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“Inclusive practice requires significant changes to be made... and is a **whole school endeavour** which aims to accommodate the learning needs of all students” (Ainscow et al, 2006, p.2).

What is the Framework?

- Resource to schools to prioritise the inclusion of pupils with special educational needs and assess the quality of inclusion
- Schools can:
 - identify what they are doing well
 - identify areas where they need to improve
 - rate their levels of inclusion
 - plan to address areas for improvements

Development Process

- Consultative forum & literature review 2008

- Advisory Group 2009- 2010
 - Literature
 - Pilot (10 schools)
 - Extensive Consultation

- Council review, design and publication 2011

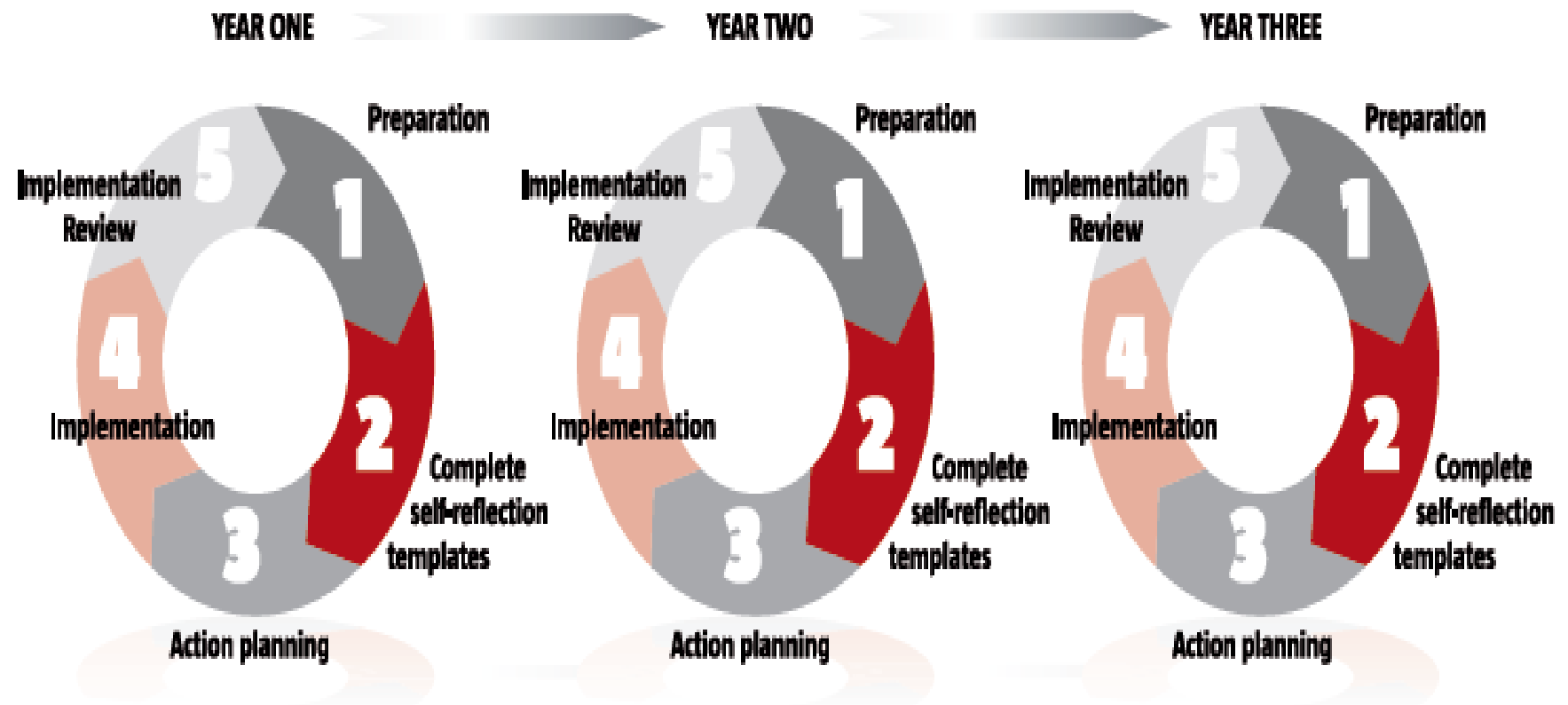
Framework Structure

- 10 themes (and sub themes)
- Theme description
- Guidance criteria under each theme (5 – 6)
- Exemplars of good practice

Themes

1. Leadership and Management
2. Whole-School Development Planning
3. Whole-School Environment
4. Communication
5. Pupil and Staff Well-being
6. Curriculum Planning for Inclusion
7. Individualised Education Planning
8. Teaching and Learning Strategies
9. Classroom Management
10. Support for and Recognition of Learning

Framework cycle



Application & Preparation

Inclusive Education Framework



..... School

is participating in

The NCSE Inclusive Education Framework Initiative

A guide for schools on the inclusion of pupils with special educational needs

NCSE Chief Executive Officer NCSE Chairperson

Self- Reflection

- Core Teams
- Evidence- where are we now?
- Identify priorities for action
- Qualitative measure
 - ❑ No start made
 - ❑ Getting started
 - ❑ Some progress made
 - ❑ Good progress made
 - ❑ Good practice in schools

Action Planning

- Priority areas
- Actions
- Responsibilities
- Resources
- Timelines
- Review

Final steps

- **Implementation**
 - **Review Implementation**
 - **Overall Inclusion Qualitative Measurement**
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Pilot schools response to Framework

- Opens up special education to whole school
 - Strong emphasis on pupil well-being
 - Good concept of inclusion
 - Measurement scale supportive
 - Voluntary nature
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"All those in favour say 'Aye.'"

"Aye."

"Aye."

"Aye."

"Aye."

"Aye."

***Tell me, and I'll forget. Show me, and
I may not remember. Involve me,
and I'll understand.***
