



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BMPE 5005

This lecture has been prepared using
material from Dr Nalda Wainwright,
Kate Piper and Mara Mata
Inclusion

Darlith / Lecture 5th
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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Amcanion / Aims :

- Datblygu dealltwriaeth am gynhwysedd.
- Datblygu gwybodaeth a dealltwriaeth o arfer gynhwysol yn yr awyr agored.
- Cymryd rhan mewn gweithgareddau grwp i drafod achosion astudiaeth.
- Ennill gwell dealltwriaeth sut mae gwahanol strategaethau yn medru "enhance" Dysgu Sylfaen o fewn yr awyr agored.
- To develop an understanding of inclusion
- Develop some knowledge and understanding of inclusive practice in the outdoors.
- Participate in group activities in discussing and considering various cases studies
- Gain an understanding of how various strategies can be incorporated within the Foundation Learning to enhance learning in the outdoors.

History of Inclusion

- 1981 : Education Act : Chapter 60 (24pages) about provision of special education.
- 1995 : Disability Discrimination Act - came into effect. Covers: direct discrimination, disability related discrimination, failure to make reasonable adjustments to allow access to goods, facilities and services, victimisation, harassment. (Amended by 2005 Act)
- 1997 : Excellence for all children. Meeting Special Educational Needs. (green paper Uk)
- 2001 : Special Educational Needs and Disability Act : then local Ed authorities established SEN Code of Practice (DfES, 2001)
- 2010: Equality Act replaced this in England, Wales and Scotland. Broader and 'more inclusive' spectrum of individuals under Additional Learning Needs.
- 2014 : Legislative proposals for additional learning needs. (white paper Welsh Government)

- <https://www.youtube.com/watch?v=z2bkbs00Z68&feature=youtu.be>
- Additional Learning Needs from birth to 25yrs old. Document called Individual Development Plans providing legal rights.



Well-being of Future Generations Act for Wales (2015)



Deddf Llesiant Cenedlaethau'r Dyfodol
(Cymru) 2015

2015 dccc 2

Well-being of Future Generations (Wales)
Act 2015

2015 anaw 2

- <https://www.futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-English.pdf>
- <https://www.futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-Welsh.pdf>



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Cynllun Datblygiad Unigol

Individual Development Plan

- Unrhyw blentyn/person ifanc (0-25) sydd ag ADY ac sydd angen cymorth sy'n wahanol neu'n ychwanegol i'r hyn a ddarperir fel rhan o'r cwricwlwm arferol neu wahaniaethol.
 - Partneriaeth rhwng gwasanaethau addysg, iechyd a chymdeithasol.
 - Dilyn camau person-ganolog ac yn llunio cynllun gweithredu y cytunir arno.
- *Any child/young person (0-25) who has ALN and needs support that differs from or is additional to the provision as part of the usual or differentiated curriculum.*
 - *Partnership between education, health and social services.*
 - *Follows person-centered steps to structuring an agreed action plan.*

Vision and philosophy: Curriculum access for all

- Creates a fair and equitable system for all learners based on the principles of the Additional Learning Needs Bill and the new Professional Teaching Standards.
- Puts learners at the heart of learning through person-centred planning.
- Professionals with high aspirations will use a range of pedagogical approaches to create a unified system supporting learners from birth to age 25.
- Schools will collaborate with partners to create holistic approaches to learning.
- Additional learning needs coordinators (ALNCos) will have advanced skills, and will advise teachers about differentiated teaching methods and contribute to in-service training.

NCPE's Inclusion Statement

Duty of the schools:

- Eliminate discrimination and harassment
- Promote positive attitudes
- Promote **equal opportunities**
- Encourage participation in all areas of school life
- Develop personal and cultural identity that is respectful towards others
- Enable learners to take an active part in multi-ethnic society and prepare them as global citizens
- Work to **reduce social barriers to inclusion** and offer opportunities to all learners to achieve their full potential.



Beth ydy cynhwysiant?

What is inclusion?



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Channel 4 – Gogglebox / Educating Yorkshire (2013)



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Educating Yorkshire
Two/our / Channel 4

Definitions of inclusion

“In our view, inclusion is a set of never-ending processes. It involves the specification of the direction of change. It requires schools to engage in a critical examination of the diversity of students within the school and its locality”

(Booth et. al, 2000)



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Definitions of inclusion

"I define inclusion in education in terms of two linked processes. It is the process of increasing the participation of learners in and reducing their exclusion from the curricula, cultures and communities of neighbourhood mainstream centres of learning"

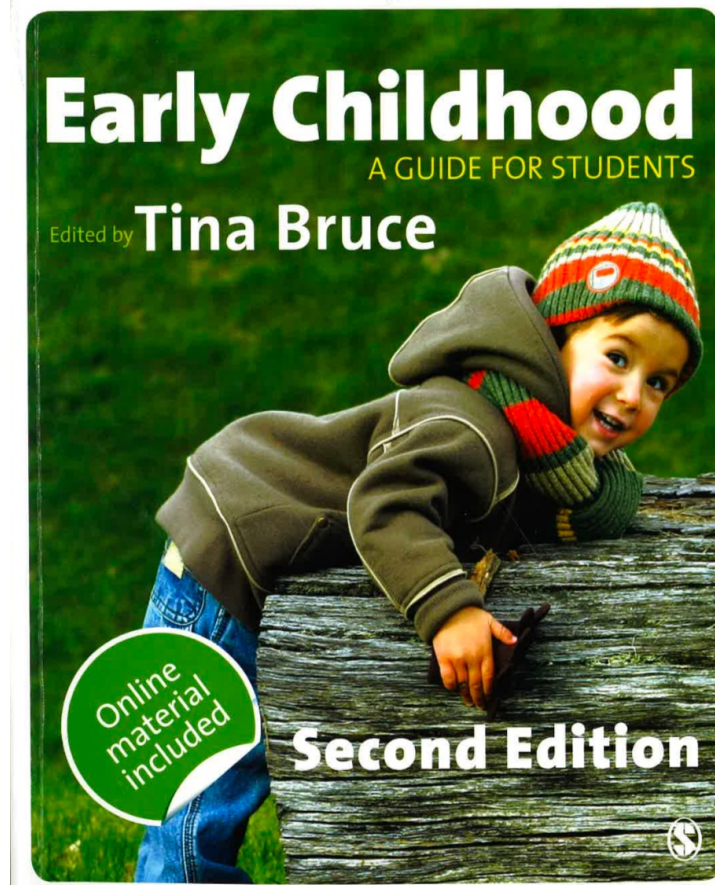
(Booth, 2003)



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Defining Inclusion – Early Childhood: Chapter 'Inclusion and Diversity' p.211-224



- Wider community
- School
- Outdoor Adventurous Activities
- Physical Education

“Inclusion is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability”.

(Mittler, 2000)



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Inclusion

<https://www.youtube.com/watch?v=pBBirlVxVsg>

- Do you agree with their definition of inclusion?



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Don't forget Me

4 Physical education and Every Child Matters

In 2003, the green paper 'Every Child Matters: Change for children' was published. The key outcomes for the Every Child Matters (ECM) agenda were drawn up after consultation with children, young people and families. The five outcomes that mattered most to children and young people are set out below. Each of the outcomes can be addressed through the physical education curriculum.

Outcome	General educational aspects	Through the PE curriculum
Be healthy	• Work towards independent learning • Actively enquire about differing environments • Keep mentally and emotionally healthy	Learning that promotes pupils' health, safety and well-being so they are committed to PE and sport and make them a central part of their lives – both in and out of school. They know and understand what they are trying to achieve and how to go about doing it. Pupils understand that PE and sport are an important part of a healthy, active lifestyle.
Stay safe	• Keep safe in school and on school trips • Have stability and security • Know about their place in the wider community	PE promotes pupils' health, safety and well-being.
Enjoy and achieve	• Achieve personal and social development • Enjoy lessons • Achieve to their potential • Use alternatives to written recording, where appropriate	All pupils, whatever their circumstances or ability, can take part in and enjoy PE and school and community sport. PE builds pupils' stamina, suppleness and strength to persevere in academic and social tasks. Pupils show a desire to improve and achieve in relation to their own abilities.
Make a positive	• Understand issues of difference and diversity	The learning should enable all pupils to:

<https://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf>

& Appendix A page 29
& Outdoor Ed. page 43



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Pwy sy'n rhan o hyn?

Who does it involve?

Every child matters (2003)

To ensure that every child was able to :

- Be healthy
- Enjoy and achieve
- Stay safe
- Make a positive contribution
- Achieve economic well-being



Every child matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf



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Office for Standards in Education (OfSTEd, 2000) identified following groups of children at risk of not being fully included

- both girls and boys
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language
- pupils with special educational needs
- children who are gifted and talented
- children who are looked after by the local authority
- sick children, young carers and those whose families are under extreme stress.



Cynhwysiant / Inclusion

- Sbectrwm Awtistiaeth
- Syndrom Asperger
- Anawsterau Dysgu
Penodol – dyslecsia a dyscalcwlia
- Anhwylder emosiynol, ymddygiadol a chymdeithasol
- Tlodi
- Autistic Spectrum
- Asperger's Syndrome
- Specific Learning Difficulties – dyslexia and dyscalculia
- Emotional, behavioural and social disorder
- Poverty

Collaborate / Cydweithio ...

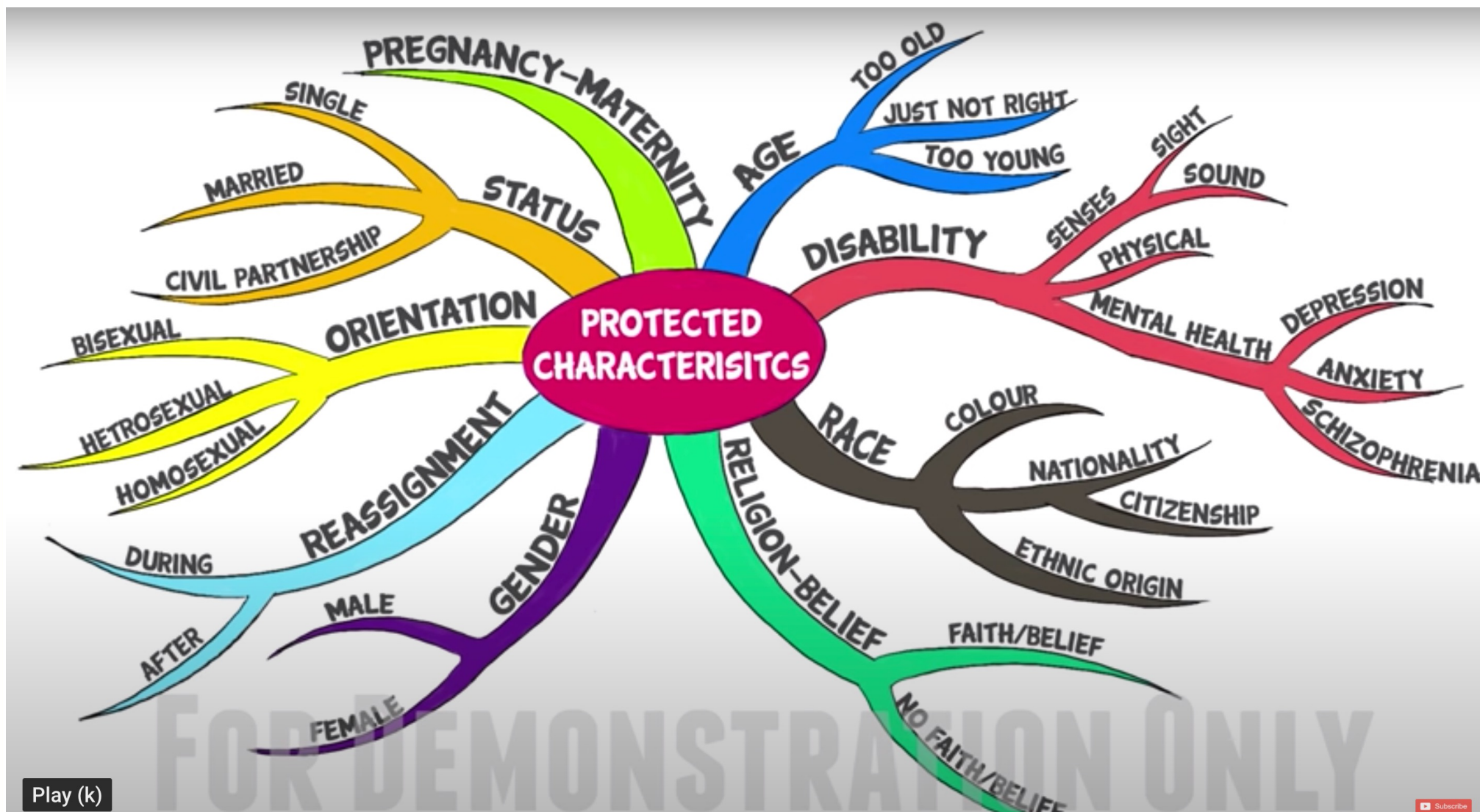
Amser i ystyried : Dyfyniad am gynhwysiant

Opportunity to consider : Definition of inclusion

- Task 15mins
- 3 questions to discuss
- Create 'mind map'
- Gweithgaredd 15munud
- 3 cwestiwn i drafod
- Llunio a chreu 'map meddwl'

Definition of inclusion

- Beth ydy cynhwysiant?
- Beth ydy'r geiriau allweddol sy'n perthnasol i gynhwysiant?
- Profiadau personol a rhannwyd?
- What is inclusion?
- What are the key words relating to inclusion?
- Personal and shared experiences?



Adrodd 'nôl / Report back

- Dyfyniad am Gynhwysiant
- Definition of Inclusion



Rhwystrau ar gyfer sicrhau cynhwysiant?

What could cause barriers for inclusion?

- Meddwl
- Paru
- Rhannu
- Think
- Pair
- Share



Identifying Barriers

- What are the main reasons that deter pupils from engaging in Outdoor Adventurous Activities and Physical Educational Activities?

Physical or
mental
impairments

Behaviour

Gender

Conditions

Background

Hidden
impairments

Maturation

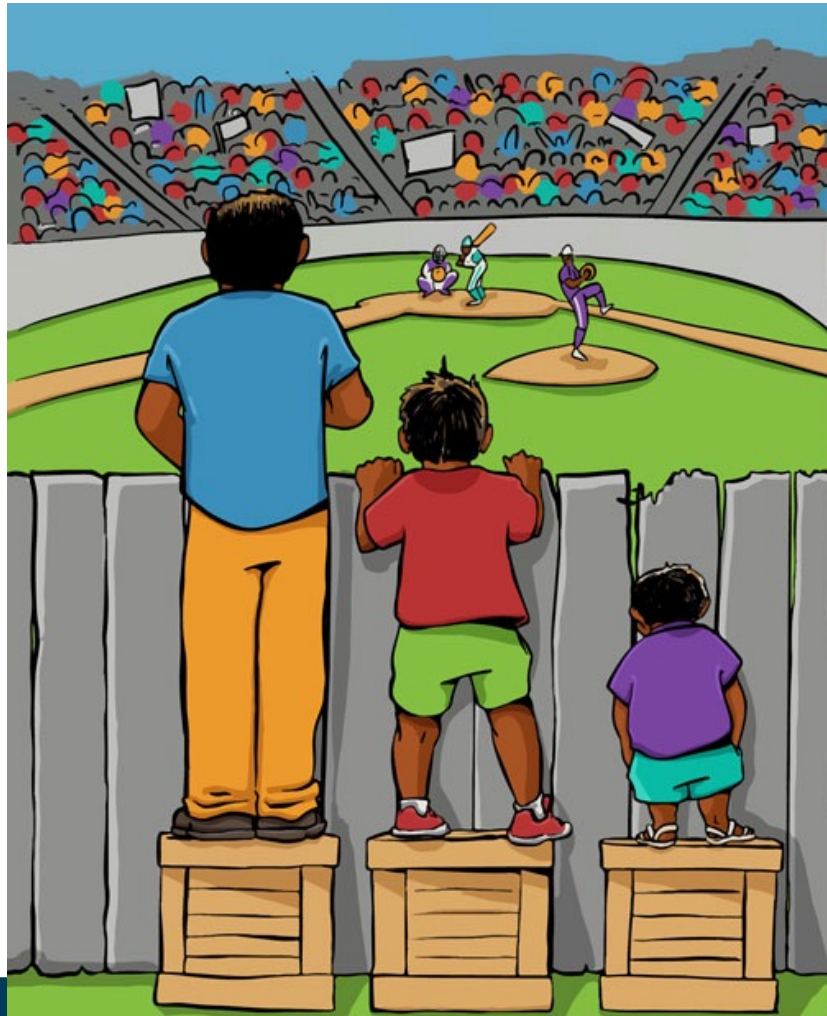
Self image,
confidence, self
esteem

Social

Physical or mental
impairments



- Equality



EQUALITY

- Equity



EQUITY

*id Add
ming E*

Overview of some key principles

- **Equality** = Levelling, treating **everyone the same** (irrespective of socio-cultural factors)
- **Equity** = Ensuring that those students who need additional resources have access to them. **Acknowledging different** socio-cultural factors.
- **Inclusion** = **Recognising individual differences** (based on race, gender, ethnicity, biology) and meeting those differences to provide equal opportunity.





How does this picture relate to OAE & PE?

NCPE - Signaling a commitment to **EQUALITY**



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Problematizing Inclusion in OAE & PE

- Ydy arfer presenol yn Gweithgareddau Addysg Awyr Agored ag Addysg Gorfforol yn atgyfnerthu neu'r ailgreu NEU a ydyw'n herio rhagfarn ac anghydraddoldeb?
- Does current practice in Outdoor Adventure Education & Physical Education reinforce or reproduce, OR challenge prejudices and inequalities?

Our Responsibility with Inclusion in OAE & PE

Sut medrwn sicrhau
arfer sy'n herio rhagfarn
ac anghydraddoldeb
yng ngweithgareddau
Addysg Awyr Agored ag
Addysg Gorfforol?
Hefyd, sut medrwn
hyrwyddo a chynnig
ymarfer cynhwysol?

How can we ensure that
our practice in Outdoor
Adventure Education &
Physical Education
continues to challenge
prejudices and
inequalities? & How can
we ensure that we
promote and provide
inclusive practice?

Camau Cynhwysol / Inclusive Steps

- Ymestyn cyfranogiad
- Amrywiaeth ddigonol o ddarpariaeth
- Cynnig cydestun amrywiol er mwyn mynegu a dathlu gwahanol hunaniaeth a diddordebau
- Gwahanol gwerthoedd
- Extend participation
- Sufficiently varied provision
- Provide contexts for different identities and interests can be expressed and celebrated
- Different values

Arfer da ar gyfer cynhwysiant

Good practice for inclusion

- <http://dera.ioe.ac.uk/6059/1/RR516.pdf>

Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study

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Inclusion through access to outdoor education: Learning in Motion (LIM)

Jane Brodin[★]

Stockholm University, Stockholm, Sweden

Learning in Motion (LIM) was a European project involving seven partners in five countries: Sweden, Finland, Latvia, Germany and Greece. The project focused on inclusion and access to outdoor education and was financed by the European Commission within the framework of the Socrates-Grundtvig Programme. The aim of the project was to explore if and how outdoor education can be used for physical and sensitivity training of children, adolescents and adults with intellectual disabilities and to develop, examine and disseminate ideas on this topic. There is a shortage in the literature of outdoor education for persons with intellectual disabilities. Our starting point is that persons with disabilities have the same rights to education as other citizens, and

Key features of inclusive educational settings

- Clear leadership and commitment to diversity and equality for all children, families and staff.
- Participation as an integral feature of children's experiences; where each child has an opportunity to be heard, and to hear, respect and understand the perspective of others.
- Working effectively with parents and communities as an integral part of the running of the school.
- Viewing children as individuals and as whole people.
- Finding opportunities within the curriculum to draw on the life experiences of boys and girls, and to recognise linguistic, religious, cultural and ethnic differences and differences in ability and aptitude.
- Having the highest expectations for every child, tracked through good monitoring systems that record the progress of each pupil and set targets for improvement if needed.
- Encouraging respect for difference, whether on the grounds of (dis)ability, gender and ethnicity or other, is encouraged, and bullying and discrimination actively dealt with.
- Welcoming change when it works to overcome barriers to inclusion (adapted from Centre for Studies on Inclusive Education, 2005).



Next, we'll will look at observational
frameworks, their purposes and
possible out-puts.

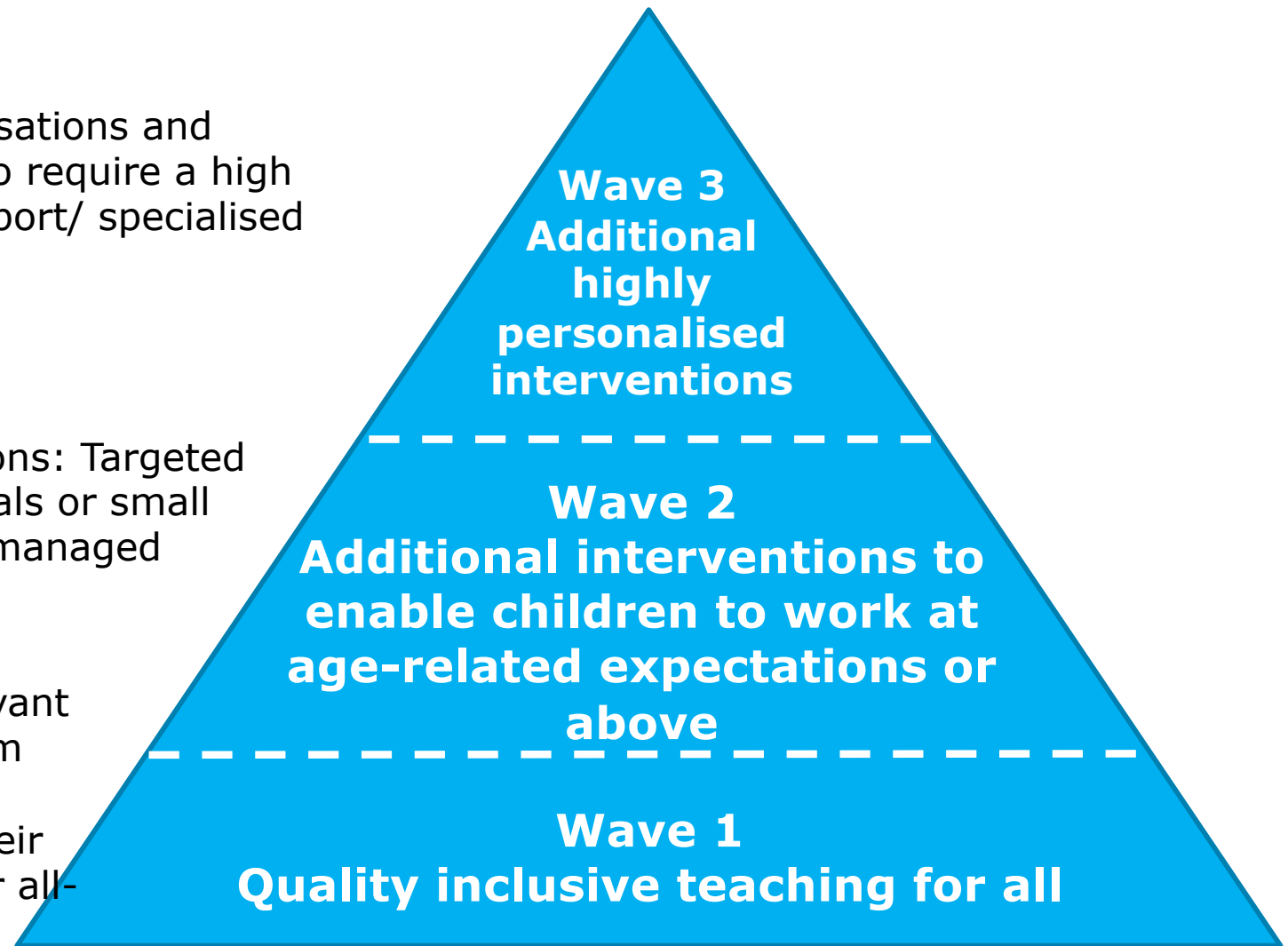


Waves of Intervention model (DfE, 2006)

Use of external organisations and agencies for those who require a high level of additional support/ specialised provision

Specialised interventions: Targeted provision for individuals or small groups. May be time-managed

Provide meaningful, relevant and motivating curriculum for learners
Meet specific needs of their learners and further their all-round development



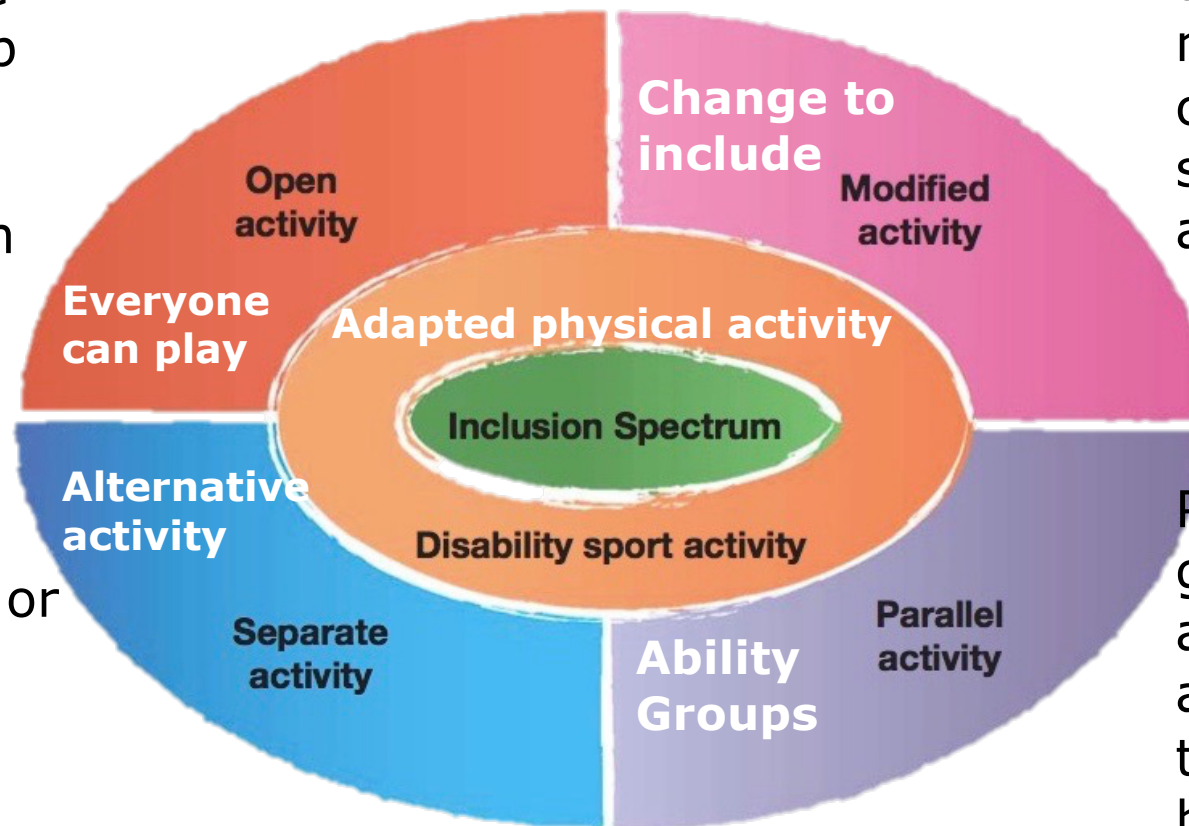
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Stevenson and Black, 2007 & 2012

A simple activity based on what the entire group can do with little or no modification

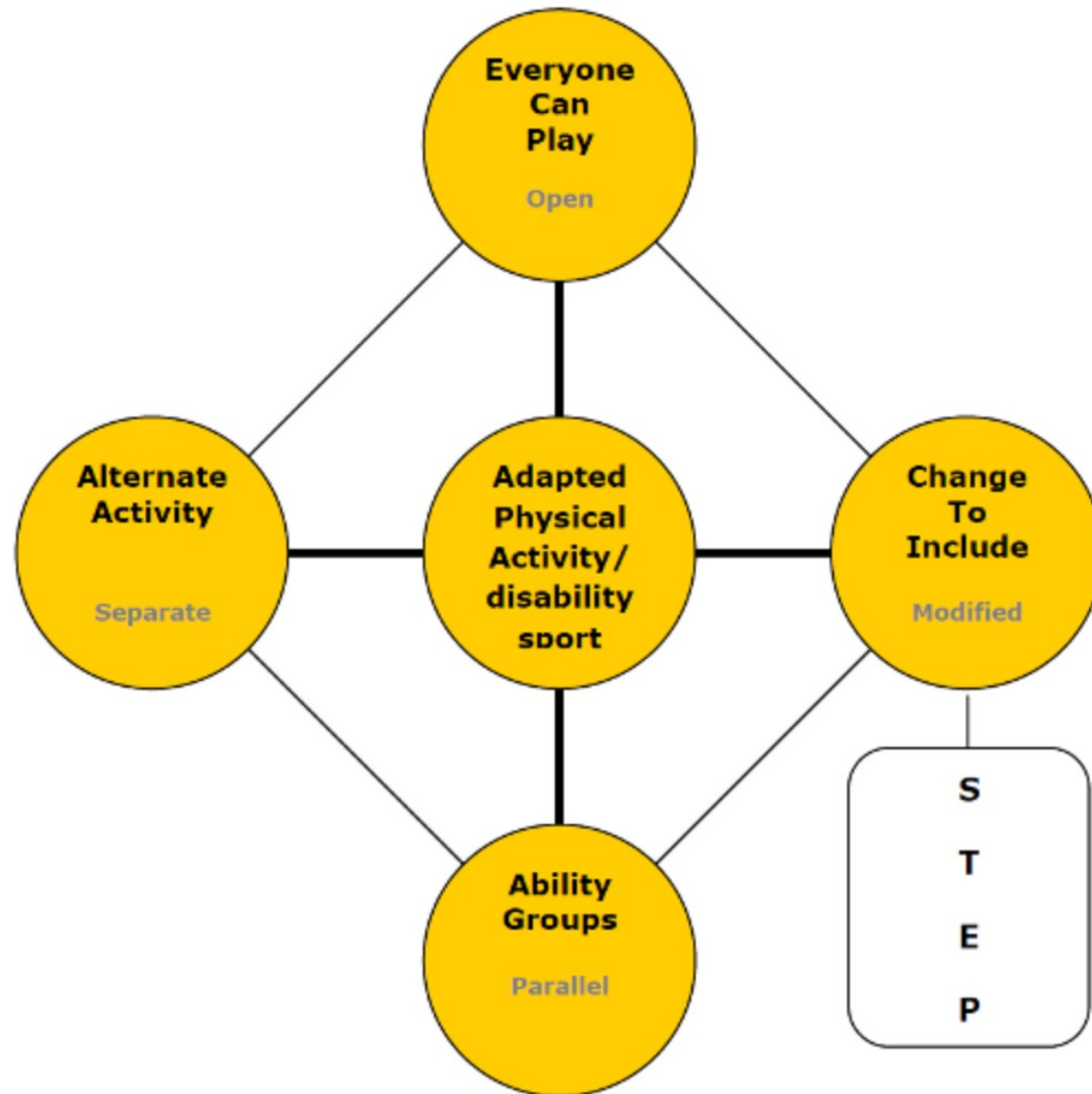
Everyone does the same activity with modifications to challenge and support all abilities



An individual or group do a purposefully planned different activity

Participants are grouped accordingly to ability – each do the same activity but at appropriate levels





Who else may have difficulty with motor development?

What happens in OAE and in PE for children with poor skills / motor development?

STEP

Key features of Inclusive OAE & PE

- Teaching and learning
- Facilities/ equipment and resources
- Process, outcomes and assessment

Inclusive Curriculum:

- Setting suitable learning challenges
- Responding to pupils to diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Agweddau sylfaenol o sensorï a motor sy'n dylanwadu ar ddysgu.
Basic sensory & motor components that influence learning.

- Ymwybyddiaeth corfforol
 - Cynllunio motor
 - 'Perception of movement'
 - Sgiliau cain
 - Cyffwrdd
 - Sgiliau Gweledol
 - Prosesi Iaith
- Body awareness
 - Motor planning
 - Perception of movement
 - Fine motor control
 - Touch
 - Visual skills
 - Language processing

Bant a ni!



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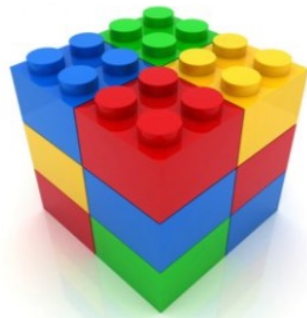
Prep for practical activity ...

- As a pair create a list of up to ten factors that you would like to use as indicators of quality in your own outdoor teaching.
- Compare your list with another pair – what are the differences – and add any new factors to your list.
- The activity could have characteristics that are competitive, recreational, learning purposes or training
- The activity needs to develop fundamental skill/s (needs to inc. repetition)
- By also promoting some ownership of the learning, interacting with others, problem solving
- Did you adopt a strategy to ensure inclusion? If not ...
- How did you ensure inclusion?

Fundamental Movement Skills (FMS)



FMS are the building blocks to more advanced movement skills.



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Feedback from practical session.

- Physical activity characteristics? Eg. Competition, recreation, learning/ training etc.
- Which Interventions from STEP did you use?
- Which 'wave' would the intervention support?
- Which area on the inclusion spectrum would the intervention support?
- Did you manage to adapt the activity to include or make suitable for a different type of barrier?

Feedback from practical session

- Revisit your list of up to ten factors that you would like to use as indicators of quality in your own outdoor teaching.
- During the practical – what aspects of high-quality delivery did you observe with your colleagues?

Beyond reach
at present

Child's current
achievement

ZPD



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- (1) Vocabulary specific to learning
- (2) Skills – technique
- (3) Modeling - method

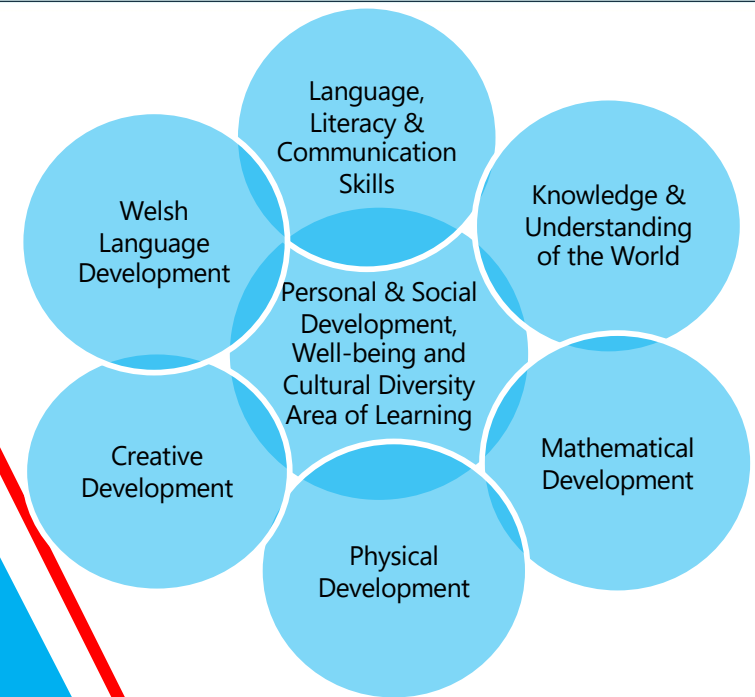
Specific equipment introduced to areas

Visit areas to engage in playful learning opportunities

Focused activity - adult led

Enhanced Provision – adult observation

Continuous Provision – independent challenges/learning



Indoor / Outdoor



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Trefnu'r amgylchedd

Organising the environment

- Amgylchedd addas
- Gwagle i symud
- Amser i symud
- Ardaloedd trefnus
- Amser tawel
- *Appropriate environment*
- *Room to move*
- *Time to move*
- *Organised areas*
- *Quiet opportunities*

Bod yn gadarnhaol - enghreifftiau

Positive recognition - examples

- Canmoliaeth
- Llythyron a galwadau ffon i'r cartref
- Breintiau arbennig
- Tystysgrifau a gwobrau
- Gwobrau go iawn
- System dosbarth cyfan
- *Praise*
- *Notes and phone calls home*
- *Special privileges*
- *Certificates and awards*
- *Real awards*
- *Whole class system*



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A person has a disability if...

- The person has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities (Equality Act, 2010)



Dewch i wyllo / Lets Watch

- <https://www.youtube.com/watch?v=8K9Gg164Bsw>
- Stella Young (2014) – Video TEDTalk –
- ‘I am not your inspiration, thank you very much’.



Identifying Barriers

- What are the main reasons that deter pupils from engaging in Outdoor Adventurous Activities and Physical Educational Activities?

Physical or
mental
impairments

Behaviour

Gender

Conditions

Background

Hidden
impairments

Maturation

Self image,
confidence, self
esteem

Social

Physical or mental
impairments



If a disabled person is at a 'substantial disadvantage' responsible bodies are required to take reasonable steps to prevent that disadvantage

- What might this include?
- How easy is it to make 'reasonable adjustments'?
Circumstances of the case:
 - Type of services being provided
 - Nature of the institution or service and the size of its resources
 - Effect of the disability on the individual disabled person or pupil
- What factors may be taken into account?
- Case Studies

TASK

- Dewiswch un astudiaeth achos i drafod
- Sut bydddech chi'n sicrhau dulliau dysgu cynhwysol?

Un aelod o'ch grwp i rannu trafodaeth eich grwp

- Dewiswch llun
- Pa arferion cynhwysol chi'n medru gweld?

Un aelod o'ch grwp i rannu eich sylwadau gyda'r dosbarth

- Choose one case study to discuss.
- What inclusive teaching strategies would you use?

One spokes person to share with whole group

- Choose an image
- What inclusive practice can be seen?

One spokes person to share with whole group

Rhowch gynnig arni! *Have a go!*

1. Darllenwch yr astudiaethau achos.
2. Gan ddefnyddio'r wybodaeth hyn, lluniwch gynlluniau - gan dalu sylw manwl i model 'Waves of Intervention' (2006).

3. Cofiwch dylai unrhyw dargedau a nodir fod yn dargedau CAMPUS:

- C - Cyraeddadwy
- A - Amserol
- M - Mesuradwy
- P - Penodol
- U - Uchelgeisiol
- S - Synhwyrol

1. Read the case studies.

2. Using this information, create a plan for these scenarios - paying careful attention to the 'Waves of Intervention Model' (2006)

3. Also, remember that any targets should be SMART targets:

- S - Specific
- M - Measurable
- A - Achievable
- R - Relevant
- T - Timely



Astudiaeth Achos 1

Case Study 1

Astudiaeth Achos 2

Case Study 2



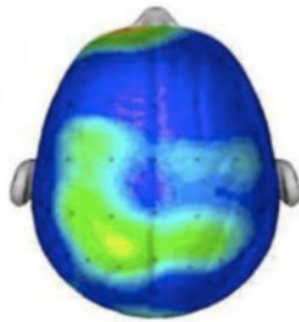
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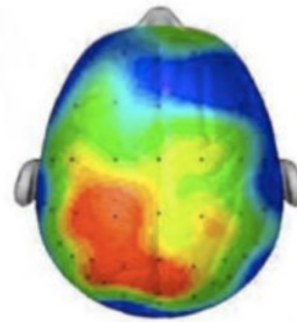
Brain development

- Children are more likely to be delayed in movement coordination if their early sensory-motor development has been compromised
- Movement is the most important function of the brain- a key stimulus to brain development is physical activity
- Critical period for sensory integration is between the ages of 3 and 7 (Foundation Phase)

Composite of 20 student brains taking the same test



After sitting quietly



After 20 minute walk



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Evidence from neuroscience

‘Movement skills in childhood are inextricably linked to core aspects of development including social, cognitive and psychological.... Language emerges as children physically interact with their surroundings...’

Studies show movement skills are linked with early language and literacy, emotional regulation, social behaviour and academic self perceptions.

Diamond, A. (2000; 2015); Iverson, J (2010); Van der Fels et al., (2015); Bedard et al., (2017).



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A Physical Literacy perspective

It is through physical
'embodiment' that humans
'create themselves as they
interact with their surroundings'.

(Whitehead, 2010, p.26)



Remember to re-visit your task to collect your notes from your group work today.

What are the key features of inclusion?

Write your definition of inclusion in preparation for writing your Introduction to Part 2 Assignment.

Tudalen Moodle Page BMPE5005

- Dangos dogfenau a geir ar moodle sy'n cefnogi darlith yma.
- Show documents on moodle that support this lecture

I orffen theory – gwyliwch
To conclude - watch

<https://www.youtube.com/watch?v=Q6eqOBOqESM>

Then ... think ... can we change? ...can we open our eyes to see different perspectives? ...can we open our minds to different ways of thinking?

Inclusion / Diversity / Respect