

ALN Reform

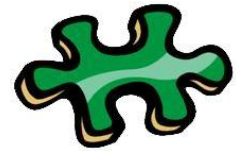
Policy – its influence on
Inclusion and what it means
for schools, children, young
people and their families



Learning Aims & Outcomes

Aims:

- To understand historical approaches to Additional Learning Needs (ALN).
- To explore current and future policy and understand its impact within the classroom.
- To examine what we mean by the term Inclusion.
- What does a good ALN Policy look like?



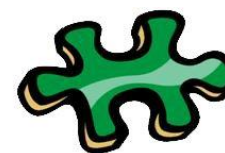
Outcome:

- Students to be able to demonstrate knowledge and understanding of the definition of ALN, including the historical developments which have led to current policy and provision.

Where do we begin?

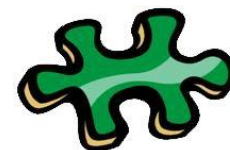
Policy:

- International
- National
- Local
- School



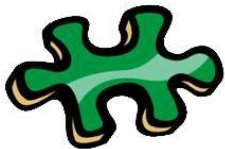
Historical Context

- 1944 Education Act
- 1978 Warnock Report
- 1996 Education Act
- 2002 SEN Code of Practice (Wales)
- 2010 Equality Act
- 2015 Wellbeing of Future Generations Act
- 2018 The Additional Learning Needs and Education Tribunal (Wales) Act
- (Draft) Additional Learning Needs Code for Wales



Report of Enquiry into the Education of Handicapped Children and Young People

- 1971 Doris Fisher asked Margaret Thatcher to consider an ambitious inquiry into 'the whole field of special education'. This was declined.
- Change in law. Thatcher agreed time was 'ripe', in fact it was long overdue.
- Up until now there has not been a more broad ranging report into SEN and disability. It remains the most comprehensive review of SEN to be commissioned by a UK government.



1978 – Baroness Warnock's Report

The Warnock Committee concluded that:

- 20% of children in the school population could have SEN, but 2% may need support over and above mainstream capacity.
- Specialised provision to be provided for the 2%

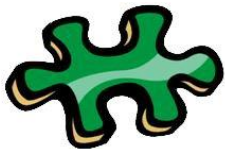
The Warnock Report gave rise to the Education Act 1981.

- The Act placed responsibility of LEA's to identify and provide for pupils with SEN.

What else did the Warnock report say?

The report covered a wide scope including:

- Categorisation of SEN
- Education in mainstream, special, independent, residential and hospital schools
- Relationships between families, health and social services
- The roles of colleges, universities and teacher training



2005 Criticism of The Warnock Report

A summary of the main points by Baroness Warnock:

- Inclusion and statements are not working and a new commission is needed to look into the whole area of SEN provision;
- Small specialist school provision is needed;
- Bullying of children with SEN is inevitable in mainstream schools;
- Statements should only be used as passports to special schools;
- SEN should only be catered for in mainstream schools when it can be supported from within a school's own resources.

Models of Disability

- The medical model views disability as a 'within person' deficit, which should be treated or cured.
- The social model argues that disabilities only exist because society imposes barriers and prejudices and these barriers should be removed.



Medical and Social Model Thinking in Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

'The dilemma is whether to identify and risk stigma or whether not to identify and risk losing protected provision, which has been called the dilemma of difference'.

(Minow, 1990; Norwich, 2008;).

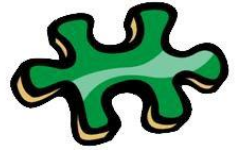
Medical vs Social Model

- What are the pros and cons of each model?
- Which model do you favour and why?
- Are we too reliant on one model?
- Can either model work in isolation?

Discuss!

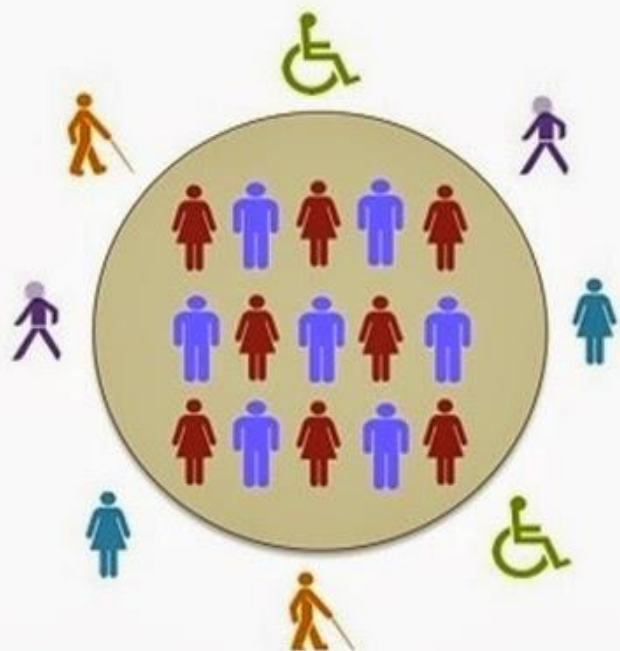


Integration or Inclusion?

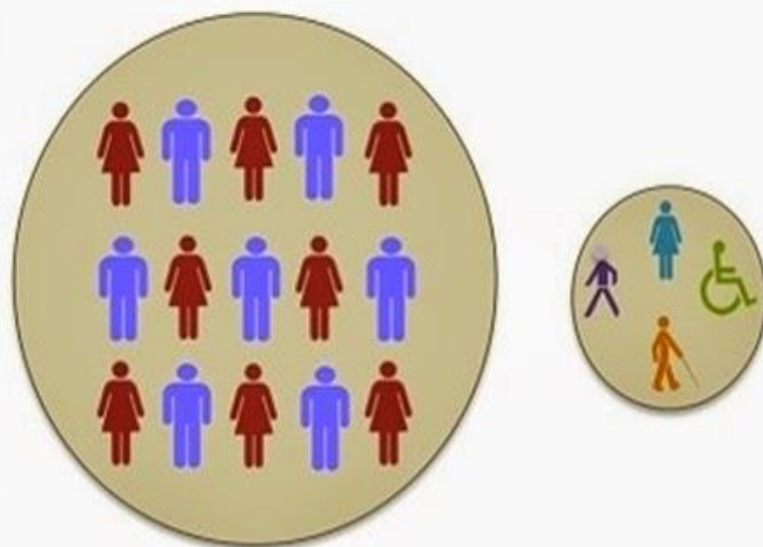


- Historically, medical model approach -1800s institutions
- These institutions were a starting point for modern-day special schools.
- Debate: special schools the beginning of inclusion Gerber (1995) or compulsory segregation Wertheimer (1997)?

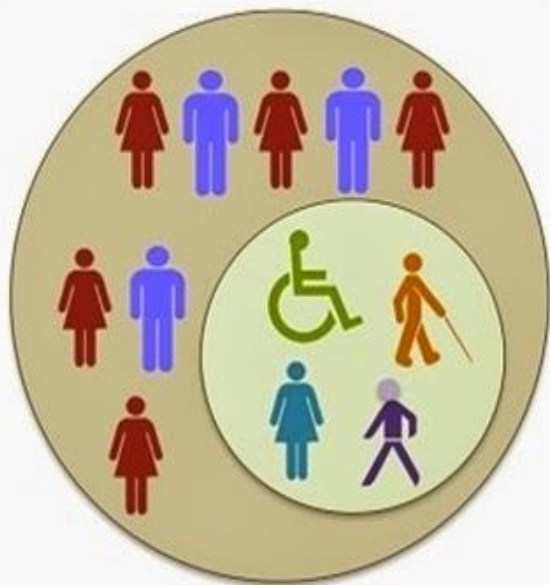
EXCLUSION



SEGREGATION



INTEGRATION



INCLUSION



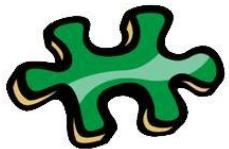
- Integration: manipulation of the child to fit the system
- Inclusion: manipulation of the system to fit the child



Discuss

- Special schools vs learning support centres vs mainstream?

What are the pros and cons?



A New Approach to Policy and Legislation?

- The Salamanca Statement (UNESCO 1994)
- The Equality Act (2010)



UN Convention on the Rights of the Child

Article 24

Children shall have the right to such protection and care as is necessary for their well-being.



Article 28

Recognises the right of the child to education, with the view to achieving this right progressively and on the basis of equal opportunity.

The Convention on the Rights of Persons with Disabilities

Ratified by UK in 2009 but not part of our domestic law. However, as international law, it should be referred to by courts and tribunals and public bodies should comply with it.

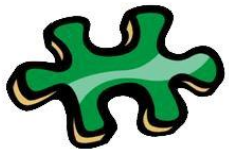


Article 24

Requires governments to make sure there is an education system that includes everyone. Disabled pupils have a right to continue their education without discrimination and on an equal basis to others.

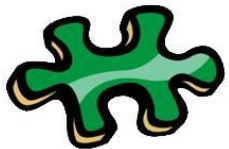
What does inclusion mean for you?

- What is your definition of inclusion? Work in 3s to come up with a statement.
- Within a school setting, who is responsible?
- How would you define effective ALN support?
- Special school v LSCs v mainstream?

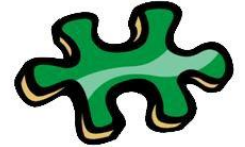


Where are we now?

- Wellbeing of Future Generation Act (Wales)
- Children and Young People's Plan
- The new curriculum (Donaldson)
- ALNET Act and Draft ALN Code
- Role of ESTYN?



Draft Code for ALN



- Duty to favour mainstream
- Role of ALNCo
- Statutory Individual Development Plans (one plan)
- Role of schools, LAs, FEIs and other agencies
- A more transparent system
- Person Centred approach
- Advocacy

Policy into Practice

- What do the policies within your school look like? ALN/Inclusion and Behaviour Policy?
- Are they a one size fits all?
- How do other policies incorporate legislation?
- Are all staff aware of and implementing these policies?



THANK YOU.

Any questions?



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Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol
Making a difference Gwahaniaeth er gwell

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