

Steps to More Inclusive Practice – The Development of Resourced Provision in a Mainstream School

Background

- Y Canol is a large resourced provision for children who have severe and complex learning difficulties.
- It opened in September 2001 as one component of Wrexham's County wide reorganisation of special educational provision.
- The initial pupil intake transferred from a local Special School which subsequently closed.
- The provision is part of Ysgol Heulfan, a mainstream primary school which is situated in Wrexham, North Wales.




A Building Fit for Purpose

- The Y Canol building bridges the gap between what had been separate infant and junior schools. It is consequently located at the centre or heart of the new through primary school.
- Y Canol was designed and purpose built with extensive input from staff, therefore the layout and facilities are practice led and support inclusive methods of working.
- The provision offers excellent learning resources.

There are three classrooms

- **Foundation Phase**
- **Junior Class**
- **Mixed Key Stage (PMLD)**

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- **The children who have PMLD join their peer group classes on an individual needs led basis.**
 - **This is facilitated by the layout of the building which links the three class bases.**

- The foundation phase and junior classes share overlapping outdoor learning and play spaces with the mainstream departments.



- **Kitchen with height adjustable equipment.**



- **Sensory Stimulation Room**



- **Soft Play Room**




- **Hydrotherapy Pool**



- **Sensory Garden**



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- **Additional facilities include:**
 - **Physiotherapy area**
 - **Medical / Therapy room**
 - **Multi functional hall.**


Partnership with Parents

- Anxiety amongst parents during lead up to special school closure.
- Open door policy for parents and families.
 - Daily home/school diaries.
 - Frequent telephone calls/visits.
 - Monthly coffee morning.
 - Termly parents evenings/ open days.

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- **Written policy in place to guide practice.**
 - **Pupil's individual learning goals are determined in consultation with parents.**
 - **Targets sent home at the beginning of every term together with a record of progress made against previous targets.**
 - **Parents are involved in decisions regarding inclusion.**

Multi-agency Methods of Working

- Due to the complexity of pupils needs we adopt a multidisciplinary approach to all aspects of planning and practice.
- All pupils receive an individually appropriate balance of education, therapy and care that is delivered cohesively.

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- **We work collaboratively with speech and language therapists, physiotherapists and occupational therapists to ensure that:**
 - **communication and physical therapy targets are integral components of pupils individual education programmes.**
 - **therapy needs are addressed continuously throughout the day.**


- **Pupils healthcare needs are overseen by medical colleagues. Any necessary interventions (e.g. tube feeding, oxygen, suction etc) are delivered by 1:1 teaching assistants, who receive appropriate training.**
- **We host a variety of health based clinics to promote multidisciplinary discussion and approaches.**
 - **Paediatric**
 - **Orthopaedic**
 - **Seating**
 - **Orthotics**
 - **Dysphagia/dietic**
 - **Occupational Therapy**

Principles Guiding Inclusion

- **Meaningful inclusion means much more than making all activities available to everyone.**
- **All integrated opportunities should be driven by learner's needs.**
- **The broad aims of education are pertinent to all children. There are ample opportunities to seek out similarities and points of contact.**
- **All pupils have the right to a needs driven optimal curriculum. It is not appropriate to dilute either mainstream or specialist practice merely to achieve common ground.**
- **Integration arrangements should be flexible and reciprocal.**

Planning and Practice

- **Staff from Y Canol and mainstream plan integrated sessions collaboratively. Good communication team work and joint planning are crucial.**
- **Y Canol has its own curriculum. Where practicable and feasible curricula links have been made with mainstream counterparts.**
- **Similar formats have been adopted across the school for schemes of work and planning sheets to promote shared understanding.**

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- **A variety of curricula contexts provide the vehicle for integrated practice.**
 - **All integrated sessions are appropriately staffed. (Due to the complexity of their needs all of the pupils in Y Canol have 1:1 learning support).**
 - **All integrated sessions are appropriately differentiated to meet need.**
 - **Resourced provision pupils are included within their mainstream year group where practicable.**

Inclusive Methods of Working

- **Every pupil in the provision has an individually needs driven package of inclusion.**
- **For some pupils this can amount to very little time. Other pupils spend significant proportions of the week in mainstream lessons and socialise with their mainstream friends every break and lunchtime.**
- **Integration for pupils who have PMLD is facilitated in a number of ways.**



**Pupils from Y Canol
joining mainstream
classes:**

- **Sensory Science in the outdoor classroom**



Pupils from mainstream joining Y Canol classes.

This is particularly appropriate for pupils who have the most complex needs and may, therefore, be reliant upon the security of a familiar setting.

- **Personal and Social Education – Sensory Stories at lunch time.**



- **Literacy – Paired Reading**





**Small groups of pupils from
both departments coming
together for specifically
planned activities –**

- **Early Concept Development.**



Joint Class Projects

Drama - *We're going on a bear hunt.....*

A deep cold river.....



Splash, Splosh, Splash, Splosh.

Thick oozy mud.....



Squelch, Squerch, Squelch.

A big dark forest.....



Stumble trip, stumble trip.

Special occasions and events.....

- **Whole school celebrations and concerts**




● Artist in residence



• Sports day



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- **Visiting musicians**
 - **Theatre productions**
 - **Storytellers**

Support for Inclusion (Staff)

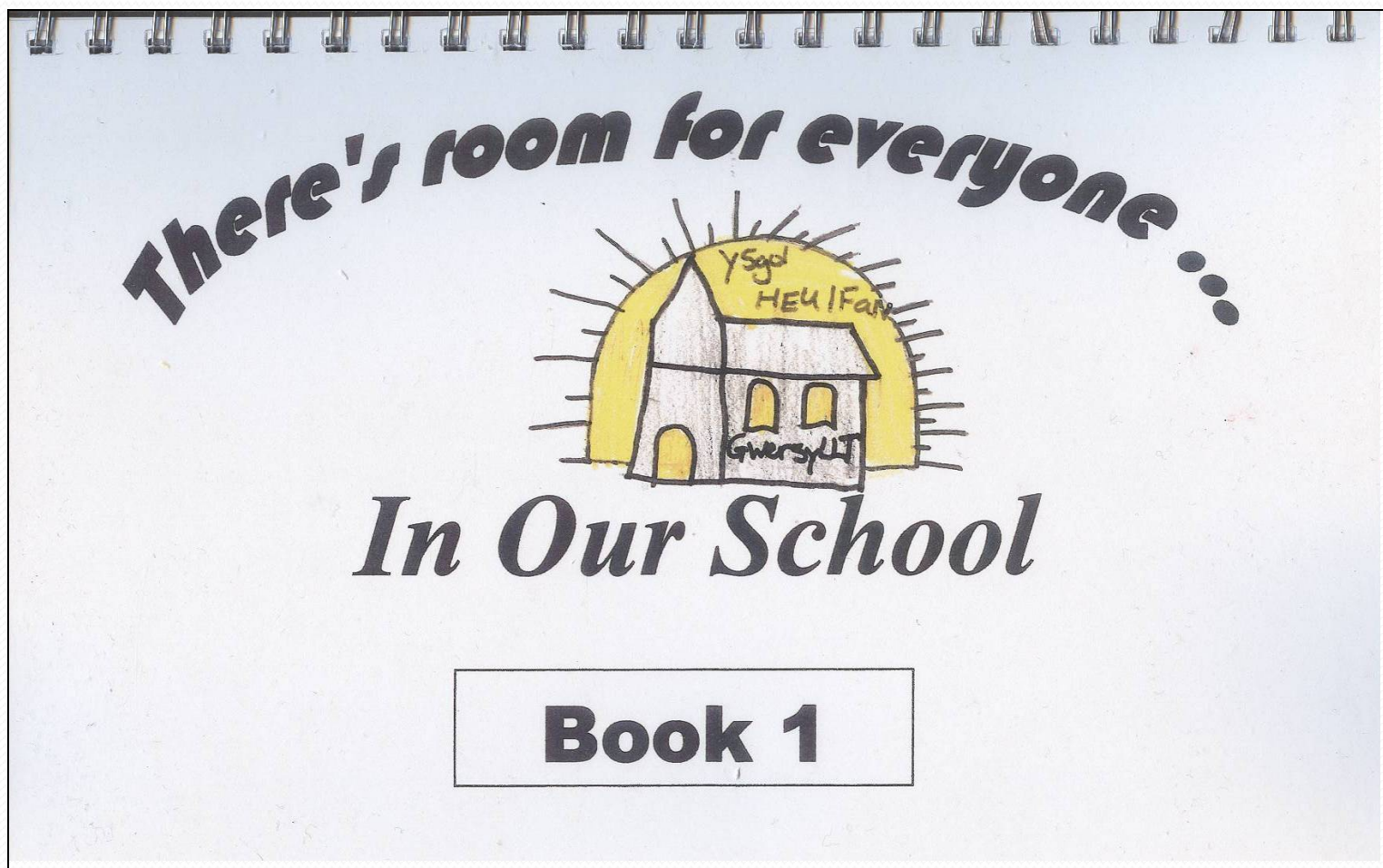
- **Overarching Senior Management Team.**
- **Written Policy to guide practice.**
- **Inclusion strand included in induction training for teaching assistants.**

Support for Inclusion (Pupils)

Building Relationships

- **Communication Passports.**
- **Makaton (basic sign language) after school club.**

- ‘There’s Room for Everyone in Our School’ project.



Awareness Raising

- **Shades for a day RNIB**
- **Jeans for Genes (Genetic Research)**
- **SENSE Drumathon**

Conclusion

- We like to think that we offer the best of both worlds.
- The specialist teaching, facilities, resources and multidisciplinary approaches associated with a special school together with all of the benefits of inclusion.
- We are delighted to be the first primary school in Wales to be awarded The Inclusion Quality Mark.



