Coproduction and Inclusive Practice – A local authority approach to supporting inclusion within schools

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Stirling Council

Content of Session

- Link to poverty

- Background and Purpose

- Coproduction

- Process and Steps

- Initial Findings and Next Steps

- Example of Work

What was your best experience of inclusion?

Consider a time when you have had a positive experience of inclusion – this could be for children/YP, families or when it has worked for staff.

What were the factors that promoted positive inclusive practice. Think of 3 words.

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Mentimeter

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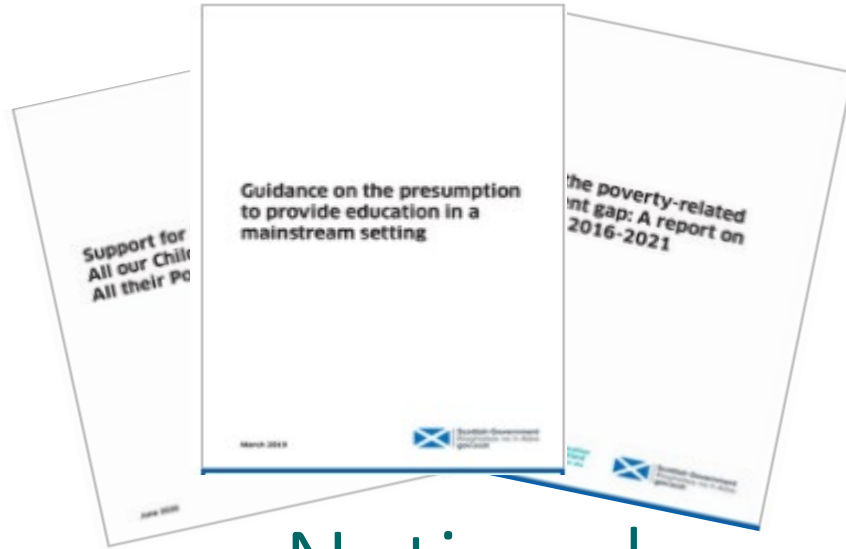Stirling Educational Psychology Service

" An education system which is aspirational, inclusive in ethos, practice and approaches for all including teachers, parents and carers, children and young people.

Closing the poverty-related attainment gap

# Why this focus in Stirling?

National Policy

Local Data

COVID Recovery

Coproduction

"a way of working where service providers and users work together to reach a collective outcome. The approach is value-driven and built on the principle that those who are affected by a service are best placed to help design it."

Coproduction

Generate Ideas

Identify Problem

Together

Co-design

Reciprocity
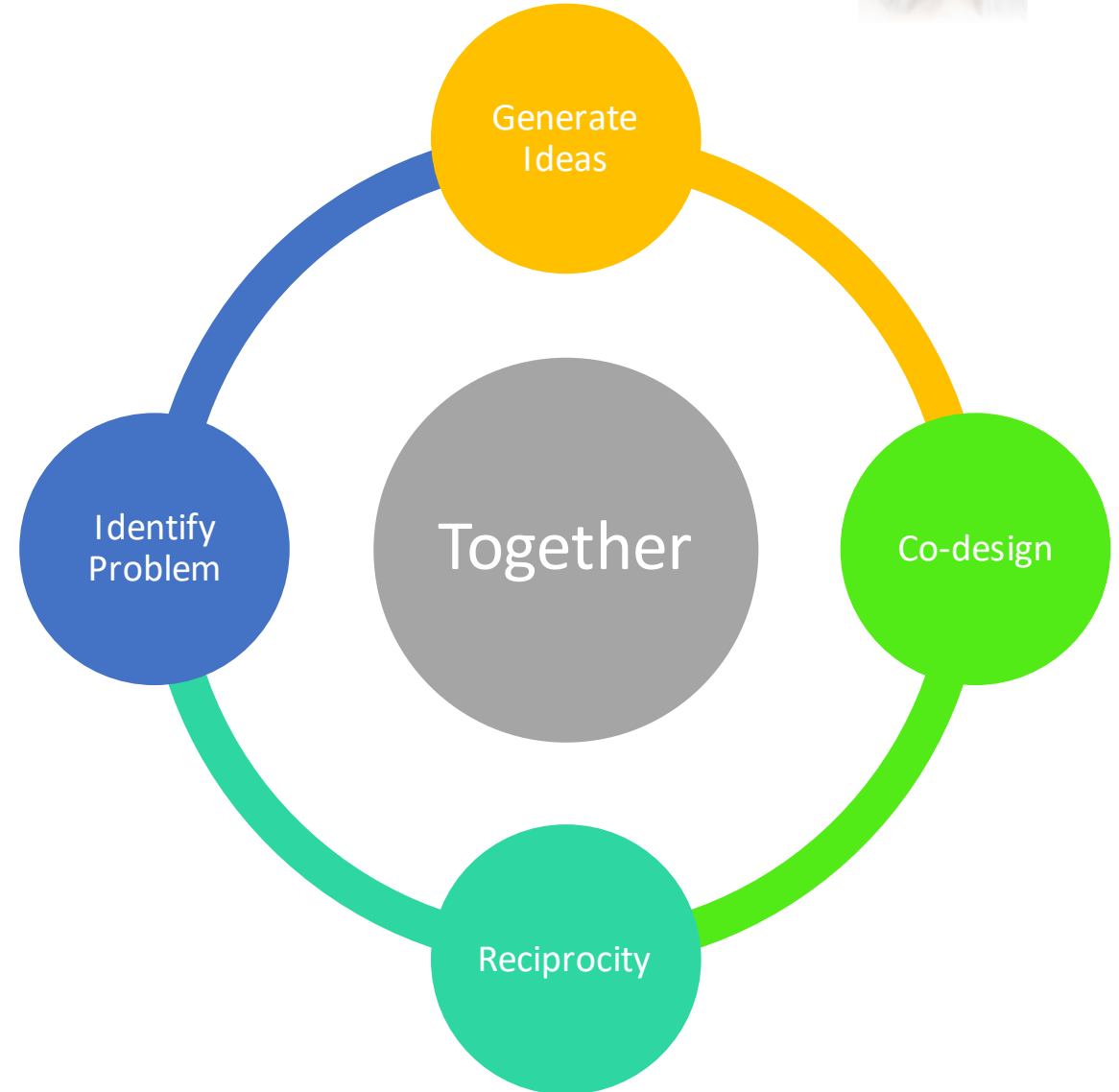
Process and Steps
Appreciative Inquiry (AI)

Appreciative Inquiry 4-D Process

Process and Steps

Discover and Dream

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Children and Young People Groups

Parent and Carers

Education Staff

Partners

Initial Findings Discover

Seeing interactions between children and observing the care and compassion shown. Never letting anyone feel left out and ensuring they feel valued

Peers knowing about each other as individuals, learning and understanding how to support each other. Building understanding, tolerance and respect for the other children.

The sense of equity consistent across a school with every child getting what they need to be successful and achieving.

The full staff team worked well to ensure an individual pupil was included. Staff would often reflect upon their practice to ensure they were supporting this pupil

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Relationships

Ethos

Accessible Learning

Collaboration

Support

Making friends really helped me to feel included, I can sometimes be a bit shy and I think it helped that this is a small school."

Every child feeling like a part of their class and wider school community regardless of their circumstances, or additional support needs.

Every class member working towards a common outcome. There will be different routes and help and support in place for those that need it, but everyone can look at the lesson and see what they have learned.

Inclusion opportunities that are most successful are identified and agreed between all parties. There is time to share relevant information and put plans and resources in place.

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Initial Findings Dream

A focus on building relationships between staff, staff/children, staff/families are key to successful inclusion.

Children supporting and understanding diversity, inclusion, equity. YP and adults demonstrating these values and celebrating difference.

Flexibility is important. Flexibility in what is offered in the curriculum and environment

*A **shared understanding** amongst staff of what **inclusion** is and how best to **support** children*

Support can be provided when required. There isn't an unreasonable wait or a need to repeat your story.

Relationships

Ethos

Accessible Learning

Collaboration

Support

Making sure that relationships are still there when things haven't gone well. Always trying to keep relationships because they know how important they are

kindness, compassion, collaboration, creativity, are embraced above academic excellence

Having lots of different opportunities and each one of them not being seen as something "different".

There would be collaborative planning to help staff and children. There would be greater access to specialist services.

Children would be supported by the people that can help the most, not having to wait for a diagnosis

Next Steps - Design

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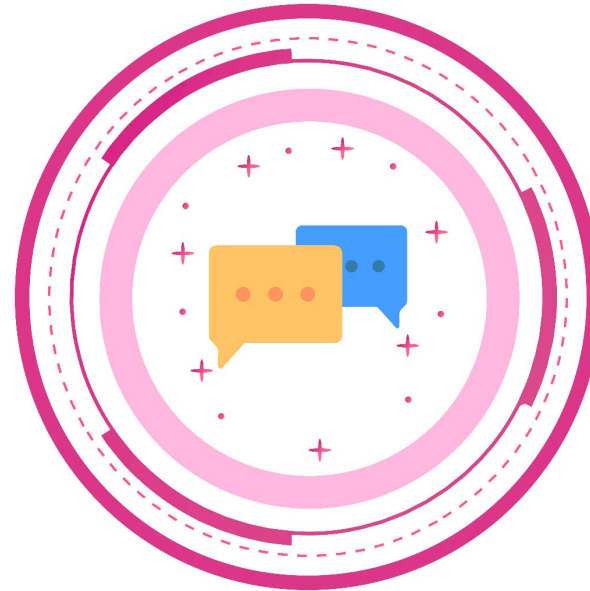
Children and Young People Groups

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Next Steps - Design

Stirling Educational Psychology Service

Vision statement

Guidelines and Information

Aspirations and Strategy

Action Plan

GWEN HOBBS, EDUCATIONAL PSYCHOLOGIST IN TRAINING
(WITH IONA MCCROARY PRINCIPAL TEACHER AUTISM)

INCLUSIVE PRACTICE AT ST. MODAN'S HIGH SCHOOL

ST. MODAN'S HIGH SCHOOL

- St. Modan's has a large catchment area with learners from Stirling, Clackmannanshire and Falkirk.

- Stirling Council High School Autism Provision - reflects demographics across all of Stirling

- 917 learners, 466 with ASN that fall into categories ranging from learning disabilities, ASD, hearing impairments, physical and motor impairment.

APPRECIATIVE INQUIRY (AI)

A STRENGTH-BASED APPROACH TO ORGANISATIONAL CHANGE

KNOX ET AL., 2015

Reality is social constructed through interactions and words.

Change is created by questions.

What we select to pay attention to, whether the positive or the negative, will determine what we discover.

Generating images of the future can direct and inspire what we do.

Asking positive questions promote positive change.

People work better when provided with choices about how and what they contribute.
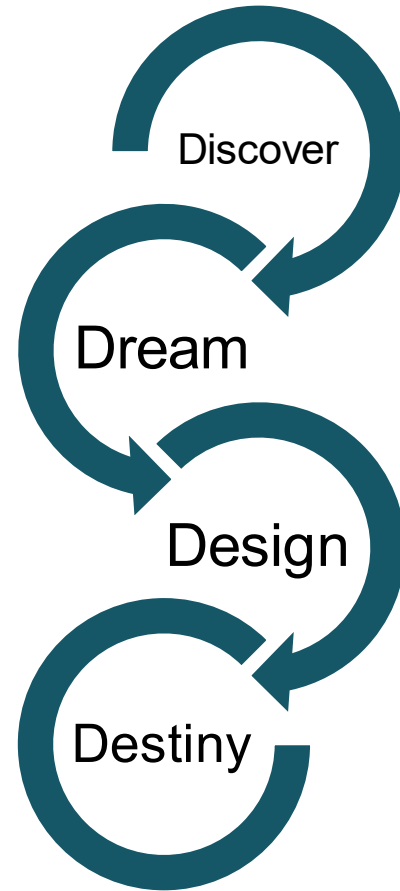
Every organisation has at least one thing they do well. Focus on finding and building on this.

We will move towards what we pay attention to, so pay attention to areas where the we are shining and seek to expand them

4-D CYCLE

Discover
- Identify the positives about what is

Dream
- Collaboratively visualise what might be, what positives you can build on

Design
- Examine how the dream can be enacted and embedded

Destiny
- Individuals and the group are motivated and energised to deliver that design

(Kadi-Hanafi et al., 2014; Kozik et al., 2009; Scottish Social Services, 2016; Waters & White, 2015)

PARTICIPANTS

- Five focus groups:
  - 23 pupils from S2, S5 in mainstream and in autism provision
  - 7 teachers in autism provision
  - 11 support staff

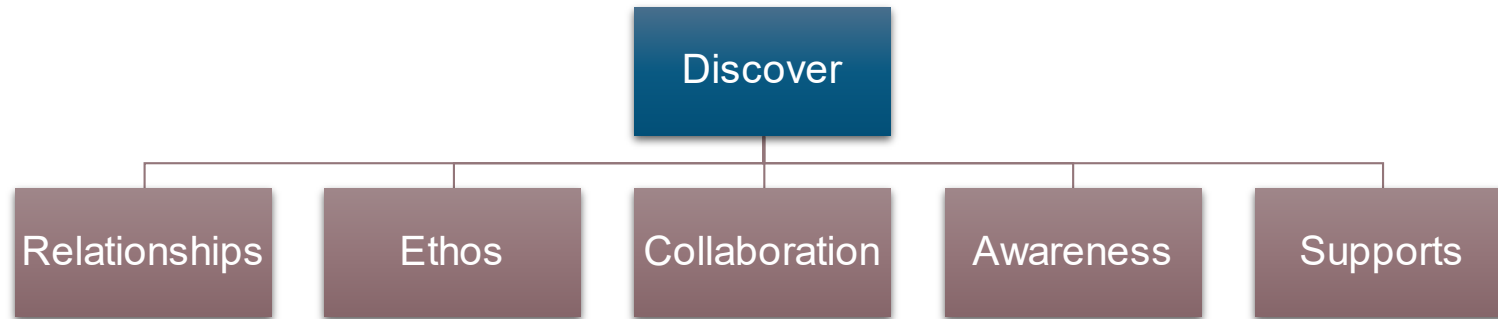- Online Questionnaire
  - 6 mainstream teachers

DISCOVER

- What does it mean to be included? Tell me about a time that you felt most included [that inclusion really worked for everyone involved]. (adapted from Scottish Social Services, 2016)

- 6-step thematic analysis (Braun & Clarke, 2006)

"To be enabled to do the things that they want to do."

"feeling that you have a say and have some impact in that community."

"Just a lot of people and you know they're being friendly and all that."

DISCOVER

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                    │  Discover   │
                    └─────────────┘
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│Relationships│ │Ethos │ │Collaboration │ │ Awareness    │ │ Supports │
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"The fact that they had a desk so that whenever they went up it was there, available for them. And their own things, their own tray. Just basic things that are important for a sense of belonging that if you don't have then - even if you are enjoying your class, you're not really welcome and part of it"

"But just having that ability to speak and collaborate together and just like, well, actually he's just this kid, he's like this. To properly discuss it without it being a bit negative was really important."

"And I've seen that repeated in several different instances within classes. The children can be so welcoming."

DREAM

- Imagine in five years time your school has won a prize for being "The most inclusive school in Scotland". What is the school like? (adapted from Scottish Social Services, 2016)

"You'd have that really happy kind of part of a community feel."

"Because people like who need support get support, and there's like a base for even more support. I think that already quite good."

"[It doesn't mean] spending hours doing something different, it could be the way you say something. Or the outcome you're looking for. Could you do the same job but actually could you say it in speech."
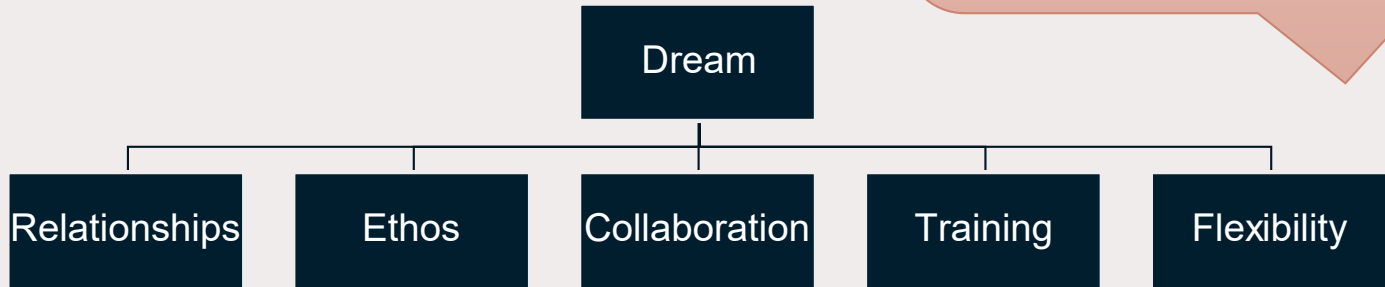
DESIGN

- Discovery and Dream shared by Educational Psychologist in Training and Principal Teacher Autism with Head Teacher and DHT Pupil Support and Development for top-down planning (Seaton, 2021).
  - Scheduling AP access to facilities and activities.
  - Person-centred introductions of pupils with ASN during August in-service
  - Ensuring AP staff are included in all staff activities and offers.
  - Link to Rights Respecting Schools Working Group
  - Inclusion Ambassadors Programme

DESIGN/ DESTINY

- Inclusion Ambassadors Training
  - An individual as a champion and bridge-builder can be critical to enhancing inclusion (Abery & Harutyunyan, 2018)
  - Building on what works well, to make it better: Autism Ambassadors. (Scottish Social Services, 2016).
  - Inclusive ethos and double empathy theory (Milton, 2012; 2014; Chown, 2014).

THE DOUBLE EMPATHY PROBLEM

AUTISTIC PERSON

I may…
Struggle to communicate with neurotypical people
Have successful social interactions with other autistic people
Feel pressure to mask or pass as neurotypical
Feel socially isolated in neurotypical settings

NEUROTYPICAL PERSON

I may…
Frequently misinterpret communication of autistic people
Have successful social interactions with other neurotypical people
Assume that autistic people lack social skills
Benefit from a society that rewards neurotypical social skills

Social interactions are bidirectional.
Understanding another neurotypes' social interactions is NOT just the responsibility of autistic people.

From: https://www.theinformedslp.com/review/how-and-why-to-be-a-neurodiversity-friendly-slp

AUTISM AMBASSADOR TRAINING

Double Empathy Theory
Theory of Mind
Executive function
Monotropism
Weak Central Coherence
Context Blindness

Four 60min sessions:

April & May 2022.

Awareness & Information
Practical Case studies
Collaboration
Interactive learning

Practical Strategies
Secure Relationships
Effective Differentiation
Inclusion Ambassadors

DESTINY AS ONGOING PROCESS

- "Deliver" or "Destiny" as fourth D?
    - Where is the strategic plan?

- Participants' power and possibilities arise from the process (Kozik et al., 2009)

- Individual commitment to act (Alston-Mills, 2011)

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TIME FOR QUESTIONS