INCLUSION
IN SCHOOLS

Inclusion Framework and Self-evaluation Tools for Schools

The **Association**
For **Science Education**
Promoting Excellence in Science Teaching and Learning

Contents

What is Inclusive Education?

Here at the Association of Science Education (ASE), inclusive education means that everybody, regardless of circumstances, can contribute constructively to the school community, feel valued and feel positive about the future.

Inclusive education involves the whole school community working together to benefit everyone.

It recognises that we are each unique and that our individual strengths can enrich the experiences of others. It involves having an open-minded approach to listening and understanding the perspectives of others.

Making schools more inclusive can help all students have a greater sense of belonging and enable them to make better informed decision about their futures.

Inclusive education is everybody's responsibility.

Inclusive education enriches everyone's education.

The Aim of the Project

The Inclusion in Schools project is funded by the Department for Education to support schools in reducing the barriers to participation that young people face.

While this project was originally designed to increase the diversity of students choosing a physics related route post 16, we have found common barriers across subjects that can only be addressed by working with the whole school community. The Inclusion in Schools project supports schools to design and implement a whole-school action plan to ensure equal opportunities for all pupils and to create an inclusive environment in which pupils can thrive.

The table below highlights some possible key benefits of the Inclusion in Schools project.

Impact on departments/ school/college	Impact on staff	Impact on students	Impact on parents/ carers and the wider community
• A shared school-wide vision for inclusion with relevant and achievable planned actions for development • Improved policies with clear actions to ensure development • A more cohesive community that values the contributions and strengths of individuals • Recognition of stereotypes and biases in the whole-school context	**Increased confidence in:** • challenging discriminatory language and behaviour • referring to a range of careers, educational pathways and role models in lessons • inclusive classroom practice • recognition of stereotypes and biases and how they may affect decisions and interactions	• Increased participation in lessons, sense of belonging, motivation, and engagement • Students from a wider range of circumstances participate in extra-curricular and enrichment opportunities • Increased opportunities to voice their opinion and shape the development of their school • Making better informed decisions about their futures • Increased recognition of stereotypes and biases and how these may affect their lives	• Increased understanding of the importance of inclusion and celebrating difference • Increased recognition of stereotypes and biases and how these may affect their lives

How this framework was put together

This framework was completed by a team of education consultants and is based on our experience in our own classroom practice, inclusion projects and working with schools. It is informed by the UNESCO 2030 Education Agenda and is in line with the Ofsted Framework, SEND Code of Practice and Equality Act and Equality Duty Guidance for Schools.

The aim of the framework

This framework provides a tool for you and your school to reflect on what you are doing well and what you can do to make your setting a more inclusive community. It aims to promote discussions and reflections so that meaningful actions can take place that can in turn lead to sustainable inclusive practice.

The framework has been specifically designed to complement the ASE Inclusion in Schools project.

The four focus areas:

School environment encompasses the physical school environment, the communication within the school (both visual and verbal) and the sense of belonging that the school setting fosters. An inclusive school is physically accessible and safe for all.

Leadership does not refer to a single person in a school but the whole school working together with a shared vision to provide an inclusive setting in which all learners can thrive. Senior leaders are instrumental in bringing the school together to form a coherent campaign that can bring about systemic change. Governors, students, and parents/carers are also needed to bring about a whole school vision of inclusion.

Teaching and Learning refers to what happens in the classroom. How welcoming a classroom feels to a student can make a big impact on their sense of self-worth and ability to contribute. Teaching and Learning also incorporates the learning resources, questioning, student grouping, classroom management, verbal and non-verbal communication and the interactions that happen during each lesson. Teaching and non-teaching staff are encouraged to recognise their own biases and how their own experiences shape their expectations of others.

Future pathways refers to a student's educational and vocational goals but also their values and beliefs relating to their future self. It incorporates CEIAG (Careers Education, Information, Advice and Guidance) and subject choice guidance and processes. A student's self-efficacy is their individual belief in their own ability to achieve something. Making learning relevant to the student and having high expectations are just two ways in which school staff can have an impact.

School environment

Leadership

Teaching and Learning

Future pathways
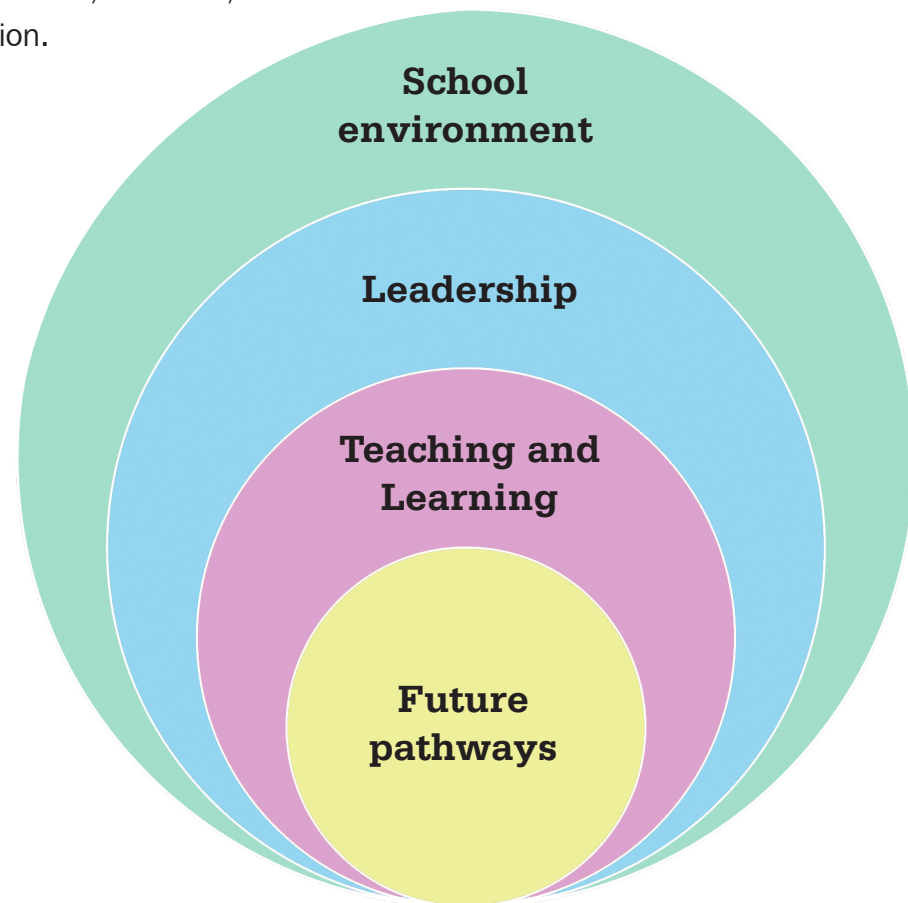
Focus Area

School environment

Introductory Questions

Do staff and students feel safe and have a sense of belonging at your school?

Do all staff and students feel respected and that their contributions are valued?

Focus Area

Leadership

Introductory Questions

Are the school's policies effective at promoting the school's shared vision of equality of opportunity?

Does the school's development plan prioritise inclusion and identify clear actions to promote its benefits?

Focus Area

Teaching and learning

Introductory Questions

Is the curriculum being used to challenge biases and stereotypes?

Is the curriculum being delivered with recognition and celebration of individuality and diversity within our society?

Are inclusive practices being used in the classroom to foster a sense of belonging and are the contributions and experiences of all students valued?

Focus Area

Future pathways

Introductory Questions

Does the school careers programme inform students about a diverse range of pathways and include a diverse range of role models?

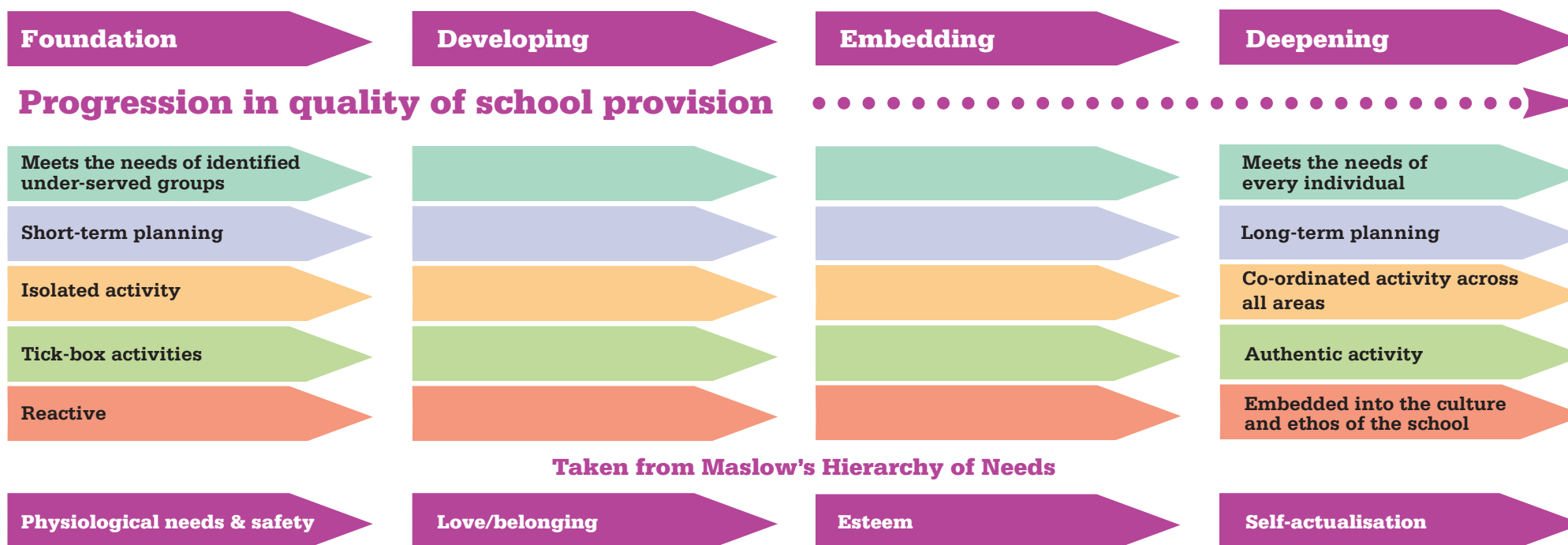Are students able to make informed decisions about their future pathways?

How to use the framework

The framework is split into 2 main sections:

- **Self-evaluation grid using four levels of progress**
- **Exploratory questions to help you to evaluate the four focus areas**

The self-evaluation grid provides a quick tool to identify where you think your school or your department currently fits on the grid and how you can move forward with the inclusion work. We hope that you find the following table helpful when thinking about the different levels of progress.

For example, it can be helpful to recognise the need to work towards long-term planning that embeds a culture of inclusion rather than stand-alone interventions at the foundation level.

Foundation	Developing	Embedding	Deepening

Progression in quality of school provision

Meets the needs of identified under-served groups			Meets the needs of every individual
Short-term planning			Long-term planning
Isolated activity			Co-ordinated activity across all areas
Tick-box activities			Authentic activity
Reactive			Embedded into the culture and ethos of the school

Taken from Maslow's Hierarchy of Needs

Physiological needs & safety	Love/belonging	Esteem	Self-actualisation

The table above also invites you to remember Maslow's Hierarchy of Needs. Developing a school environment that is safe and welcoming to everyone is the foundation of building an inclusive school. A student who is scared or does not feel like they belong is less likely to be able to learn, participate and fulfil their potential. So, by tackling discriminatory language in our classrooms, we can make a direct impact on the motivation of our young people and enable them to feel more positive about their future. In the further reading section at the end of this document, there is also a reference to the Human Givens approach, which can also be helpful when thinking about meeting the basic needs of our students.

We cannot know all the circumstances and experiences of our young people but we can be open-minded and prepared to listen; we can help them to feel valued, welcome, and have high expectations of them all.

There is not a single way to tackle inclusion but we hope that this framework will provide you with ideas about how to get started and how to plan for the longer term. You may not get it right first time; you will find that some strategies will be more effective in your individual setting than others.

Your action plan will evolve with your school's journey. The best thing that you can do is to get started.

Once you have identified where your school is placed, you can then use the more detailed questions within each focus area to assess your school's needs and form an action plan.

You do not have to cover every focus area of the framework. You can take one small section and tackle it with small steps.

Remember that you can discuss the framework and your thinking with your consultant at any point. You can also involve more colleagues so that you can be supported in developing a way forward that best suits your school's individual needs, your school's improvement plan and the limited resources that you may have.

We have deliberately not mentioned any specific under-served groups in this framework. It is your school's responsibility to know your school's population.

For example, you can use effective data analysis, including attainment and progress data, to identify groups that are under-served but be aware that this type of data can only tell you so much. An under-served group is any group of students whose needs are not being met and this differs from one school to another. The lack of inclusion is not due to the fault of any of the members of those groups.

Inclusion is for the benefit of all students. You may wish to tackle inclusion by concentrating on a subgroup of students; whatever you do for one group of students, you should see benefit for all.

Measuring Impact

It is important to assess and adapt the actions and interventions employed to ensure that they are as effective as they can be.

You can do this by using a variety of different measures to judge the impact of an action on your intended outcome. Remember that the impact of actions can be positive, negative or neutral.

The tools you use will depend on the context, but some suggestions include:

- focus groups e.g., parents/carers, staff, or students
- surveys before and after an intervention
- changes in data e.g., progression to post-16 pathways, attainment, or attendance of extra-curricular activities.

If you have a clear picture of your intended impact at the beginning of your project, this can make it easier to choose the appropriate tool and measure your progress as you go through.

The 'Assess, Plan, Do, Review' approach can be helpful when planning for effective change. As the project evolves, you will naturally learn more about your school and so this four-part cycle can be helpful for refining and revising the actions that you take.

Remember that the action plan is also there to help guide you through the project.

assess

plan

do

review

Self-evaluation Grid

Inclusive Education is a work in progress and requires action

Reflect on your school's current practice and identify which level most closely matches that of your school. Use this grid to identify your priorities moving forward.

Level	Foundation	Developing	Embedding	Deepening
School environment	Visual resources, written and verbal communications, and curriculum resources may include stereotypical examples that do not reflect the diversity of society. There are areas of the school which are not accessible to all.	Care has been taken to select visual resources that reflect a diverse society and care is taken to use inclusive language in communications.	There is a whole-school drive to use inclusive language in communications and lessons. Resources challenge biases and stereotypes and reflect our diverse society. The school environment is welcoming to all.	There is whole-school use of inclusive practice in resource selection and language. Communications are reviewed with an inclusive lens so that all stakeholders receive communications in an accessible format. The school is welcoming and physically accessible to all.
Leadership	Inclusion does not feature in the school development plan and its benefits are not understood.	Senior leaders recognise the benefit of inclusion and seek to develop the school's practices in one or more areas. There is a member of staff who has responsibility for inclusion and governors are aware of action planning.	Senior leaders are role models for inclusive practice. School policies demonstrate the commitment to equality and diversity. There is a school-wide commitment to ensuring progress towards inclusive practices. Senior leaders seek the input of students, governors, and other stakeholders in decision making processes.	School policies are effective in promoting the school's shared vision for equality for all and the value of diversity. Students, governors, and other stakeholders feel empowered to make positive contributions to the development of their school.
Teaching and learning	Teaching and Learning may use stereotypical or limited examples. Inclusive practices are seldom used in classrooms so that some students feel that they are unable to contribute positively to lessons.	Teaching and learning approaches encourage participation from all students. Curriculum choices use a wide range of examples that draw on our diverse society.	Diverse perspectives are embedded into the curriculum and include opportunities to challenge discrimination and stereotypical views.	School-wide learning is used to promote understanding of our diverse society and beyond.
Future pathways	Subject teachers are not always aware of career pathways or links between the curriculum and the real-life experiences of students.	Careers and educational pathways are referred to in lessons by some teachers. Options information includes some careers information, but it is limited in its scope.	Careers are a regular part of staff discussions and planning. Staff have an increasing awareness of different careers, different career pathways and the importance of avoiding, reinforcing stereotypes. This is becoming a normalised part of lesson planning.	The whole-school approach to integrated careers is seen as a normal component of a lesson. Careers guidance is given based on an individual's need and their experience. Students are able to make informed decisions about their post-16 options based on balanced information.

Focus Area 1: The School Environment

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Environment	• Are the images in the posters around school up-to-date, relevant, and reflective of the diversity of society? • Do the images in the posters around school challenge stereotypes? • Is the school entrance welcoming? Is information provided in different languages and in different formats, as appropriate? • Does the school have an equality code of practice? And are all stakeholders familiar with it? Is it displayed in the school's entrance? • Are there any areas of the school that are less welcoming for students? Are there areas in the school in which some students do not feel safe? • Have the needs of individual students regarding changing, toilets, and other school areas been considered?			

Notes:

Focus Area 1: The School Environment

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Communication	● Are staff trained in inclusive language? ● Are staff aware of the role that language has in perpetuating stereotypes and reducing a student's sense of belonging? ● Is discriminatory language always challenged, reported, and dealt with effectively? ● Do the school's external communications e.g., website, prospectus, letters home, refer to stereotypes or make assumptions about certain groups of people? ● Are there any groups of people e.g., students and parents/carers, who are unable to access any school communications in their current format? ● Is communication with parents/carers a two-way process? Are there easy methods for parents/carers to communicate with the school that are adapted to all access requirements?			

Notes:

Reflection Point: The School Environment

	1	2	3
• Can you identify 3 priorities from this focus area? • Can you set short-term, medium-term, and long-term goals? • How could you measure the impact? • How can you get started? • Who do you need to speak to or what resources do you need to help you?			

Notes:

Focus Area 2: Leadership

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Leadership and modelling practice	• Do senior leaders champion inclusion, use inclusive language, recognise the barriers to participation that groups other than their own may face in society, have high expectations of all staff and students, and have an open-minded approach to listening to and understanding the perspectives of others?			
	• Do staff and students understand what inclusion and diversity mean in the school's context?			
	• Is there a member of the senior leadership team who is responsible for inclusion and is this role understood by all staff?			
	• Is there a designated governor for inclusion?			
	• Does every member of staff know the underserved groups in the school and how they can change?			
	• Does your school give students a voice for development through surveys, focus groups, or a student leadership model?			
	• Are staff and parents/carers given the opportunity to express their thoughts and feelings and make decisions about school life?			
	• Do governors share the senior leadership team's aspirations for inclusion and are they involved in the decision making?			

Notes:

Focus Area 2: Leadership

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Policy and planning	• Is subject choice data reviewed to identify barriers to participation? • Does pupil representation in extra-curricular activities and enrichment opportunities reflect equality of opportunity? • Are extra-curricular activities offered with equality of opportunity? Are they accessible and do they cater for all groups? • Does the school's development plan prioritise inclusion and identify clear actions to promote its benefits? • Do the school's policies reflect the school's aspirations for inclusion? Do the school's policies promote equality and diversity, including policies relating to staff recruitment and performance management as well as policies relating to the broader aspects of school life? • Is the staff inclusion working group able to guide school policy and direction? • Is data collected of students who attend extracurricular activities? • Is this data analysed by underserved groups? • How does the school communicate with feeder primary schools about inclusion issues?			

Notes:

Reflection Point: Leadership

	1	2	3
• Can you identify 3 priorities from this focus area? • Can you set short-term, medium-term, and long-term goals? • How could you measure the impact? • How can you get started? • Who do you need to speak to or what resources do you need to help you?			

Notes:

Focus Area 3: Teaching and Learning

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G

Inclusive practice	• Are staff aware of:
	   ○ unconscious bias and its effects on decision making in the classroom?
	   ○ strategies that can be used to increase participation in lessons for all students?
	   ○ the latest education research and how different pedagogies can impact student outcomes?
	   ○ all the underserved groups in the school?
	   ○ those students that are in more than one underserved groups?
	   ○ their own identities and how this can impact on their practice?
	
	• Are staff confident with:
	   ○ how to deal with discriminatory language effectively?
	   ○ how to make reasonable adjustments in lessons in order to make learning more accessible to all?
	
	• Are staff given the opportunity to develop their understanding of underserved groups and how to encourage inclusion in their classroom?
	
	• Is there an understanding of how a sense of belonging can have a positive impact on students?
	
	• Do all staff have high expectations of all students?			

Notes:

Focus Area 3: Teaching and Learning

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G

Curriculum	• Are learning resources and opportunities diverse in their representation of society?
	
	• Is the diversity of external speakers monitored and evaluated?
	
	• Do all staff have a positive attitude to all subjects?
	
	• Do the curriculum, learning resources, and enrichment opportunities:
	
	   ❍ challenge stereotypes and biases?
	
	   ❍ provide a sense of belonging, empower young people to make positive contributions, feel positive and ambitious about their future pathways?
	
	• Is there opportunity for the curriculum to be delivered from other points of view?			

Notes:

Reflection Point: Teaching and Learning

	1	2	3
• Can you identify 3 priorities from this focus area? • Can you set short-term, medium-term, and long-term goals? • How could you measure the impact? • How can you get started? • Who do you need to speak to or what resources do you need to help you?			

Notes:

Focus Area 4: Future Pathways

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Careers	● Has time been given for staff to develop their knowledge of different career pathways relating to their subject?			
	● Does embedding careers into the curriculum form part of the department planning?			
	● Are careers referred to regularly in lessons?			
	● Are staff confident in referring to a wide range of career and education pathways and role models that link to the curriculum? This includes apprenticeships, further education, and higher education.			
	● Are staff aware of the importance of challenging stereotypes through the careers that they link to in lessons?			
	● Has the school made links with local universities or industry?			
	● Is there cross-curricular sharing of careers best practice?			
	● Are student destinations analysed and used to inform future planning?			
	● Are parents and carers aware of the whole-school approach to embedding careers into the curriculum and the need to challenge stereotypical views?			

Notes:

Focus Area 4: Future Pathways

Take some time to reflect on these questions with a range of staff and students to establish your priorities for moving forward.

Key area of reflection	Key Questions	R	A	G
Subject choice	● Are staff confident in discussing the range of education pathways that are available to students? This includes vocational routes, T-levels, apprenticeships, further education, and higher education pathways. ● Do all staff have a positive attitude to all subjects? ● Are staff aware of the importance of giving balanced subject choice advice that is not biased towards their own subject? ● Have staff been given training on how to advise students about their subject choice decisions? ● Are parents and carers aware of the need to challenge stereotyped views of subject choice? ● Are alumni or older students involved in mentoring students on subject choice and learning more about possible future pathways?			

Notes:

Reflection Point: Future Pathways

	1	2	3
• Can you identify 3 priorities from this focus area? • Can you set short-term, medium-term, and long-term goals? • How could you measure the impact? • How can you get started? • Who do you need to speak to or what resources do you need to help you?			

Notes:

Final comments

There isn't a single way to tackle inclusion. We are glad that you and your colleagues are taking this journey to make your school more inclusive. You may not get it right first time but, even with small steps, you will be making a difference to young people and their futures.

Further Reading:

- SEND code of practice: 0 to 25 years - Publications - GOV.UK, 2014
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Equality Act 2010, Public Sector Equality Duty www.legislation.gov.uk/ukpga/2010/15/section/149

- Public Sector Equality duty guidance for schools in England, Equality and Human Rights Commission Guidance, 2012 https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf

- Framework for Developing an Anti-Racist Approach, National Education Union, 2020
  https://neu.org.uk/media/11236/view

- West Sussex Inclusion Framework, 2021 http://schools.local-offer.org/wp-content/uploads/2021/08/WSX-Inclusion-Framework-Sept-2021.pdf

- Diversity and Inclusion in Schools Report, Pearson, 2020 https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/educator/schools/issues/inclusion/diversity-and-inclusion-in-schools-report.pdf

- A Guide for Ensuring Inclusion and Equity in Education, UNESCO, 2017
  https://unesdoc.unesco.org/ark:/48223/pf0000248254

- Good Career Guidance, The Gatsby Foundation, 2014 www.gatsby.org.uk/education/programmes/good-career-guidance

- Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-96

- Human Givens Approach https://www.hgi.org.uk/human-givens/about-human-givens-approach

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