

Inclusion

These are our children
(Christine Lenehan)



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What we know...

Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children (Sullivan, Vernon and Scanlan 1987; Cross et al. 1993; Sullivan and Knutson 2000; Kvam 2004; Spencer et al. 2005); Jones et al.2012.



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- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.



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- Bullying is a feature in the lives of many disabled children (Marchant et al. 2007; Reid and Batten 2006; Mencap 2007). Research indicates that disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children (research Executive summary 9 conducted by the NSPCC in 2013 on the experiences of 11-16-year-olds on social networking sites).



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What you can do to protect children with SEND

Does your safeguarding policy -

- include an equality statement, along with a commitment to anti-discriminatory practice?
- Recognise the vulnerability of different groups of children with SEND and the barriers they may face, especially around communication
- Cover any safeguarding issues that are specific to the child's disability such as intimate care?
- Enable disabled children to have an understanding of how to keep themselves safe.



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Children and young people with SEND and the risk of exclusions



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The Lenehan review

- Found that too many children and young people are having negative experiences in mainstream schools
- Too many families are having too fight to access the support that they feel their child needs
- Too many schools and colleges are not ambitious enough about the outcomes their children and young people can achieve



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The children in residential special schools can be broken into four road groups

- Those with autism, communication difficulties, severe learning difficulties and challenging behaviour
- Those with social, emotional and mental health needs (SEMH) and challenging behaviour
- Those with profound and multiple learning difficulties (PMLD) and health needs that require intensive specialist support
- Those with a special educational need or disability but moderate or no learning difficulties



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What parents of children with autism have told us

- “My son is really struggling with school....I really don't feel as though the teachers are treating him as an individual with different care needs”
- “We have been impressed with his progress and his school. The level of support is exactly what he needs”
- “As a family we are pretty much isolated”
- “He finds playtime very difficult; school have been very supportive and offered options of indoor play and he is receiving support through a play therapist at school”



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What young people (nationally) have said

- “The school shattered my confidence - they had no understanding...they were unable to provide ‘reasonable adjustments’.” (Young person on autism spectrum)
- Half of the young people we spoke to said their teachers do not know how to support them.

(Held Back Campaign; NAS 2017)



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Children and young people with autism

- Currently, pupils with autism are three times more likely to be excluded permanently than children and young people with no SEND, and permanent exclusions for them increased by 36% between 2014-15 and 2015-16



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Children and young people with SEMH

- Despite making up only 2.2% of the total pupil population, they made up 28% of all pupils permanently excluded in 2015-16. They were almost 20 times more likely to be excluded than children and young people with no SEND



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What happens to these children once they have been excluded from school?

- Discuss with the person next to you



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- 45% of young people sentenced to less than 12 months in custody were recorded as having SEN without a statement and 28% were recorded as having SEN with a statement (MFJ & DFE 2016)
- National increase in the numbers who are homeless and have SEND
- United Nations Conventions on the Rights of Persons with Disabilities have suggested that there has been an increase in segregated provision within the UK



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- The United Nations Conventions of Disabled Persons have also suggested that there is ineffective monitoring of bullying against disabled children in school
- Children are internalising the failures of the system, seeing themselves as failures



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Improving outcomes

- My Support Plan or similar developed through a TAC/YP meeting
- Greater communication with families; working together to improve outcomes
- Preparing for adulthood from the earliest point which includes teaching skills around independence, choice making and self-help



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Improving outcomes cont

- Analysis of data, are children and young people with SEND making the expected progress
- Consider what is working and what may need to change to enable groups of children with SEND to thrive within your school
- Following the 'assess, plan, do, review' cycle
- Accessing High Needs Funding as appropriate, either through an Education Health and Care Needs Assessment or through Early Intervention Funding



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The Lenehan review

- Mainstream schools would ensure that children and young people with SEND feel welcome, and would know where to get support that enables them to meet their needs. (Lenehan;Nov '17)



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What support is available

- Inclusion Team
- Sensory Intervention Team
- Educational Psychology Service
- Behaviour Support Team
- Inclusion Network (outreach support from Special Schools)
- Participation Team



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Support for families

- LD CAMHS (for children with LD; those with more complex needs and challenging behaviour)
- Positive Behaviour Support Team
- Early Support Team - (Outreach and ES keyworking services)
- Key Working Service (EIP)
- Parental support groups - information available via the online local offer



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What else would help?



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