

# Social Inclusion Framework

For schools and educational settings



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# Acknowledgements

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# Foreword

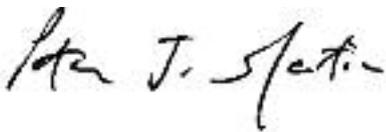
Social inclusion is the process through which we value all individuals and recognise their diverse contributions to communities. All children have the right and entitlement to be socially included in their school and/or educational setting. Social inclusion is important because all children have a right to a good education, to feel valued, have the opportunity to fulfil their potential and take part in educational opportunities with their peers.

There are a variety of policies and initiatives that aim to promote social inclusion across the county, in locality teams, within confederations, and in individual schools and educational settings. We now need to provide an overarching and unequivocal Framework for action to be taken to enable schools and educational settings to promote social inclusion for children and young people in Surrey. The framework will have an important role to play in shaping the future for Surrey's educational services.

It is important that Surrey's educational policies and principles encourage respect and tolerance for others. The policies will enable all children and young people to participate fully within their educational setting and focus on reducing inequalities, in order for every child to achieve and contribute to their community and the wider society.

Within this Framework are Surrey's Social Inclusion Priorities. The seven priority areas will be the components of a Social Inclusion Action Plan, indicating accountability, desired outcomes, performance indicators, resource implications and timescale. The Learning Strategy Programme Board will draw up the Action Plan.

I look forward to continued work with all stakeholders to meet our social inclusion success criteria in schools and educational settings in Surrey.



**Peter Martin**  
**Executive Member, Schools, Children and Youth Services**

# 1. Social Inclusion Framework

## 1.1 Who is the Social Inclusion Framework for?

Surrey's Social Inclusion Framework for schools and educational settings is for all children and young people. It is Surrey's aim that all children and young people are socially included.

By definition, inclusion should not be about labelling people. It is about underpinning and promoting the access of all to a fair and equitable educational provision, and other services. However, it is difficult to address inequalities within the system without identifying the groups that are at the heart of Surrey's Social Inclusion Framework.

**We will increase educational and social participation for all children and young people, particularly those who are educationally vulnerable including:**

- children and young people with special educational needs
- children and young people with disabilities
- children and young people in care
- children and young people who are school age parents
- children and young people who are carers
- children and young people who are gifted and talented and underachieving
- children and young people whose first language is not English
- children and young people from ethnic minority groups and Traveller children
- young offenders
- children and young people at risk of disaffection with, or exclusion from, school
- children and young people with mental health difficulties and medical conditions
- children and young people who are living in poverty and in families under stress
- children and young people who are victims of neglect/abuse/bullying
- young people who are challenging their sexuality
- other vulnerable children and families

## 1.2 Social inclusion for all children and young people in Surrey

In Surrey, we want to ensure that all children and young people are:

- provided with an opportunity to participate fully
- treated fairly, with dignity and respect
- enabled to make progress and make a positive contribution to society.

In order to achieve social inclusion for all children and young people in Surrey, we recognise that the Local Authority has a role in supporting schools and educational settings to achieve social inclusion. It is expected that schools and educational settings will demonstrate a commitment to developing an ethos of inclusion, and that policies and practices aim to promote social inclusion (see diagram 1. Surrey's Circles of social inclusion that demonstrates this layered approach to achieving social inclusion).

# 1. Social Inclusion Framework

## 1.3 Surrey's commitment to achieving social inclusion across all schools and educational settings

Surrey has made a commitment to promoting social inclusion within the Children and Young People's Plan (2006-2009), that states:

'Inclusion not exclusion in Surrey'

- work together in a climate of mutual respect, tolerance and trust
  - value diversity and tackle inequalities in service provision
  - be honest, transparent, visible and communicative
  - promote community cohesion and local activities
  - be open to perspectives from other professions and develop a common language.
- 
- We believe that all children and young people have an entitlement to equality of access to a broad, balanced and relevant curriculum. We recognise the need to pay particular attention to children and young people who are educationally vulnerable.
  - We are committed to promoting an inclusive educational system across all types and phases of schools and other educational settings at all stages of education.
  - We are committed to preventative practice that includes early identification of need, and early intervention and support for children and young people.
  - We believe that children and young people should be educated within their local mainstream school wherever appropriate, in accordance with relevant legislation. However, we also recognise that mainstream education will not always be right for every child or young person all of the time. We aim to place all children in appropriate educational settings. Children and young people will have their needs met appropriately within a continuum of provision that will include the use of special and alternative provision.
  - We celebrate the diversity that exists across the county. We are committed to equality of opportunity and to developing inclusive practices in education.

# 1. Social Inclusion Framework

## 1.4 Social inclusion in all schools and educational settings

In Surrey, it is recognised that schools and educational settings play an important role in providing an ethos of inclusion and enabling children and young people to feel valued.

All schools and educational settings in Surrey will be places where:

- every child's background, level of ability, culture and religion is valued and respected
- the broad range of talents, abilities and achievements of children are celebrated, and there is a culture of high expectations for each and every member of the community
- conscious and unconscious discrimination are not tolerated
- raising achievement for all is the motivating and driving force.

We expect that all schools and educational settings will strive to achieve these aims with support from the Local Authority.

## 1.5 Support for schools and educational settings

### Supporting schools & settings

By setting out its social inclusion priorities in this Framework, Surrey is demonstrating its commitment to social inclusion.

We recognise that in asking schools and educational settings to provide an ethos of inclusion and enable children and young people to feel valued, that schools and educational settings need to be appropriately supported to enable them to achieve these aims and any barriers to inclusion in systems or services will need to be addressed.

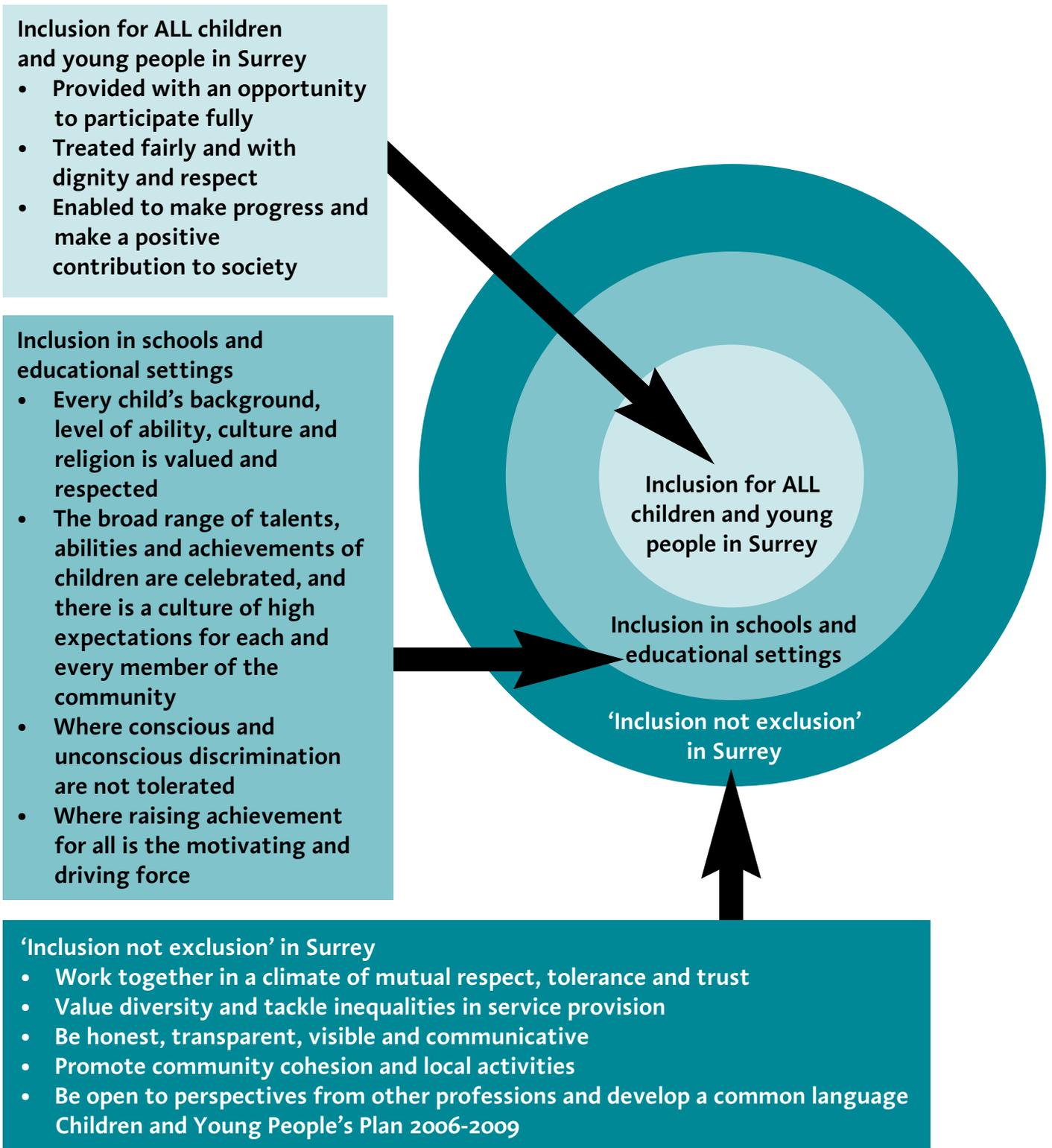
### Enabling Surrey support services

Surrey's support services have an important role to play in supporting individual children, supporting schools and educational settings to meet individual children's needs and promote social inclusion. It is therefore important that the staff are aware of the Social Inclusion Priorities and that staff are supported to promote social inclusion within the schools and settings they are supporting.

# 1. Social Inclusion Framework

## Surrey's circles of social inclusion for schools and educational settings

Diagram 1.



## 2. Social inclusion challenges for Surrey

### Findings of the Dartington Report 2005

Challenges for Surrey with respect to social inclusion were highlighted by a report commissioned by Surrey County Council (An Analysis of the Needs of Children in Surrey) by Dartington in 2005.

#### The key findings were:

- data for excluded children and young people (fixed term and permanent exclusions) is less positive in Surrey in comparison to both statistical neighbours and national data
- emotional well-being emerges as a significant concern both in terms of the large and increasing numbers of children affected and the apparent mismatch between service availability and mental health needs
- in the area of special educational need and disability, the evidence suggests that the prevalence of particular disorders, for example autism, is increasing and, in the case of serious learning disability, also becoming more complex
- for several groups of children, for example those misusing substances, those with language/communication difficulties and asylum seeking children, procedures for identifying, monitoring and referring require improvement
- despite the large amounts of performance data, there is surprisingly little that provides insight into the nature of services provided to children supported at home, the effectiveness of services, the match between need and service, and the extent to which the right children are getting the right support.

These challenges and issues indicate a real need for Surrey to have clear objectives in relation to social inclusion in Surrey.

### Outcomes of the Joint Area Review in 2008

Services to vulnerable children in Surrey were recently subject to an inspection by Ofsted, the governing body for education standards. The Joint Area Review is an inspection of all agencies providing services to vulnerable children in Surrey, this includes the county council, the Primary Care Trust, individual NHS Trusts, Surrey Police, the Learning and Skills Council, the Youth Justice Board, and the Connexions service.

Overall, services to the 262,000 young people in Surrey are good. However the Ofsted review was critical of some of the services provided to vulnerable children. In particular these criticisms relate to children classed as 'in need', those requiring preventative services, children with learning difficulties and disabilities and teenage parents. We need to focus on services for vulnerable children in the future, to ensure that they achieve good educational outcomes.

## 2. Social inclusion challenges for Surrey

### **Outcomes of the social inclusion consultation**

The responses to the consultation can be summarised as follows:

- the need for appropriate placements for children and young people
- the need for more effective partnership working across agencies and schools
- resources – funding, access and availability
- support services – range and response times and early intervention.

The Learning Strategy Board will commission a range of work in response to this Framework. This will identify good practice in Surrey schools and educational settings, identify and support areas of development and provide support materials.

## 3. Social inclusion priorities

Surrey's Social Inclusion Framework is divided into seven priority areas. These will be the components of a Social Inclusion Action Plan, indicating accountability, desired outcomes, outcome indicators, resource implications and timescale. The Learning Strategy Programme Board will commission an action plan, will drive forward the development and implementation of the action plan and produce an annual report.

### 3.1 Social inclusion priorities

- 1. Admissions and attitudes** – evidence of an inclusive ethos and positive attitudes within schools and educational settings that indicates that vulnerable children and young people are valued and welcomed
- 2. Equipping the workforce** - increased skills, knowledge and understanding of inclusive education for all those engaged in the education of children and young people
- 3. Attendance and exclusions** - increased capacity of all schools to meet the needs of vulnerable children and young people
- 4. Access** - increased flexibility of provision to maximise inclusion for all children and young people in mainstream schools and educational settings
- 5. Achievement** - improved opportunities for all children to achieve their full potential
- 6. Funding** - available funding is targeted appropriately in order to maximise inclusion
- 7. Partnership with parents/carers and voluntary organisations** - improved partnerships for the benefit of every child or young person

# 3. Social inclusion priorities

## 3.2 Social inclusion success criteria

We will know whether our Social Inclusion Framework is working when we can demonstrate:

### 1. Admissions and attitudes

- Schools' can demonstrate they are promoting social inclusion, challenging discrimination and celebrating diversity
- Admissions of children and young people vulnerable to educational failure are welcomed and accepted by schools and educational settings

### 2. Equipping the workforce

- Improved procedures for identifying, monitoring and referring children and young people vulnerable to educational failure
- Schools and educational settings have increased skills, knowledge and understanding of children and young people vulnerable to educational failure

### 3. Attendance and exclusions

- Reduction in exclusions (fixed term and permanent)
- Increased attendance of groups of children and young people vulnerable to educational failure

### 4. Access

- The needs of more children are met in local mainstream educational settings, where appropriate
- Reduction in educational placements in non-maintained schools outside Surrey
- Demonstrable impact of services provided to support children educated at home, in Pupil Referral Units, hospital provision and those otherwise not in school

### 5. Achievement

- The raised achievement and narrowing of the attainment gap of all children, especially children in care, minority groups and other educationally vulnerable children

### 6. Funding

- There is impact on educational outcomes for vulnerable children from the funding targeted to maximise inclusion

### 7. Partnership with parents/carers and voluntary organisations

- Increase in the parental confidence in the SEN assessment system and provision in Surrey as measured by the number of Tribunals
- Decrease in the number of children subject to repeat child protection plans

## 4. Enabling Surrey's schools and educational settings to meet the social inclusion objectives

Schools and educational settings need to consider how inclusive policies can promote equality of opportunity for all children and young people. CSIE (2000) suggests, 'inclusion involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools'. The CSIE Index for Inclusion encourages schools and educational settings to adopt a proactive approach to underachievement and consider the implications for learning and teaching that perceives diversity and difference as a resource, which can be drawn upon for the benefit of all children and young people. The term 'social inclusion' enables a more holistic approach to be adopted.

**'An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter.'** (Ofsted 2002)

### What can schools and educational settings do to promote social inclusion?

The challenge schools and educational settings face is to identify practices that not only preserve and maintain dignity and self worth but value diversity.

Sections of the Ofsted Guidance 'Evaluating Educational Inclusion' ([www.ofsted.gov.uk/assets/459.pdf](http://www.ofsted.gov.uk/assets/459.pdf)) are helpful in enabling schools to examine different aspects of inclusive practice. It is clear that school staff need to see all children and young people as potential high achievers, to have high expectations and to find ways of motivating individuals to believe in their ability to succeed.

Inclusive education seeks to adapt systems and structures to remove barriers to participation and fully involve all young people in the process. This may require adaptations to the school curriculum, buildings, attitudes and values, language, images and role models if social inclusion is to be achieved.

In Surrey we are committed to supporting schools and educational settings to develop their inclusive practice and to recognise inclusive schools and educational settings. In order to support schools and educational settings in the most effective way, we are consulting schools and educational settings before this document is finalised.

Schools and educational settings may wish to consider using the following resources to support them in developing their approach to inclusion:

- Ofsted guidance Evaluating Educational Inclusion ([www.ofsted.gov.uk/assets/459.pdf](http://www.ofsted.gov.uk/assets/459.pdf)).
- Inclusion Quality Mark (IQM). ([www.inclusionmark.co.uk](http://www.inclusionmark.co.uk))
- Evaluating inclusion of SEN pupils document to support the SEF. (Appendix 2)

# 5. Perspectives on social inclusion

## 5.1 Definitions of ‘social inclusion’ and ‘social exclusion’

### What is ‘social inclusion’?

Social inclusion helps build a climate in which good learning can take place, encouraging respect and tolerance for others, educating for citizenship and laying the foundations for lifelong learning.

Social inclusion is about enabling individuals to participate effectively in economic, social, political and cultural life.

Social inclusion is about reducing inequalities so that the least advantaged have opportunities equalling those of the rest of society.

Social inclusion is about enabling children and young people to achieve more than they thought possible, irrespective of socio-economic background, gender, race or levels of ability and disability.

Social Inclusion is the process through which we value all individuals and recognise their diverse contributions to communities.

### What is ‘social exclusion’?

Social exclusion is the term used to describe what happens when children or young people are excluded from aspects of education and school life, excluded from services or excluded socially from or by their peers.

Social exclusion of children or young people can happen as a result of circumstances that a child experiences during their life or from and before birth, such as living in poor housing, encountering crime or experiencing family breakdown. Alternatively, social exclusion can happen as a result of the child or young person’s ethnicity, religion, gender, sexual orientation, age, behaviour or disability.

## 5.2 National perspective

### What is meant by ‘social inclusion’ in the context of educational establishments?

#### Inclusion

Inclusion as a matter of entitlement and equal rights is enshrined in the UN convention on the Rights of the Child, in the European Convention on Human Rights and in other national legislation.

# 5. Perspectives on social inclusion

The Salamanca Statement of 1994 states that ‘the fundamental principle of the inclusive school is that all children should learn together, where possible, and that ordinary schools must recognise and respond to the diverse needs of their students’.

There have been other definitions of inclusion since the Salamanca Statement, at a national level, but the most recent was by Lord Adonis at the launch of the Inclusion Development Programme 17 October 2007 who said, ‘Inclusion is about creating a secure, accepting and stimulating school ethos where everyone is valued and where all pupils can perform well, whatever their impediments to learning.’

## 5.3 Surrey’s perspective

Social inclusion in Surrey is the means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. The vision for Surrey in 2020 is a county of distinctive, confident, caring, creative and safe communities where individuals and organisations have taken responsibility for resolving the many challenges that the county faces.

Social inclusion in Surrey is viewed as a process. All children and young people will be at some point on the inclusion continuum, and it is recognised that by placing a child in a school it does not necessarily lead to social inclusion. Social inclusion is therefore not dependent on a type of placement.

Surrey’s strategic aims for inclusion, outlined in Surrey’s Children and Young People’s Plan (2006-2009), include:

- educating children and young people in mainstream schools and educational settings with the confidence, skills and specialist support to meet the needs of all their pupils successfully
- special schools providing education for the most severe and complex needs and sharing their specialist skills and knowledge to support inclusion in mainstream schools and educational settings
- schools and educational settings working together to support the inclusion of all children from their local community, backed up by specialist support from the local authority and health services, working in multi-disciplinary teams.

In Surrey, a number of programmes and initiatives have been undertaken that recognise the diverse needs of young people, and aim to find ways of meeting these as part of mainstream educational provision. It is apparent that many young people benefit less than they should from the educational experiences on offer. Some are hard to provide for in the mainstream setting, others are hard to reach because they may be experiencing some very difficult circumstances or times, and it is acknowledged that there is a need to clarify Surrey’s approach to social inclusion within this framework.

## 5. Perspectives on social inclusion

The framework provides an approach to support Surrey's Vision for Learning. Surrey would like schools and educational settings to embrace this Social Inclusion Framework and in order to do so recognise that schools and educational settings need to be supported and there needs to be a way for schools and educational settings and the LA to be able to identify good practice.

# 6. Relevant legislation

## Relevant legislation

- Equal Opportunities Act 1976
- Race Relations 1975
- Disability Discrimination Act 1995
- Education Reform Act 1988
- Education Act 1996
- Standards and Framework Act 1998
- Human Rights Act 1998
- Race Relations (Amendment) Act 2000
- Special Educational Needs and Disability Act (SENDA) 2001
- Equality and Diversity Act & Duties 2006

# 7. References

## Relevant documentation

- Every Child Matters: Inspection of children's services: Key judgements and illustrative evidence
- Every Child Matters: Inspection of children's services: grade descriptors
- Equality and Diversity Scheme – Surrey County Council 2006-2009
- Action for equality and diversity policy statement – Surrey County Council
- Guidance for schools with pupils from Muslim communities – Four S document
- Guidance on the Duty to Promote Community Cohesion
- Disability Equality Duty – Schools' Duties
- Schools and the Disability Equality Duty in England and Wales: Guidance for Governors, Headteachers, teaching and support staff working in schools in England and Wales
- Equality and Diversity: Surrey County Council Audit 2005/6
- Every Disabled Child Matters; Aiming High for Disabled Children 2007

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