

Priorities

One of the schools we worked with took great pride in being inclusive. The school publicly celebrated its student-centred approaches, advocating ‘...traditional qualities: caring for our pupils as individuals, and endeavouring to provide a supportive environment which allows young people freedom to develop themselves, as well as encouraging them to explore opportunities beyond their immediate surroundings’.

A high priority was given to inclusion at this school. This commitment was given practical expression in the positive support that was offered to the learning support unit (which made provision for students with special educational needs and disabilities) by the school’s senior managers. The learning support unit had status as a key department in the school and was generously staffed and resourced. The unit manager was given significant autonomy both in the day-to-day management of the routine work of the unit and in initiating and carrying forward ongoing developments in order to enable her to work most effectively for the benefit of the young people for whom she was responsible.