

Inclusive practice critical analysis



Inclusive Practice Inclusive practice in education moves us away from 'integration' and 'mainstreaming' of learners, which was mainly concerned with separating those with a disability or 'special educational needs' until they had reached the required standard for mainstream education. Inclusion is about the learner's right to participate and the teacher/ institutions duty to accept the learner as an individual. Inclusion rejects the separation of learners with disabilities from learners without disabilities; instead it promotes equality and respect for their social, civil, human and educational rights.

From what I can see there are few totally inclusive schools but those that are, restructure their curriculum so all can learn together without discrimination. Some key reports that have changed the face of education over the last decade and a half are: " Inclusive Learning" (1996) a report by John Tomlinson, was the result of a three-year enquiry into the educational needs of and provision for adults with disabilities and/ or learning difficulties in England.

It arose from the requirement of an Act of Parliament, in 1992 and states that; the new national funding council for further education should 'have regard' for such students in all its work of funding, development and evaluation. ITSELF ? Learning for Teaching We believe that learning can only be fully effective if it is inclusive' ? Tomlinson 1996, case. Org. UK " Learning Works" the report of the Further Education Funding Council's committee on widening participation in Further Education (Nov 1997), chaired by Baroness Helena Kennedy of the Shaw. The Learning Age" (Feb. 1998), the government consultation paper on lifelong learning, and the formal response

to the National Committee of Inquiry into Higher Education's report Higher Education in the Learning Society. Key points being; more assessable learning opportunities, removing barriers I. E. Financial, disability, investing in 16 + learners and improve quality.

The Wolf report (March 2011) Key points being; motivate young people to take the most valuable vocational qualifications pre-16, introducing study programmes for post-16 to ensure they are gaining skills which will lead to progression into a variety of jobs or further learning, especially those who haven't done so well in English and mathematics to continue to study those subjects. To ensure apprenticeships deliver the right skills for the workplace, restructuring of the Qualification, Credit Framework (SCOFF) and enabling FEE lecturers and professionals to teach in schools, ensuring young people are being taught by those best suited to do so. ?? education. Gov. UK

Unfortunately with the changes in political power come changes in legislation. This on low income. Although only £500 per week, this could mean the difference between being able to afford to go to college or not. With the increases in University charges and the prospect of post graduates being left with huge debts to pay, or being told by job centers they are 'over qualified' so no jobs for them, it seems as though there has been a u turn in all the progress that had been made in the last decade and a half.

Only time will tell what impact this will have on students and how many will want or be able to continue with their studies and what divide may be caused between those who can and can't afford to do this. In recent years, with the poor economic climate, many businesses have collapsed making people redundant. Faced with life changing decisions of having to change

their career path and learning new skills; as the competition for jobs with the skills they have may be too great, some of these individuals haven't been in the education system for many years and are faced in some circumstances with a frightening prospect of starting all over again.

If they have had bad experiences in the past this will magnify the fear tenfold. I believe therefore it is even more important that teachers have experience in different skills and occupations as more learners may need to go directly into the work force and acquire work based training, with the employer supporting their learning. These are all barriers that have an impact on inclusive practice in the classroom as I can often have a group of learners with ages ranging from eighteen to sixty plus, from various backgrounds and experience.

On one occasion I had a group of fifteen learners consisting of school leavers with no experience, some with varying amounts of experience in residential homes and hospitals. Some were returning to work Mums and others who had previously worked in jobs such as, shop and office workers. There was one who had been a registered manager of a care home but had been made redundant, with no vacancies in his area of expertise he decided to become a care worker, only a few weeks before he had been managing a workforce of twenty care workers, seniors and administration staff.

It can be extremely difficult to accommodate such a wide cross section of individuals and sometimes to bridge the generation gap. Nears Care has policies in place to give individuals equal opportunities in training and employment (see appendix 1) From the introductions at the beginning of the

session to the final goodbyes at the end of training I ensure that every learner is shown to be valued by all, showing interest in their opinions and what they have to say, valuing also their own experiences, which they bring into the room for all to share.

No matter what their age, race, religion, disability, sexuality, and gender maybe, it is their opinions, work and life experience which is important for everyone to share and learn from. On 1st October 2010, the main provisions of the Equality Act 2010 came into force. It is a major simplification of discrimination legislation that makes the law easier to understand and comply with and delivers significant benefits for business, public bodies and individuals.

It provides a new legislative framework to protect the rights of individuals and equality of opportunity for all; to update, simplify and strengthen the previous legislation; and to deliver a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a will be brought in and likewise over the next year other provisions will be discussed and brought in; provisions relating to auxiliary aids in schools, to name one.

The Special Educational Needs and Disability Act 2001 (SENDA) introduces the right for disabled students not to be discriminated against in education, training and any services provided wholly or mainly for students, and for those enrolled on courses provided by 'responsible bodies', including further and higher education institutions and sixth form colleges. Education

providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against.

Making reasonable adjustments could include; changes to practices or procedures, physical features, how learners are assessed and providing extra support and aids (such as peccaries teachers or equipment) The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date - direct. Gob. UK 2011 1 have had many learners over the eight years I have been teaching, with many (SEEN) Dyslexia, color blindness, discalced (which I have learned about and identified during this course).

I have had learners with sensory disabilities where I have had to make reasonable adjustments by restructure of the sessions, layout or materials and used others, from outside agencies to sign or give support one to one. For one learner, who was working towards their NV level 2 in care, I used a tape recording of accounts as she found it difficult to write reflective accounts due to having dyslexia.

Sometime though it is difficult to make adjustments for one learner when it could be to the detriment of the rest of the class so it is not always possible to be completely inclusive, where possible I would try to meet their needs in a one to one session. Although I try to maintain inclusive practice within my sessions, it can be very difficult when talking about sensitive issues like abuse, some f the subject matter can cause distress to some individuals and so I ensure to warn them before the start of any subject that could cause

distress or offense, that they may leave the room or ask to talk to me, or another in private.

There are numerous legislations we are bound by in our work, some cover all individuals and industries and some are more specific to your chosen area. Health and Safety at Work Act 1974, Data Protection 1998, Human Rights Act 1998 are some of the acts that affect all of us and impact on our personal lives as well as at work. Some of the legislations that are specific to my work and the area I teach are: Every Child Matters (2003), the title of three government papers leading to The Children's Act 2004. (ECMA) cover children and young adults up to 19 years old and 24 years old for those with disabilities.

It was partly produced as a response to the death of Victoria Climbié. The main aims of ECMA are; to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. We also take guidance from Children's Workforce Development Council. Safeguarding of Adults - (review of 'No Secrets 2000' in 2008). Working with both of these vulnerable groups requires an enhanced CRAB (Criminal Records Bureau; a police check) to ensure the safety of the individual and the suitability of the worker, working with them.

Misuse of Drugs Act 1971, Misuse of Drugs Regulations 2001 and Medicines Act 1968 & 1971; because our staff have the responsibility of assisting and administering medication. They also need to know how to safely assist with moving and positioning of an individual, the Manual in this area. Everything that is done in care, health or mental health is regulated and inspected by

the Care Quality Commission (ICQ) formally (SIC). This is not an exhaustive list but does highlight some of the diverse and complex regulations that have to be taken into account when carrying out my role as a training and development manager.

It is important to be aware and take into account all of the above when planning sessions to be inclusive to the learners. When training my learners to be care assistants I have to prepare them for many situations that could arise in their daily work, so I need to ensure they have basic literacy and innumeracy which is established prior to induction training, if they didn't have the right level of understanding this would create a huge barrier to their learning and would really be setting them up to fail.

If they don't reach the minimum requirements then we can send them to a local college or Learn Direct and on completion of literacy, innumeracy or both they can come back and try again. If a learner informs us if they have any special requirements when asked at an interview (initial assessment) we will meet with them and see how we can meet those needs, whether it be sitting closer to the front of the class and larger print on all materials or a signer for sensory difficulties, eddying up and or smaller groups, one to one or extra sessions for those who find it hard to work in larger groups.

Offering staggered start and finish times, changing break times and length of breaks for child care responsibilities, medical condition, nutritional or religious requirements. If there were learners with existing conditions from prior injuries, for example; a back condition, I would see if there was a more comfortable or adapted chair, if they needed to get up and walk around

would be acceptable and maybe I would get all the learners to move around to different groups or as not to single that individual out.

Wherever possible I remind all learners that what they are learning are life skills and not just a work skill, I encourage learning from real life and not just scenario based. At the end of each session we ask all the learners to complete a feedback form asking; what they thought about the whole experience, what they got out of it, what they most enjoyed, what they didn't enjoy, how was the environment, refreshments and breaks, could anything be improved and any comments on the teacher.

They are anonymous, I get to read them and I use them to reflect on the session and make any improvements. I keep them on file with attendance registers for local authority and ICQ inspectors as evidence of training when they conduct inspections. Nears send random feedback forms to a percentage of learners that are collated by Quality Assurance for internal audits. The statistics of these are given at training and standardization meetings that are held regularly around the country.

At these meetings all trainers/teachers talk about their experiences what has worked for them and what hasn't, they talk about good and bad practice and anything new that has been developed. I have registered myself with groups such as ICQ, Community Care, Dignity, ICE, MacMillan, TEST, and elf and receive regular email keeping me up to date with anything new, I also watch documentaries pertaining to my work and attend training sessions to refresh and expand my knowledge.

I spend a lot of time surfing the internet, research different things and am a member of the NW London Skills for Care sub-committee which also ensures I am up to date with legislative requirements and have an active part in the the privilege of helping the company achieve Investors in People (" P) over the last fifteen years and every three years to re-qualify for continual status. In both PIP and ICQ inspections' training has always been praised for its quality and support. Appendix 1 Some facts and achievements of Nears Care Ltd.

The fact that Nears has been accredited by Investors in People (" P) since 1994 is one of the achievements of which we can all be most proud. During this period Nears has grown from 350 employees to over 13, 000, PIP accreditation requires organizations to consistently operate in a way that develops employees and to actively engage with them to look for ways to improve the running of the company. It is also important that the organization is socially responsible and that people are committed to its' success.

Nears may be a larger organization now but our commitment to staff development will never change. In 2011 you will see new efforts to increase our apprenticeships, support management development, launch our new Graduate programmer and continue to develop all our staff in Health and Safety. I would like to thank all staff for their individual contribution to our continuing success David Miles CEO EQUALITY AND DIVERSITY Nears Group PL and its subsidiaries are Equal Opportunities Employers.

Our aim is to ensure that no Job applicant or employee receives less favorable treatment on the grounds of gender, race, disability, color, nationality, ethnic or national origin, marital status, sexuality, responsibility for dependants, religion, trade union activity and age (up to 65). Selection criteria and procedures are kept under review to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities. All employees will be given equality of opportunity within the company's service and will be encouraged to progress within the organization.

To ensure that direct or indirect discrimination is not occurring, recruitment and other employment decisions are regularly monitored in conjunction with equal opportunities data concerning new and existing staff. The Nears Ethos is one of respect for people and we are fully committed to ensuring accessible services and opportunities to all. Our policies, procedures and working practices are designed to exceed government legislation and best practice in this area and to ensure that no discrimination either direct or indirect is tolerated throughout the group.

We are all different. We look different, like different things, worship to different deities and have different outlooks on life. Diversity is a term that values peoples' differences and supports the belief that these differences benefit a successful business or community. Committed to local employment. To the local contract, support economic and social regeneration, but also that our workforce reflects the community it serves. Staff who live locally and understand their communities help us to respond to and respect local culture.

We recruit between 85% and 100% of local staff from the community To achieve this we ensure all vacancies are advertised on our website and with the local Job centre. When necessary we advertise in local newspapers and radio to maximize local awareness and interest. Nears support for local community projects also helps to make people aware of what we do and creates a positive impression of our business from prospective employees [pick] AGE POSITIVE Nears is very proud to be an Age Positive organization, an accreditation that we received in 2006.

We are committed to promoting a diverse workforce and recognize the contribution more experienced employees offer to the business. We currently employ 31 people above the normal retirement age (2010). Case Studies Administrator 19 Years I joined Nears North as an Office Junior in 2005 with basic office experience and an NV Level 2 qualification in Business Administration. In my role as Office Junior I worked closely with all the departments in Head Office and assisted the Office Manager with weekly payroll.

Within a few months, I was given the opportunity to take responsibility for the processing of weekly payroll and promoted to Administrator in the finance department. I also achieved NV Level 3 in Business Administration and was awarded Apprentice of the Year 2005 by Recordable Training Association. Regional HER Advisor 58 Years " Prior to joining Nears I worked for 34 years for an Electrical Engineering company in Newcastle. I started as a Commercial Apprentice and gained a BAA (Hon.) in Business Studies.

I held various positions in HER starting as an assistant to the Personnel Officer and ending as a Regional HER Manager. In October 2004 I took a voluntary redundancy package and decided to retire, but soon decided that I was far too young to retire. I knew that I had a lot to offer a new employer with over 30 years HER experience but the difficulty I then had was getting to the interview stage. Nears approach to recruitment for the Newcastle contract offered me a walk-in interview branches and was soon given two additional branches and the title of Regional HER Advisor.

It's extremely exciting and challenging being part of a company growing so quickly and there is a very positive buzz about the place". Joiner 63 years " I have always worked in construction but only joined Nears in 2005. I consider my greatest achievement while working for the company has been coaching and supporting our trainees. The apprentices we employ have not all come through the usual channels and many have issues and difficult backgrounds. I aim to be patient and thoughtful, showing the apprentices how to do things the correct way!