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Inclusion in Education

Agenda

- Welcome and introductions
- Brief background to Inclusion in Education
- Education proposals for secondary education
- Focus group – November 2015 and update
 - Break outs and feedback
- Review and update the 9 diamond priorities
- Consultation responses

History

- Inclusion in Education workshop Wigwam & GDA – Nov 15
- Presentation to Education department – Inclusion Conference – May 2016
- Education proposals for Secondary Education released – July 2016
- Met with ESC committee, Education department, parents and GDA members and groups – 20th July 2017
- Met Education Nick Hynes re legislation impact – 1st Aug 2017
- Met ESC committee, Education department – 2nd August 2017
- CYPP Included and Respected meeting – 15th August 2017

Involvement – GDA members

- **GDA groups and members**
 - Simon Kent, Wigwam member
 - GDA Karen Blanchford
 - Wigwam (partners) - Debbie and Andy
 - Youth commission (partners) – Kerstin Neeson
 - NAS – Catherine Hall representing Autism Guernsey
 - GDCS, Gsy Down Syndrome group, members
 - *To input from Learning Disability members*

Involvement – politicians

- **Education, Sports and Culture (ESC) committee**
 - Deputy Paul Le Pelley (working group)
 - Deputy Carl Meerverld (YC)
 - Deputy Neil Inder (YC and working group)
 - Deputy Andrea (Millie) Dudley-Owen (YC)
- **Disability Champions team:** Deputy Sarah Hannsman-Rouxel
- **Employment, Social Security (ESS):** Deputy John Gollop & Emilie Yerby (apologies)
- **Parents:** Deputy Marc Leadbeater & Deputy Barry Brehaut

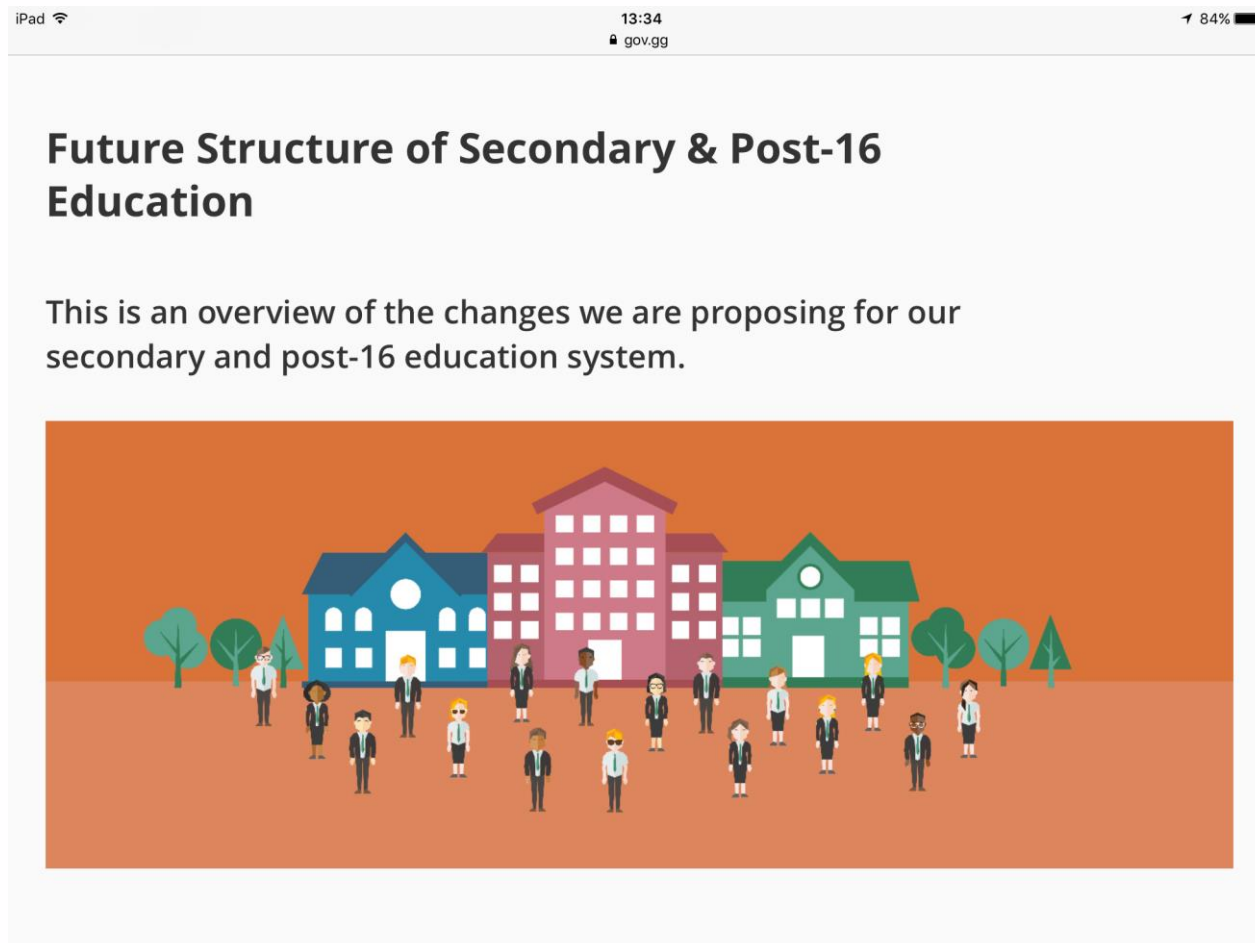
Involvement – Civil Service

- **Education services**
 - Nick Hynes, Director of Learning, Performance & Intervention
 - Nicky Bougourd, Director of Communications
- **Employment Social Security (ESS)**
 - Disability Officer – Caroline Mullins

Total Top 5 Aims for the GDA (2015)

- 1 Awareness and acceptance of the **RIGHTS** of disabled islanders
 - 2 More disabled people in **EMPLOYMENT**
 - 3 A person-centered **COMMUNITY CARE** and support system
 - 4 **ACCESS** in all its forms (buildings, processes, customer services, recruitment, education, etc.)
 - 5 **RESPITE CARE** available according to need
- 6 A supportive **EDUCATION** system and Pathways to **HIGHER EDUCATION**, training and lifelong learning
 - 7 **INFORMATION** about existing support services
 - 8 Accessible, affordable **HOUSING**

Education proposals for secondary & post 16 education



Education proposals for secondary education

- The Committee for Education, Sport and Culture's (ESC) current plans for non-selective secondary schools have not included a review of how children with Special Educational Needs (SEN) might be affected by the current "three school" plan, or how such students' needs are to be accommodated within these schools. Nor, indeed, have the plans included a more general review of Guernsey's system of educating children with disabilities and SEN.

Inclusion in Education - Nov 15

- Brought together parents & carers and groups to discuss Inclusion in Education
- Discuss and prioritise the issues of Inclusion in Education in 4 groups each groups feedback is recorded

Inclusion in Education - Nov 15

Inclusion in Education

workshop output

19 November 2015

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1st priority

- 1 Social acceptance and inclusion in society
- 2 Range of options for all needs
- 3 Less reliance on parents bringing professionals together
- 4 Individual needs assessed, met and regularly reviewed

2nd priority

- 1 Best opportunity possible
- 2 Increase knowledge of staff (more effective referrals)
- 3 More co-ordination between top & bottom, strategy and implementation
- 4 Chance to achieve academic potential

3rd priority

- 1 'Rubbing Off' Primary schools interactions good, kids understand the wider world and normal does not exist. Secondary poor
- 2 Reaching educational, social & emotional potential
- 3 Staff awareness of class, TA & needs
- 4 Agencies liaise with each other & school

6th priority

- 1 Right equipment & technology to support children
- 2 High proportion dyslexic children (12 of 46 kids and limited support)
- 3 Support to interact socially
- 4 Better planning – early transition and communication

5th priority

- 1 Attitude change at Education (open v closed) kept at arm's length
- 2 Need driven early Intervention v crisis intervention
- 3 Specialist back up for teachers
- 4 To achieve social integration and emotional wellbeing

4th priority

- 1 Right environment for physical, emotional & different needs
- 2 Lack of Comm's Education & depts – Access to support incl. voluntary
- 3 Staff training & awareness of different conditions and support
- 4 Respond to needs not budgets

Remaining priorities

- Parent volunteers (not for own child) to assist with support – who have knowledge of impairments, free up resources, be creative with resourcing
- Learn social interactions such as texting
- Safety of all children
- Parents as partners – communication
- Measurable targets of inclusion
- Normalise differences if children in mainstream education – school ambassadors
- Individual Education Plan – Implemented
- Statement of SEN – quantified, detailed and measured, maybe frequency of review dropped if doing well
- Information for parents on who's who in education, eg. who to go to with questions.
- Class size.

Inclusion in Education workshop 2017

- Working on the submission in November 2015
- Are the priorities the same or have they changed?
- What has improved?
- What has declined?
- Are there any new ones?

Were next?

1. Ensure that Children with Disabilities are included in the Education proposals – GDA, partners, groups, members & ESS responses
2. Ensure Inclusion in Education is on the agenda and progressed – CYPP work stream Included and Respected – chaired by Kerstin Neason Youth Commission with GDA Wigwam and groups as members
3. Finalise your feedback and updates from today – Wigwam
4. Provide formal responses to Educations proposals – all

GDA response will include

In line with the States Resolution that all plans and policies should consider the disability perspective, the Committee's plans should have taken into consideration the needs of disabled students.

In addition, these plans should also have considered the effect of the UN Convention for the Rights of Persons with Disabilities (UNCRPD), which the States has agreed to adopt.

Responding to Educations proposals

If you wish to make a formal submission this can be done via email at this address (educationfuture@gov.gg) or by post to:

Committee *for* Education, Sport & Culture

Sir Charles Frossard House

La Charroterie

St Peter Port

Guernsey

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Contact Us

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