
Staff autonomy

At one school we visited during the 'What about us?' project, there was a strong inclusive ethos that was firmly and explicitly led by the school's senior managers. The flexibility and autonomy given to the special needs teaching staff provided practical evidence of these inclusive values in action. Members of staff were given the freedom to explore creative ways of providing appropriate teaching content and approaches to learning for students experiencing difficulties. The working commitments of these teaching staff and the time they had to focus on students with special or additional needs were safeguarded with, for example, fewer demands made on them to cover for absent colleagues.