



Spotlight Education Support
Delivering Child-Centred Learning

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Priestnall

educating for life



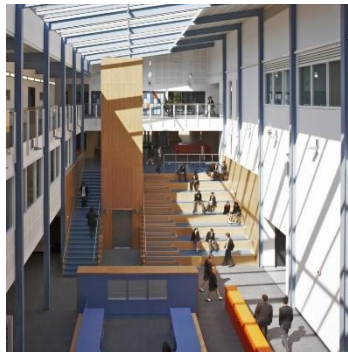
How a collaborative process led to
an properly inclusive space....

The Inclusion Room

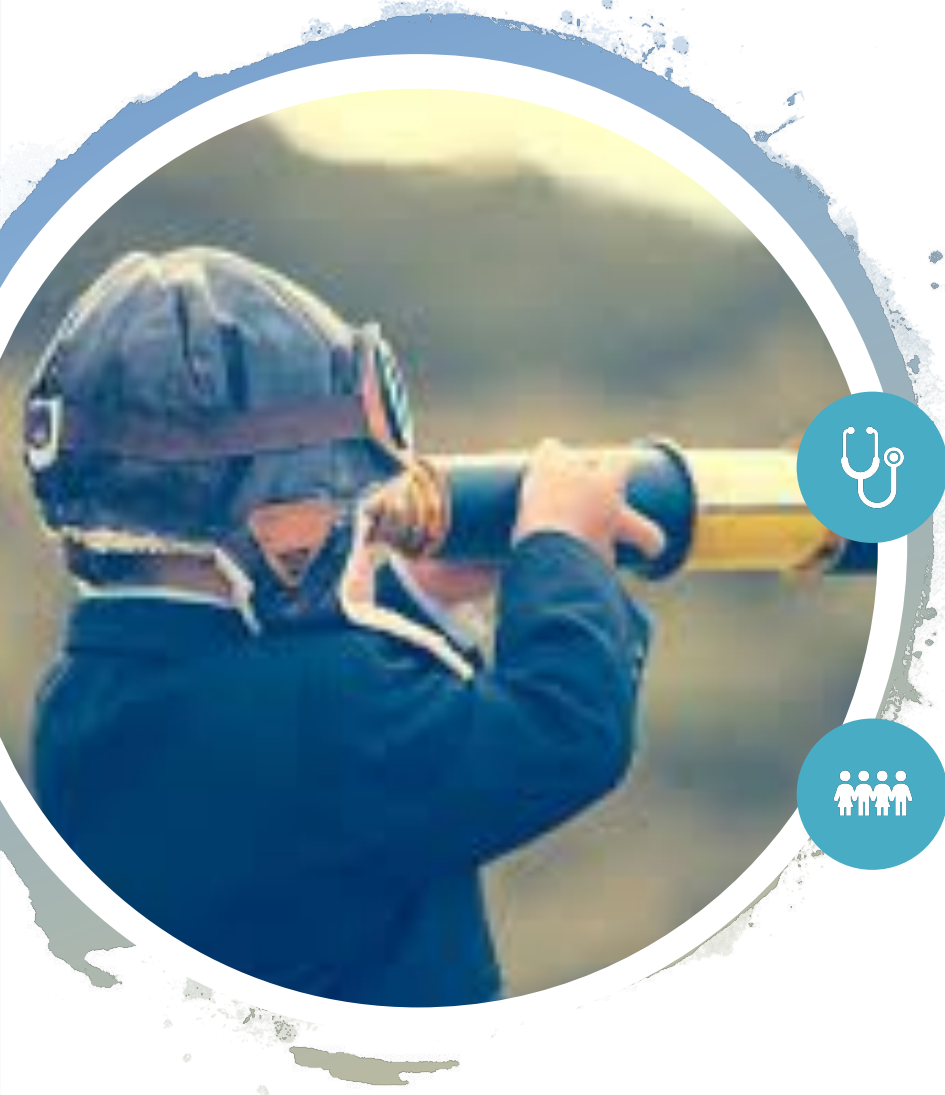


Context: Wren Academy

- 4 – 18 mainstream school
- Above national average number of students with SEND and EHCPs
- Only a very small space to work with students with SEND



The Vision



Led by pupil
need



A safe space –
respite

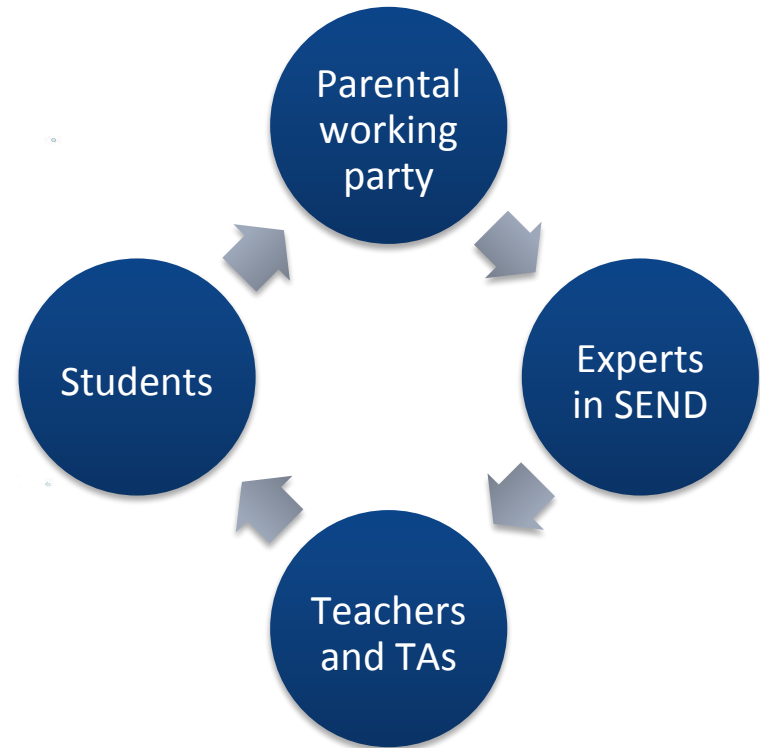


A dedicated
space to
support
pupils



A space for best
practice and
targeted
training

The Process of Collaboration



Parental Working Party



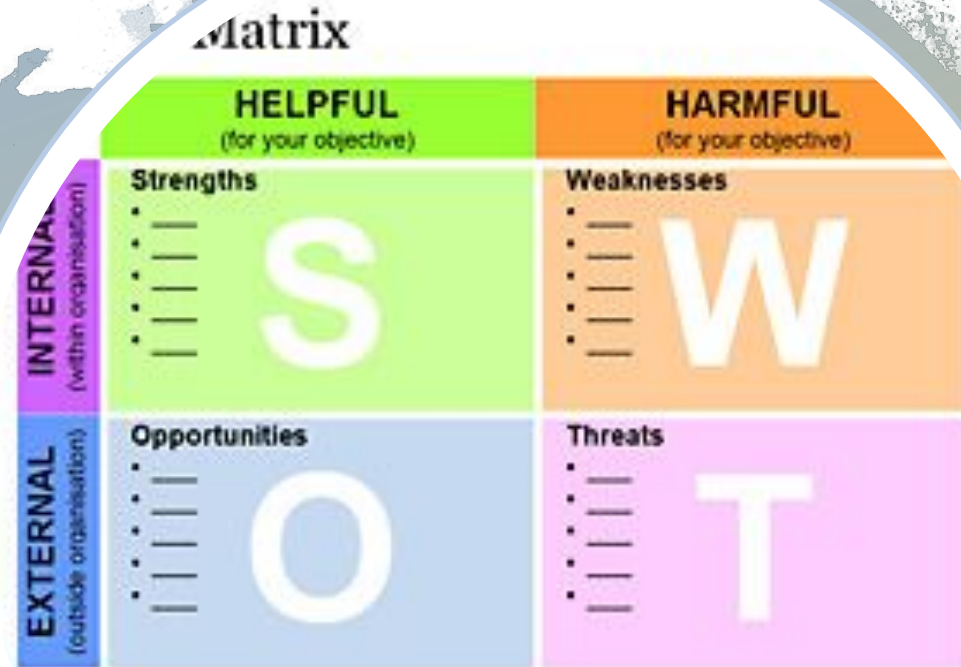
SEND
POLICY
REVIEW



OPEN
DISCUSSION
ON
CHALLENGE
OF
CURRENT
MODEL



OUTCOME:
THREE KEY
ELEMENTS
THAT HAD
TO WORK
TOGETHER



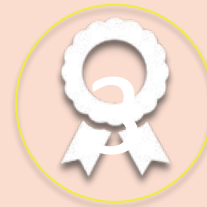
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**STAFFING
MODEL**



ENVIRONMENT



**HIGH QUALITY
DELIVERY OF
SUPPORT**

Student Voice



- A **safe** space
- Support throughout the day
- A place to **relax** and maybe play games
- A place to do homework and get help
- Somewhere that they would **want to go**
- Somewhere **different to the rest of the Academy...**



Teachers and TAs

- A **multi purpose** space
- A **dedicated staff member** with expertise in de-escalating situations
- A place to support
- An option **to refer** students for support
- **Teachers and TAs** work in the room
- Suitable for staff training
- A **less formal space** to host after school meetings with parents of SEND pupils



Experts

- Hearing Impaired Advisory Teacher
- Visually Impaired Advisory Teacher
- ASD advisory teacher
- Speech and Language Therapist
- Occupational Therapist

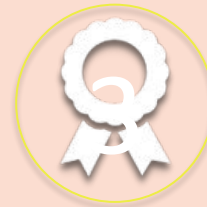
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**STAFFING
MODEL**



ENVIRONMENT



**HIGH QUALITY
DELIVERY OF
SUPPORT**

Expert
views

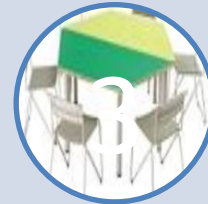
Environment



Light and
colour



Acoustics



Type of
furniture and
configuration

Foam absorption panels on wall
Lighting – natural light bulbs, dimmer to control

Soft carpet in
blue –
different to
main
Academy

Shelving with
games, books -
zoning

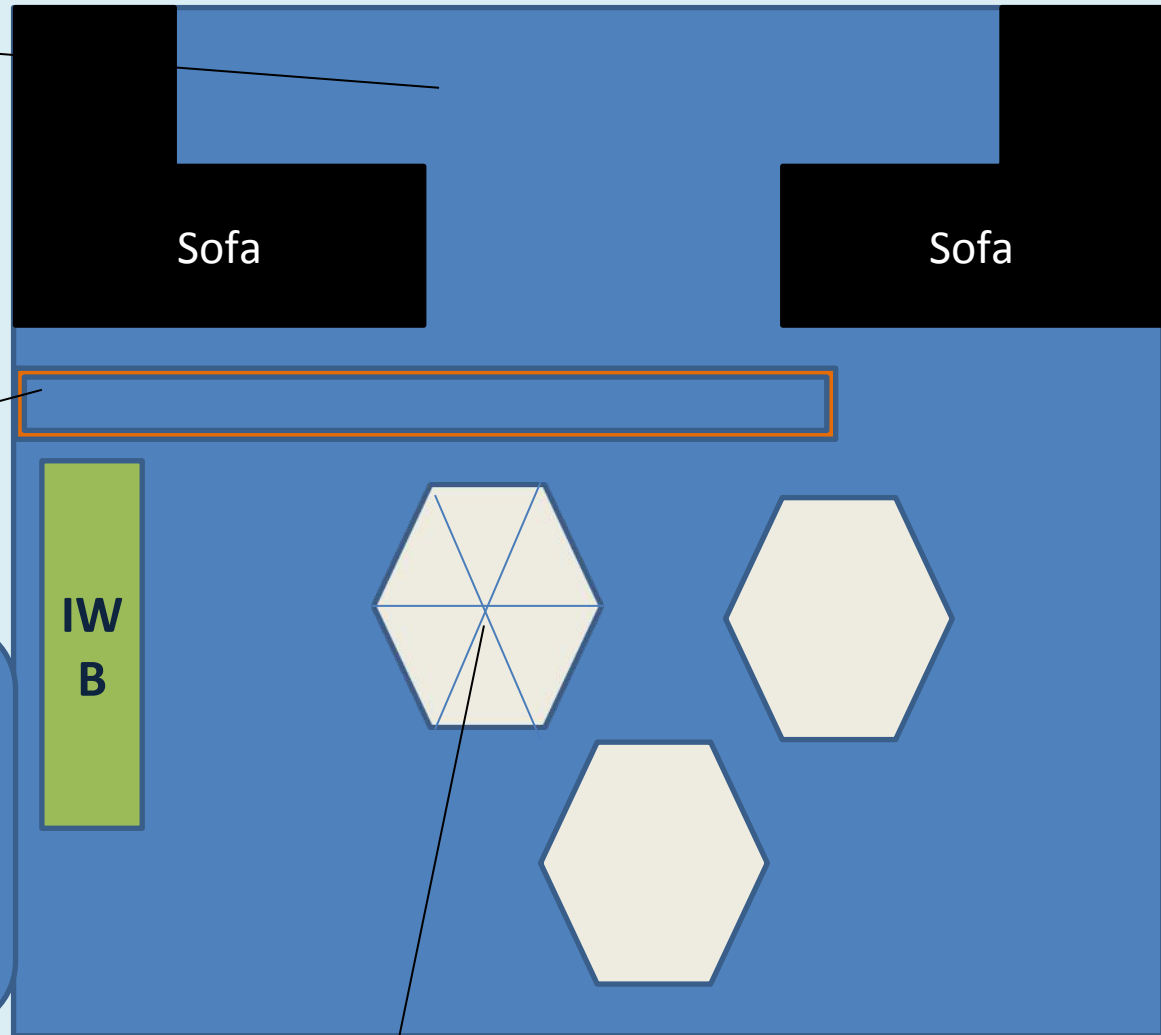
Space for
mentoring/1:1
support

**IW
B**

Sofa

Sofa

Flexible tables to use as
needed





Student view

How to make it truly inclusive?

- Not just a place for SEND students and staff but for everyone
- A space for modelling and observing good practice



Staffing Model


Learning mentors in situ

HLTAs leading interventions

Student mentors

Teachers 'on call' based in the room

Quality of Delivery

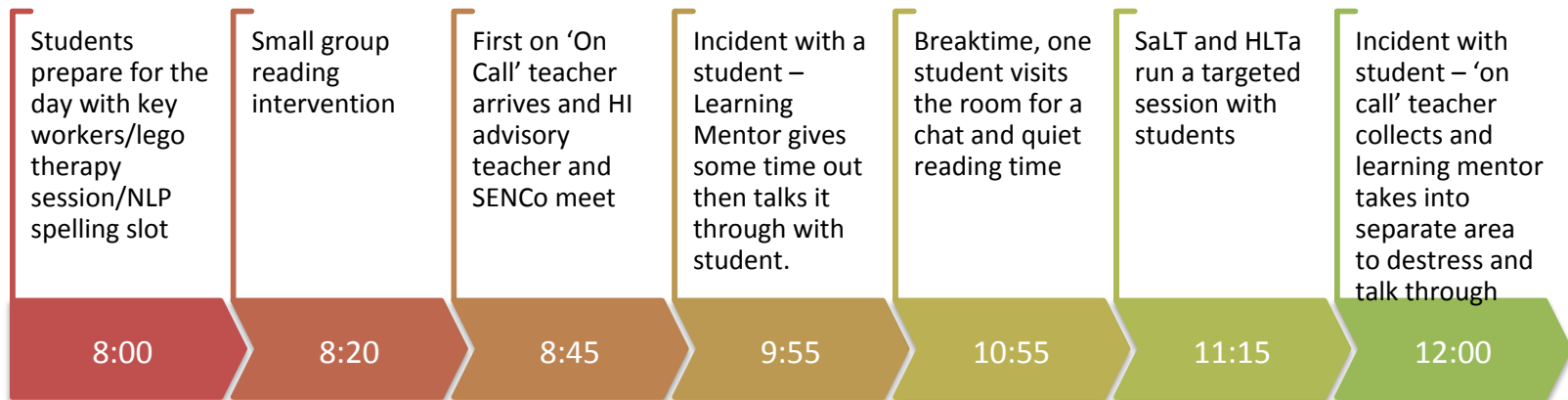
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- Visible support of students
 - More experienced staff modelling techniques
 - High quality training for all teachers and TAs
 - Learning mentors training
 - Tackling breaches of Inclusion Room guidelines for referral, immediately

Protocols and Avoiding Pitfalls



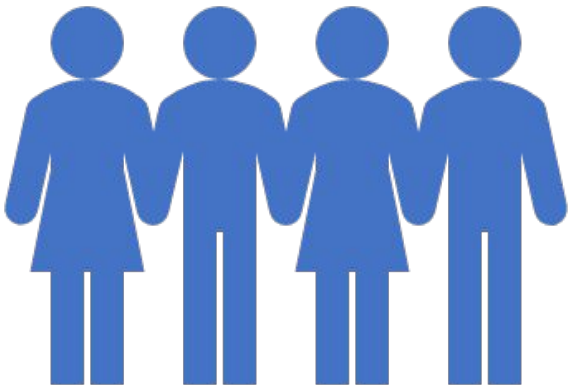
- Focus on reflection and support not punishment
- Careful management of a referral system
- Teachers staffing as well as SEND team
- Using the room as multi-purpose

A morning in the life of The Inclusion Room



Outcomes

- Positive parent/staff relationships as a result of the process
- Parent feedback reported improved collaborative processes
- Advisory teachers and external professionals valued the space to assess, teach and learn
- Best practice model – presented to other Barnet schools
Significantly improved progress outcomes for SEND students over 2 years
- Exclusion rate for students at the Academy decreased



Questions and Discussion

