schools that find themselves in the position of not being able to adequately fund the provision outlined in a Personalised Learning Plan. DESC recognises that there is a small number of learners whose provision is highly personalised and difficult to factor into the school budget in advance. Where this is the case, it may be unreasonable or inappropriate for schools to fund and secure bespoke provision arrangements without assistance from the Department. For example, the development of new provision or an off-Island placement (see *Inclusive Education Guidance* for further information).

¹ Section 2(2) Education Act 2001

Who is this document for?

This policy is for the leaders, staff and the Governing Bodies of the UCM and all schools provided and maintained by DESC. It may also be referenced by parent/carers, learners and the wider public for information.

Effective Date

This document is effective from Tuesday 22nd October 2024. It will be updated as required and updated at least annually.

Policy

Underpinning legislation

The following legislative framework underpins the principles and processes outlined within this policy:

Education Act 2001 – applies only to those of compulsory school age

- Places the duty on the Department to take reasonable steps to identify the needs of students who have Special Educational Needs (SEN) and make suitable provision available to students who have SEN.
- Schools must provide education in accordance with the Education (Curriculum) Order 2011, except where the Department has directed otherwise for a student who has SEN.
- The Department may undertake an assessment of a child's educational needs under Schedule 4 of the Education Act 2001. This may also occur at the request of the learner's parent/carers or school, unless the Department has previously either made an assessment, or decided that an assessment is not required, and decides that there has been no change in the student's needs since the previous assessment or decision.
- Following a Schedule 4 assessment the Department must then consider what provision should be made for the learner and prepare a report on that provision, in accordance with the Education (Special Educational Needs) Regulations 2004.
- The Department has powers to make special arrangements for a student to receive education otherwise than at a school, where the learner is unable to attend a suitable school for the purpose of receiving an education.
- Schools should make educational information available to parent/carers, in accordance with the Education (Information and Reports to parent/carers) Regulations 2004.

Equality Act 2017

- The duty to make reasonable adjustments requires the Department and schools to take steps to ensure education is accessible. There are three ways in which this applies:
 - Adjusting the way things are done, e.g. changing policies and procedures.
 - Providing additional aids and services, e.g. providing special equipment.
 - Adjusting physical features that restrict or prevent access, or providing the service by an alternative method

- The Public Sector Equality Duty creates a legal duty to prevent discrimination, harassment or victimisation. To this end, the decisions of a public authority must have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between people who share a protected characteristic and those who don't; and
 - Foster good relations between people who share a protected characteristic and those who don't.

United Nations Convention on the Rights of the Child

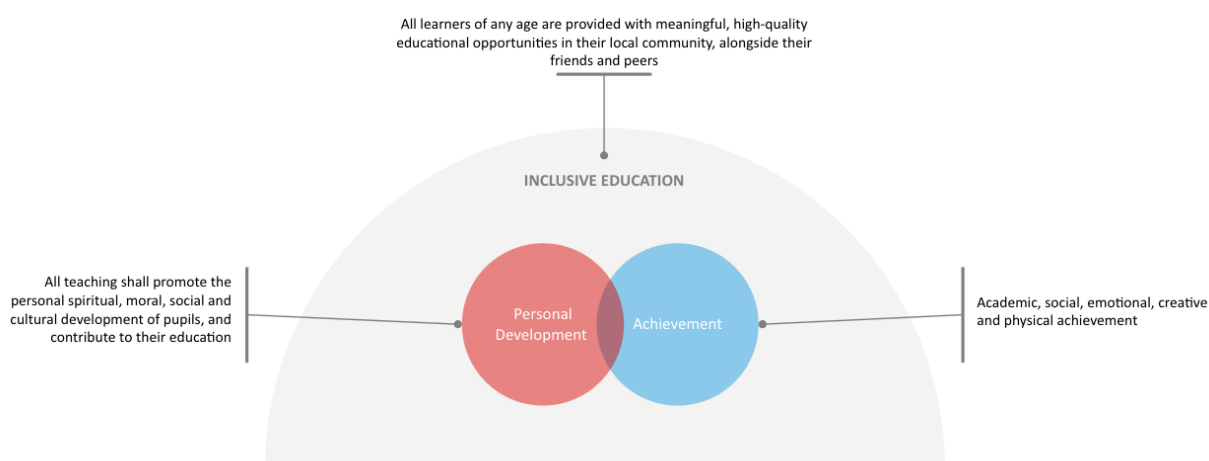
- UNCRC, to which the island is a signatory, sets out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
- Four articles in the convention are known as the 'General Principles' and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:
 - Non-discrimination (Article 2)
 - Best interest of the child (Article 3)
 - Right to life survival and development (Article 6)
 - Right to be heard (Article 12)
- Public authorities and most notably DESC with regards to this policy, **must** have regard for the rights prescribed by the UNCRC:
 - Article 2 – Non-discrimination;
 - Article 3 – Best interests of the child;
 - Article 5 – Parental guidance and a child's evolving capacities;
 - Article 6 – Survival and development;
 - Article 12 – Respect for the views of the child;
 - Article 13 – Freedom of expression;
 - Article 16 – Right to privacy;
 - Article 18 – Parental responsibility;
 - Article 23 – Disabled children;
 - Article 28 – Education;
 - Article 29 – Goals of education;
 - Article 30 – Minority and first language rights;
 - Article 31 – Leisure, play and culture.
- The rights set out in the UNCRC have been embedded throughout this policy.

The focus of education

The whole person approach to education

The primary function of educational settings is not to simply secure academic attainment. The purpose of education goes beyond the acquisition of knowledge, to a focus on preparing individuals to secure the skills to make a positive contribution in society, based on our democratic values.

Figure 3: Holistic Approach to Learning – Developing the whole person



Inclusive education and personal development

Access to an education is a fundamental human right for all children (UNICEF, 2007) and it plays an important role in supporting social mobility and reducing inequality. As a result, educational settings should endeavour to provide a diverse range of learning opportunities to support personal development, with the aim to maximise participation in learning, raise achievement, support wellbeing and create a sense of belonging for all children, including those vulnerable to exclusion.

Developing wellbeing is an integral part of the school ethos and intertwined within the delivery of teaching, learning and the curriculum. Within each interaction there are learning opportunities to support the development of strong positive relationships that build a sense of belonging and support a culture where children feel safe to be challenged with their learning.

Achievement

A fundamental aim of education is to support all learners to access learning opportunities across a range of areas to support academic, social, emotional, creative, and physical achievement.

When monitoring a learner's progress schools should consider their progress over time, rather than simply focusing on whether a standard has been met by a predetermined time. Further guidance on monitoring progress including key factors is shown in the *Inclusive Education Guidance*.

Inclusive education approach

The following principles underpin the Department's approach to inclusive education. These principles have been highlighted in research and practice as important features to support educational settings to meet the diverse needs of all learners in their communities. For inclusive education to work, these principles need to be integrated into the philosophy of the setting and set the direction of other policies, for example, the school relationship policy or uniform policy. Further guidance on each principle and how to put them into practice is detailed in the *Inclusive Education Guidance*.

Inclusive Education Framework

"The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers"

(European Agency, 2015a, p. 1).

Establishing an inclusive ethos and culture



An educational establishment's approach to inclusive education starts with the ethos, culture, relationships and learning environment that aspires to meet the needs of all learners. It is the role of school leaders to establish core values and principles of inclusive education and take responsibility to permeate this through the other policies within the setting.

Fostering an inclusive ethos and culture requires:

- Raising achievement, which includes personal, social and academic development, based on positive relationships and attuned interactions, which enables an ethos of high expectations for all learners.
- Mutual respect and support for staff and learners across the school community.
- Embracing diversity and supporting all learners to access meaningful learning opportunities through inclusive teaching.

Provision for everyone

A flexible curriculum framework provides the mechanism for planning learning opportunities for all children and requires an approach to assessment that recognises and validates attainment and wider achievement. It is the responsibility of DESC staff to take a person-centred approach that promotes and supports learning, wellbeing, and inclusion.

Expanding the universal offer

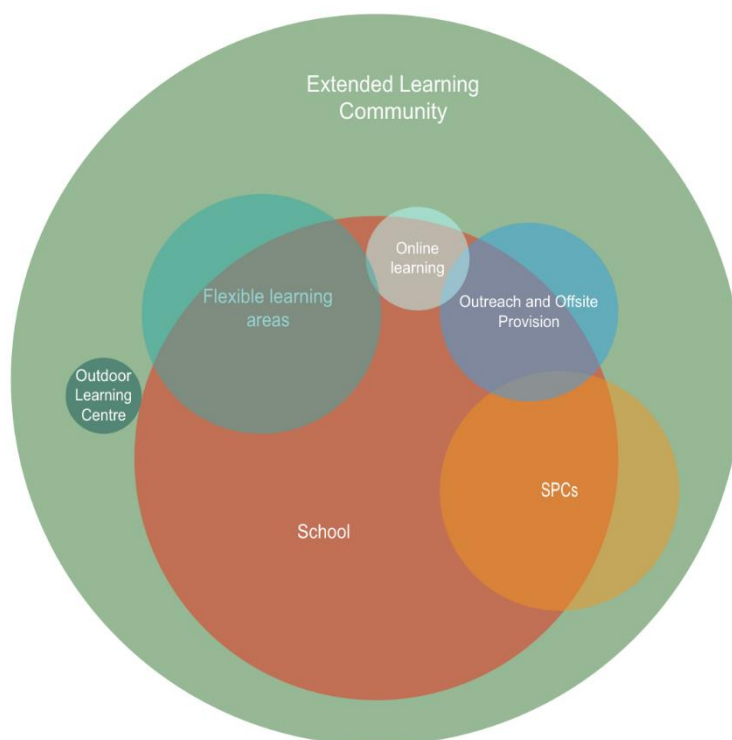
It is important to consider the needs of all learners when planning education provision and activities. Schools should be enabled to make suitable provision for all learners including those who may be vulnerable to exclusion². For example, known and predicted need should be factored in when a setting is planning its arrangements.

Provision arrangements

Provision arrangements and resource allocation should reflect the identified need within the school community and enable settings to increase their capacity to respond to diversity and to support all learners, regardless of a formal diagnosis or label. The Department allocates funding for the identified need within the overall available budget.

² Section 2(3) that suitable provision is made for learners who have been assessed as having Special Educational Needs

Figure 2: Inclusive Education Model - A visual representation of the provision and environmental arrangements required for an inclusive education school is presented below. The diagram highlights the importance of developing flexible learning environments and preplanning of diverse school provision. The learning environment is not limited to just the physical building, but also requires consideration of staffing ratios, and the development of a flexible curriculum.



Implementing support

Provision planning

A person-centred view should be taken when identifying, assessing, planning and establishing provision. Access to advice and support should be appropriate, proportionate and timely. Schools should offer a supportive inclusive learning environment for all learners to access the curriculum and participate in educational opportunities. This is achieved through schools being enabled to develop a flexible, accessible and inclusive curriculum.

Broad and balanced curriculum

The Department and all schools are committed to an inclusive curriculum which values the learning and achievements of all. Delivering this curriculum involves consideration for:

- The nature of the learner's difficulty
- The environment for learning
- The choice of teaching and learning approaches
- The ways in which learning is organised
- The way in which policy and its associated procedures is delivered
- Careful analysis of assessment data for individual learners in order to assist teaching and learning
- Liaison between relevant Isle of Man Government departments

Schools are required to consider the educational needs of all learners to plan and deliver a broad and balanced curriculum, which includes planning for *known* and *predicted* needs of learners who are vulnerable to exclusion (i.e., where learners have a significantly greater difficulty in accessing learning). Further information is available within the *Inclusive Education Guidance*.

There are times when individuals require some support with their learning. A broad universal offer by schools should allow targeted interventions and support to be accessed. DESC schools should have a graduated approach to access support, intervention and provision, which enables school staff to assess and meet learners' needs.

Assessing need and securing provision

School assessment and Personalised Learning Plans

Educational settings should be monitoring the progress and attainment of all learners and carrying out educational assessments to identify needs in learning as part of day-to-day teaching practice. Quality first assessment, teaching and support of this type does not require a Personalised Learning Plan to be established. School based assessment will help to identify learners who are vulnerable to exclusion (i.e., not accessing the curriculum) and therefore may require a Personalised Learning Plan to be established.

Settings must identify and assess any learner who they feel is at risk of exclusion and where the school is of the opinion:

1. the learner has a significantly greater difficulty in learning (irrelevant of the cause) than the majority of children of the same age,
and
2. Personalised Learning Provision is required to be made for them. Typically, this provision would be considered to be required long-term (i.e., the course of their education).

The head teacher (or other nominated person e.g., the SENCO / SPC Manager) must gain parent/carer's consent to initiate a Personalised Learning Needs assessment.

The identified support and provision through the school assessment, should be secured in a co-constructed plan with the learner and parents/carers, and detailed in a Personalised Learning Plan that is proportionate to the needs of the child.

The Personalised Learning Plan should not be a fixed document and should be subject to regular review and amendment, where necessary. There should be clear procedures for notifying parties of any changes in the agreed Personalised Learning Plan.

In the event that schools initiate an assessment but decide not to secure provision in a Personalised Learning Plan, (perhaps after parental representations), this must be confirmed in writing to parent/carers, giving reasons for the decision and record the outcome in the child's school record.

Department assessment and Personalised Learning Plans

Pursuant to Section 18 of the Act, the Department shall take reasonable steps to identify children who have learning difficulties that call for provision to be made for them. In the first instance, where possible, identified learning difficulties and provision should be addressed through a school and detailed in a Personalised Learning Plan.

However, where a child's learning difficulty cannot be identified other than by way of an assessment performed by the Department, the school or parent can request such an assessment. This will be performed by, and involve, suitable professionals and agencies, and the results will detail the identified needs and the personalised learning provision required.

Early years assessment and Personalised Learning Plans

The Preschool Assessment Centre undertakes assessments of pre-school aged children, where it is believed they would be vulnerable to exclusion if Personalised Learning Provision was not secured.

Request for a Personalised Learning assessment by a parent

Where a parent/carer requests an assessment of their child, with a view to having their child's provision specified in a Personalised Learning Plan, the school or the Department must make an assessment unless:

1. The Department has previously made such an assessment or taken a decision not to carry out an assessment; **and**
2. The Department decides there has been no change in the child's educational needs since its previous assessment or decision.

Before deciding not to undertake an assessment because there has been no change in educational needs since the last assessment or decision, schools/the Department must give parent/carers an opportunity to express how their child's educational needs have changed.

Similarly, should school/the Department agree to make the assessment, parent/carers must be given an opportunity to express how their child's educational needs present and submit any evidence they may have.

As above, parents/carers must be notified in writing of the assessment process to be followed and the right to appeal in the event they disagree with the assessment outcome.

Pathways to develop Personalised Learning Provision

Schools are, as far as reasonably practicable, expected to secure a range of provision and have a suitably flexible curriculum to meet the needs of all learners. The vast majority of provision secured in a Personalised Learning Plan should be made available through schools, particularly for needs which are known and predicted.

Where the needs and provision for a learner are known and have been documented in a Personalised Learning Plan, but the school is not able to secure the provision because they feel:

- It is beyond the provision and resources that are ordinarily available to the school; or
- It would be considered unreasonable for them to secure such provision.

The head teacher should evidence what adaptations and adjustments have been considered. The head teacher should work in collaboration with other head teachers to review the arrangements in the school and the provision required, to establish if the learner's needs could be met in the current school or if other suitable provision is available or could be developed to meet the needs of the learner.

Exceptional Provision Pathways

Submitting an Exceptional Provision Request

In circumstances where a child requires provision beyond what a school can reasonably secure, requests to access specialist provision may be completed or an exceptional provision request

may be made through the respective pathways. Further guidance on submitting exceptional provision requests is detailed in the *Inclusive Education Guidance*.

Parent/carers' right to raise concerns

The Department is legally required to secure and publicise routes for parent/carers to raise concerns regarding the educational arrangements in place to meet their child's needs. The Raising Concerns pathway starts with parent/carers liaising directly with the educational setting.

Complaints

School must implement clear routes for parent/carers to raise concerns and take reasonable steps to resolve any issues that have been shared. Typically, parent/carers would raise a concern with the class teacher or head of year and follow the school's usual complaints pathway if the concern is not resolved, which can include formalising the concern in writing to the school. The vast majority of complaints or concerns can be resolved informally at the first point of contact.

The Department is required to have a separate complaints procedure, which allows parent/carers to escalate their concerns beyond the school setting, if they feel their concern continues not to be addressed. Parent/carers are able to raise their concern in writing to the Department through the [complaints procedure](#).

Appeals

Under Schedule 4 of the Act, parent/carers have certain rights of appeal in relation to the Department's decision to either carry out an assessment of a child's needs, or, where a parent/carer has requested assessment, not to assess a child.

The process for appeal is outlined in the Education (Special Educational Needs) Regulations.

Roles in implementing an inclusive education approach



The Department will provide, and keep under regular review, a range of guidance documentation to assist maintained and provided settings with implementing the inclusive education approach. This will include guidance on the identification and assessment of Personalised Learning Needs, along with the broader arrangements the Department has in place to deliver related services and provision.

Learner's role

Participation in inclusive learning environments requires learners to not only be aware of their rights and responsibilities, but also to recognise and accept the rights and responsibilities of others, subject to their age, aptitude and ability. The quality of relationships across the school community is key to enabling a culture of inclusion and mutual respect, which needs to be embedded across formal policies and evident in daily interactions within the school community.

Learners have a right and a responsibility to participate in learning alongside their peers and be given a sense of agency. Learners' interests and preferences should be central to any decisions made regarding their provision and the voice of the child or young person should be considered as far as reasonably practicable.

Parent/carers' role

Parent/carers have a role to advocate for the rights and responsibilities on behalf of their children. They are an essential partner who should be included in any decision-making process, with agreements established in collaboration with their views and wishes. Parent/carers of children of compulsory school age have a duty under the Education Act 2001 of parent/carers to cause their child to receive suitable education, either by regular attendance at school or otherwise.

“Suitable education”, in relation to a child, means efficient full-time education suitable to the child’s age, ability and aptitude and to any personalised learning need they may have³.

All parent/carers with parental responsibility have a legal right to participate in their child’s education. Everyone who is a parent as defined under education law, whether they are the resident parent or not has a right to participate in decisions about a child’s education and school will not take instruction from anyone who is not a parent or carer. Furthermore, a school does not have the power to act on the request of one parent to restrict the participation of another.

The Department will always comply with any court order in force.

Department’s role

Legislation and policy

- Establish education policy and implement the statutory framework based on the principles of inclusive education based around the broader principles of achievement, which enables schools to focus on academic, social, emotional, creative and physical achievement.
- Draft and implement legislation based on the principles of inclusion, in consultation with stakeholders.
- Align the principles of inclusion within wider policy and guidance, for example, curriculum development, initial teacher training, professional development, school self-review processes, and external validation.
- Advise settings on their statutory duties, in accordance with policy and guidance.
- Support school leaders to develop an inclusive education ethos and self-improving inclusive school culture.

Funding and provision

- In performing its duty to secure sufficient schools on the Island⁴ the Department shall in particular have regard to the need to secure that suitable provision is made for learners who have been assessed as having Personalised Learning Needs.
- Support the on-going development of school communities and enable them to increase their capacity to respond to diversity and to support all learners, regardless of a formal diagnosis.
- Provide access to support with financial management and Island wide data to support resource allocation in accordance with need.
- Maintain a range of specialist educational services to provide advice, support and training to educational settings⁵.
- Manage admissions to SPCs and other specialist provisions.

Governance

- The monitoring of education for all learners and its effectiveness will be reflected within the wider quality assurance model across all schools and services.
- Make suitable arrangements to monitor the quality of personalised learning provision through the school quality assurance procedures.

³ Section 24(3) of the Education Act 2001

⁴ Section 2(2) of the Education Act 2001.

⁵ S18 &19 of the Education Act.

Facilitate inclusive education leadership

- Provide schools leadership teams with the autonomy and flexibility to make school arrangements relevant to their context.
- Support the development of inclusive education practice, provision and services across maintained and provided settings
- Provide an enabling culture to support school collaboration and peer support for leaders across different phases of education.
- Enable the sharing of knowledge and expertise from SPC staff across schools to support inclusive education.

Support early identification of need and access to support

- Support school-based specialist assessment to establish robust school-based Personalised Learning Plans that clearly communicates the needs of the learner, and the provision required to enable access to learning.
- Establish clear procedures for schools and parent/carers to request an assessment and where necessary, complete statutory assessment and plan as detailed in the Education Act 2001 (s18).
- Enable multi-agency partnership working across departments to assess Personalised Learning Needs and plan provision.
- Have clear pathways and guidance on how to access specialist assessment and support.
- Make available to parent/carers, information concerning Personalised Learning Needs processes and provision, including: the school assessment process, how to seek an assessment by DESC, make an appeal and the [complaints procedure](#).

School leadership and management

The role of school leaders in supporting an inclusive educational approach has been written with consideration of the head teacher's terms and conditions of employment. Please see DESC Terms of Conditions of Service for more details.

Leadership and management

- Highlights the importance of the school ethos, values and vision being based on the principles of inclusive education, which supports high expectations for all learners across their learner community.
- Support all staff to understand the inclusive education ethos as part of their duty to support the professional development of staff.
- Establishment of an inclusive education offer, including provision and curriculum that is underpinned by the principles of inclusive education, which values academic, social, emotional, creative and physical achievement for all learners.
- Communicate and demonstrate the principles of inclusive education with children, staff and within the wider school community.
- Work with the other school leaders to provision arrangements to meet the needs of learners across the Island.
- Head teachers are required to ensure there are sufficiently trained staff in school to meet the needs of learners. Head teachers are responsible for employing post holders who hold relevant qualifications and have the knowledge and experience related to the role. For example, ensure training for SENCO's /Inclusion Education Leads. Where

schools have an SPC, the manager should be a suitably experience and qualified teacher and able to represent the SPC in strategic decision making in the school.

Funding and provision

- Managing and allocating resources of the school. Within this policy, head teachers must consider the resourcing arrangements to meet the needs of the whole school community and make the Department aware of any exceptional provision as necessary.
- Plan for predicted and known needs when considering school arrangements to support and accommodate the diversity of learning need in their school community.
- Make available appropriate staff INSET opportunities focused on inclusive education and teaching pedagogy to meet Personalised Learning Needs.

Governance

- Monitor teaching practice to endeavour to deliver quality inclusive pedagogy for all learners within school and SPCs.
- Review, monitor and evaluate the impact of curriculum, strategies, interventions and support and evidence how this informs the school improvement plan and inclusive education offer.
- Support staff to develop effective pedagogy, with a curriculum that is flexible and reflects the breadth of needs.
- Support staff to follow the school's processes and procedures regarding inclusive education and Personalised Learning Needs.
- Maintain an accurate profile of the needs and provision of learners in their school.
- Establish clear pathways of communication, aim to make these arrangements reasonably accessible, and that they can be shared with parent/carers.

Facilitate an inclusive education approach

- Endeavour to deliver a curriculum and assessment, which meets the need of all learners.
- Establish a graduated response (i.e., School offer based on the COLI) to identify learner needs as early as possible without the need to label or secure a diagnosis.
- Aim to prioritise early intervention and develop a breadth of learning provision to meet the needs of all learners. Considering the needs of all learners when planning school provision will reduce the need for school-based Personalised Learning Provision and DESC statutory assessments.
- Endeavour to develop trusting collaborative relationships with children and families and co-construct learning provision.
- Monitor the progress for all learners including those with Personalised Learning Plan.
- Endeavour to create a clear process and pathway to identify and assess the needs of children who may require personalised learning provision.
- Aim to enable the sharing of knowledge and expertise between staff and across settings. For example, a class teacher, SPC staff, or a SENCO working across schools to support inclusive education.

Support early identification of need and access to support

- Aim to prioritise early intervention and develop a breadth of learning provision to meet the needs of all learners. Considering the needs of all learners when planning school provision will reduce the need for school based Personalised Learning Provision and DESC statutory assessments.
- Endeavour to establish robust school-based Personalised Learning Plan that clearly communicates the needs of the learner, and the provision required to enable access to learning. Personalised Learning Plan should contain recommendations, actions or other comments relating to the learner's Personalised Learning Needs following the school assessment. The plan aims to secure provision for children with a significantly greater difficulty in learning than the majority of other children of the same age that require provision to be made for them.
- When unable to identify need or type of learning provision required, schools and parent/carers are able to request a statutory plan, as detailed in the Education Act 2001 (s18).
- Enable multi-agency partnership working to assess Personalised Learning Needs and plan appropriate provision
- Make available to parent/carers, information concerning Personalised Learning Needs processes and provision within school, including the school assessment process, how to access an assessment by DESC and the [complaints procedure](#).

Teacher's role

The role of school teachers in supporting an inclusive educational approach has been written with consideration of the teacher's standards as outlined in DESC Terms of Conditions of Service – please see for more details.

- Take a person-centred approach in providing teaching that promotes and supports wellbeing, inclusion, equality and fairness.
- Every teacher has a responsibility to meet the diverse needs of the learners they teach, including those vulnerable to exclusion. All teachers are responsible for the progress and development of all learners they teach, including where learners access support from Education Support Officers, specialist staff or off-site setting
- Develop effective professional relationships and know when to draw on advice and specialist support to meet the needs of learners.
- School must provide a broad and balanced curriculum, which can be complemented by targeted support tailored to a learner's individual learning needs or circumstances. It is the responsibility of all teachers to enable access to the curriculum and monitor the impact of targeted support. Some examples of targeted support that education professionals will be required to contribute to and support include:
 - Deliver targeted learning input for vulnerable learners.
 - Facilitate adaptations due to family circumstances, for example, offering bereavement support or access to nurture sessions, where it is appropriate.
 - Complete more detailed school-based assessments of need to establish learning strengths and needs.
 - Targeted learning to promote wellbeing and managing emotions or friendships.
 - Monitor and review the progress and achievement of learners who are on alternative and modified timetables.
 - Ensuring appropriate challenge and high expectations for all learners.

- Keep individual records and Personalised Learning Plans accurate, appropriate, up to date and reviewed.
- Access to a flexible learning environment to complete work, access a quiet space or complete a self-directed activity.
- Seek input from DESC specialist services and Allied Health Professionals e.g. Speech and Language Therapy Service, CAMHS etc⁶.

Community representatives

Community representatives (third sector providers) can play an important role to enrich the school curriculum, and support individuals who are vulnerable to exclusion from education. Schools continue to hold the responsibility to ensure the suitability and appropriateness of any third sector provision they secure. Schools should monitor and review any agreed provision regularly. It is the role of community representatives to encourage the fostering of an inclusive ethos and culture set by school leaders within their settings, to support access to suitable educational opportunities.

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⁶ As experts in education, school staff are still required to arrange suitable educational provision whilst they wait for specialist input from other services.

Version control and review

The business area that owns this document is Policy Hub.

Version	Author	Date	Changes
V0.1		15.09.2023	First Draft
V0.2		25.03.2024	Amendments following consultation
V0.3	Policy Hub	30.09.2024	Final Draft submitted to SLT (Policy Hub Edit)
V0.4		02.10.2024	Amendments following SLT review (if applicable)
V0.5		7.10.2024	Final Draft approved by SLT
V1.0		22.10.2024	Version 1.0 published

Review Date

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