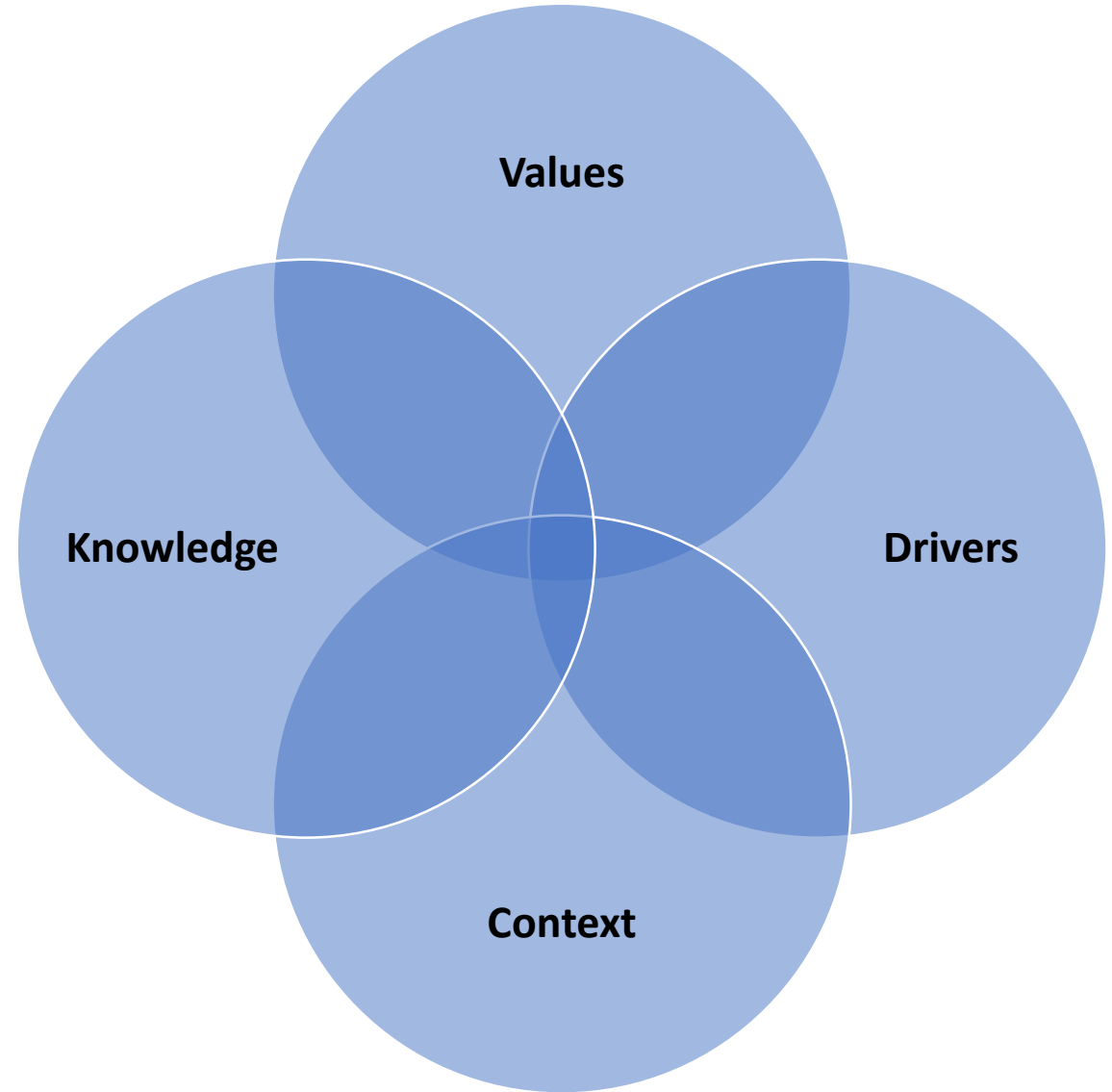


A dark, irregular ink blot with the word "INCLUSION..." written in white capital letters in the center. The blot has a textured, splattered appearance with some lighter areas around the edges, suggesting it was made with a brush or a thick marker. The background is white.

INCLUSION...

# Framework





Values

[https://www.mindtools.com/pages/article/newTED\\_85.htm](https://www.mindtools.com/pages/article/newTED_85.htm)



# District Inclusion Plan

## Deal, Dover & Sandwich District Inclusion Plan

Dover District LIFT Executive has agreed this Inclusion Plan to drive the development of inclusive practice across the district. Dover District LIFT Executive has designed this plan to be an influencing plan across the district.

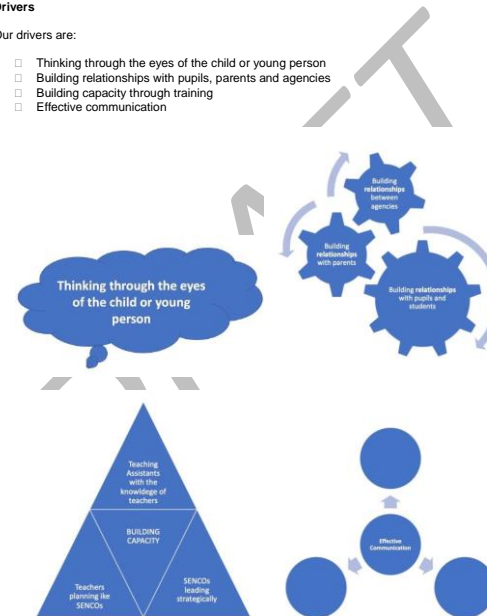
### Inclusion

While the LIFT Executive recognise there are different aspects to effective inclusion, our plan focuses on drivers, which we believe are central to the development of inclusive practice. The LIFT Executive is committed to promoting these drivers within the work of the LIFT Executive and partner agencies.

### Drivers

Our drivers are:

- Thinking through the eyes of the child or young person
- Building relationships with pupils, parents and agencies
- Building capacity through training
- Effective communication



Dover LIFT Executive is identifying projects within the district within which these drivers are key influencers to promote inclusion. Dover LIFT Executive will be tracking the progress of these projects against the district priorities.

### Priorities for the Dover District Inclusion Plan

Dover LIFT Executive has identified priorities we are focused on achieving through our work.

- A • To reduce exclusions, increase attendance and reduce gaps for vulnerable groups
- B • A greater focus on Early Years settings to identify early and provide support for a best start for children.
- C • To ensure the district offer of support is robust so it builds parental confidence and enhances parental engagement.
- D • To use data and local intelligence to target local resources.
- E • To extend 'Dimension Champions' model to build additional support capacity.
- F • To improve mental health and wellbeing using research, evidence-informed approaches, resources and multi-agency training to support CYP and families with high levels of SEMH.
- G • To ensure all schools have the capacity to adhere to the transition principles to best support vulnerable groups.

*(Note: Dimension Champions includes the current development of SEMH Champions and ASD Champions)*

### Stages of Implementation

#### Stage 1

Agencies within the LIFT Executive reviewing and articulating what these drivers mean within their work

#### Stage 2

LIFT Executive identifying how these drivers will influence current and future inclusive projects

#### Stage 3

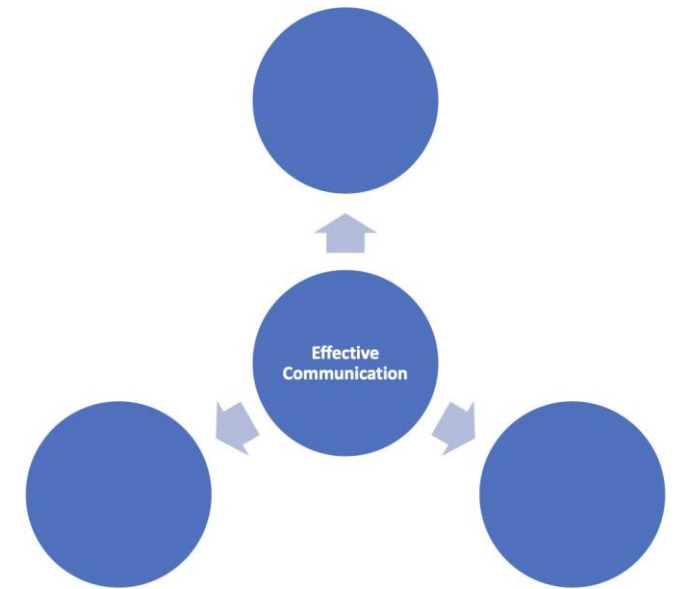
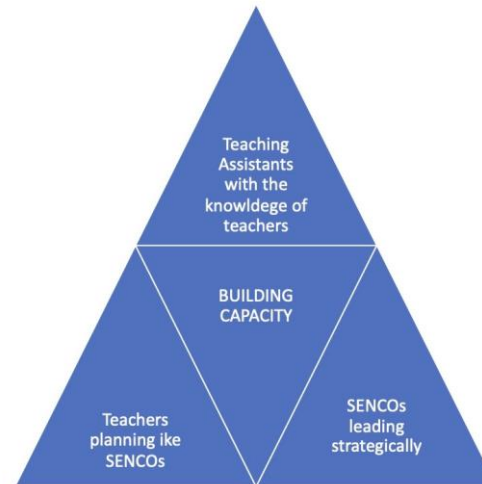
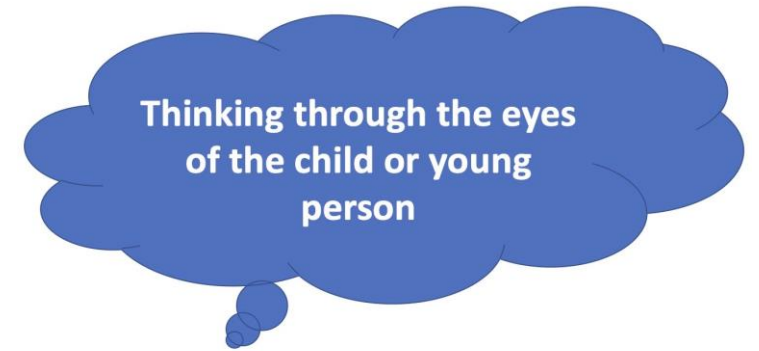
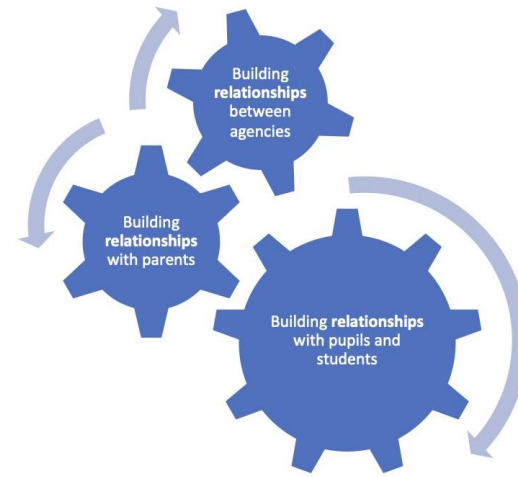
Reviewing and collating the impact of the use of the inclusive drivers across the work of the LIFT Executive

### Inclusive Projects

Inclusion projects within the Dover District within which the drivers are being used:

Project	Focus	Lead	Contact

# Drivers



A large, blue, cloud-like thought bubble with a white outline, containing the text "Thinking through the eyes of the child or young person". Three smaller blue circles of decreasing size trail from the bottom left of the main bubble.

**Thinking through the eyes  
of the child or young  
person**

## Film

## Sia apologises over autism depiction in her movie Music



▲ 'I listened to the wrong people' ... Maddie Ziegler, left, and Kate Hudson in the film Music, directed by Sia. Photograph: Merrick Morton/AP

### Catherine Shoard

✉ @catherineshoard

Thu 4 Feb 2021 10:52 GMT

Sia, the musician whose debut film earned two Golden Globe nominations on Wednesday, has addressed concerns about the movie's depiction of autism.

Writing on her Twitter account, which she shortly afterwards deleted, the artist said that she has "been listening" to the criticism surrounding the film's portrayal of a nonverbal autistic person, played by Maddie Ziegler, who does not have autism.

She said the film will now be preceded with a warning that reads: "Music in no way condones or recommends the use of restraint on autistic people. There are autistic occupational therapists that specialize in sensory processing who can be consulted to explain safe ways to provide proprioceptive, deep-pressure feedback to help with meltdown safety."

She then tweeted: "I'm sorry," and said she plans to remove the restraint scenes from future prints. "I listened to the wrong people," she said, "and that is my responsibility, my research was clearly not thorough enough, not wide enough."

This week, *Music* was the surprise recipient of two Golden Globe nominations: one in the best musical or comedy category and one for lead actress Kate Hudson.

Advertisement

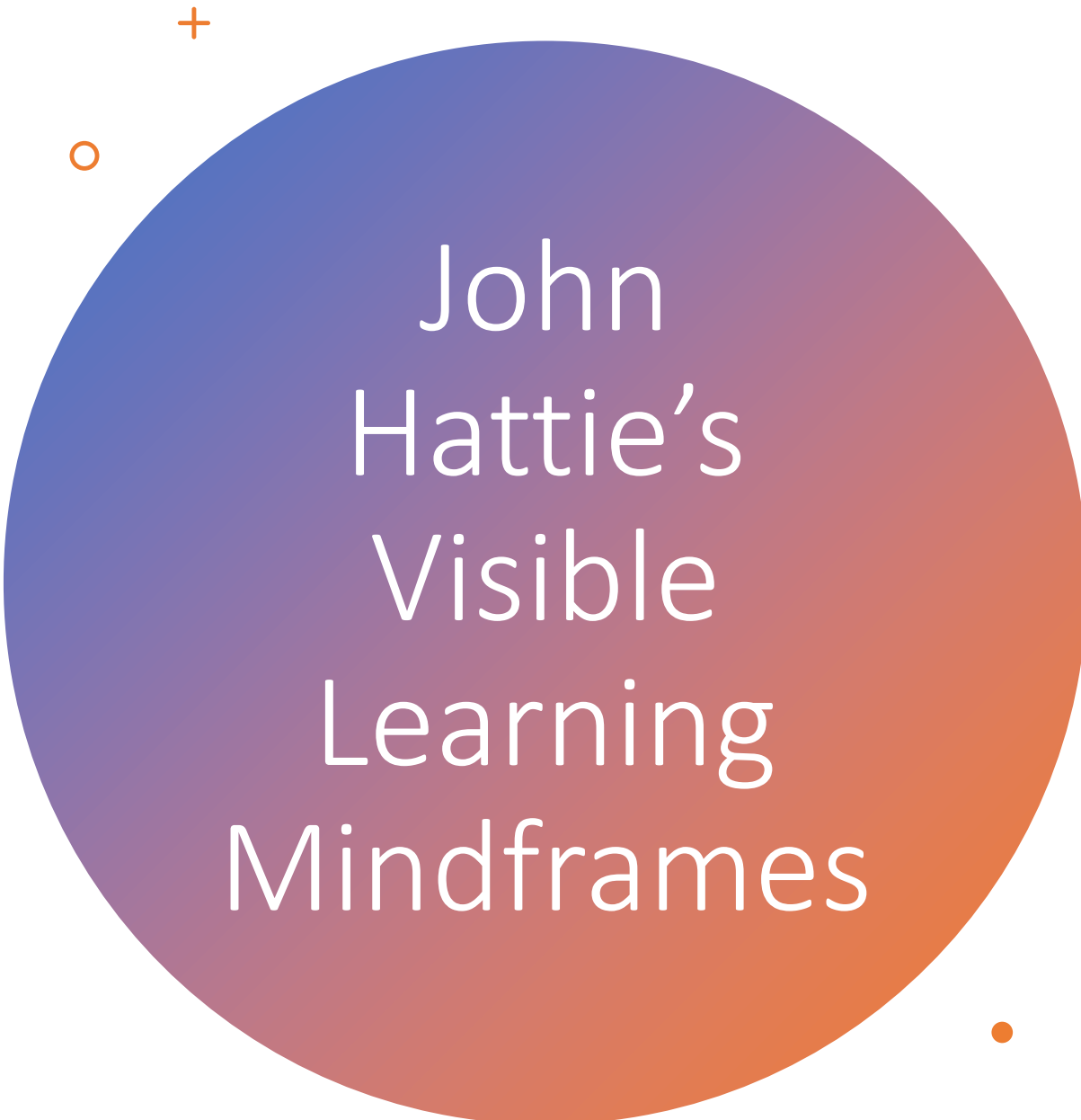
▲ [Watch a trailer for Music](#)

Last November, Sia first engaged online with autism rights activists who felt she was approaching the condition from the perspective of a neurotypical person, as was her leading performer.

At that time, Sia remained robust in her defence of the film, writing: "The movie is both a love letter to caregivers and to the autism community. I have my own unique view of the community, and felt it is underrepresented and compelled to make it. If that makes me a shit I'm a shit, but my intentions are awesome."

A petition asking for the film to be cancelled subsequently gained more than 17,000 signatures, and the petition page was flooded with responses from people unhappy at both Sia's approach in the film and her "lack of remorse".

# In the media...



John  
Hattie's  
Visible  
Learning  
Mindframes

- *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement*
  - ***The success and failure of my students' learning is about what I do or don't do. I am a change agent***
  - *I want to talk more about learning than teaching*
  - *Assessment is about my impact*
  - *I teach through dialogue not monologue*
  - *I enjoy the challenge and never retreat to "doing my best"*
  - *It's my role to develop positive relationships in class and staffrooms*
  - *I inform all about the language of learning*
- <https://www.youtube.com/watch?v=UJyEXZulqMQ>



Thinking  
through the  
eyes of a child  
or young  
person...

What does that <sup>+</sup>•  
mean to you?

Thinking  
through  
the eyes of  
a child or  
young  
person...

More than empathizing

More than seeking a view or opinion


Not just accepting...

**Thinking about how the child or young person experiences aspects of their education to develop an understanding of how to plan to meet their needs**

Leads to small adjustments, specific changes in approach or whole school improvement to include all children




For  
example...

- If I am 5, 11 or 13 years old how do access my learning...
  - If I find reading difficult, how do I access my learning
  - If I find working with other children difficult, how do I access my learning
  - If I am just worried about my mum at home, how do I access my learning
- 



Aycliffe Community  
Primary School

A group of children are sitting on the floor in a classroom, looking at a large whiteboard or screen. The children are of various ethnicities and are dressed in casual clothing. The whiteboard or screen is the central focus of the image, and the children are gathered around it, some pointing at it. The text is overlaid on the whiteboard area.

How will I include this child in my lesson, class, school, community...

Starting point for reflection

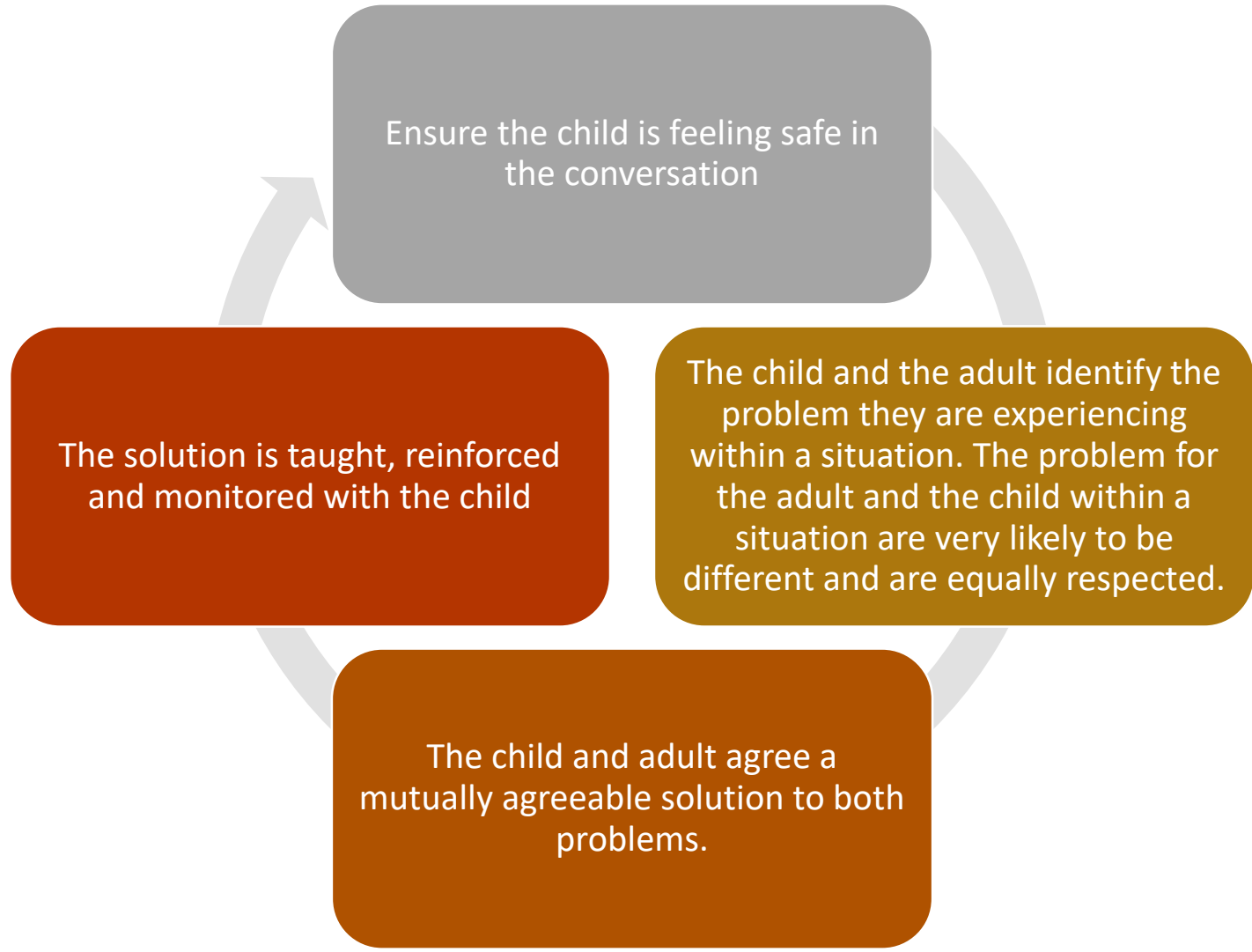
# Behaviour

What is the context to behaviour

What is the behaviour communicating

Develop a hypothesis and test it

Collaborative Problem Solving





# Staff Training



# Planning framework...



Aycliffe Community Primary School  
Planning Frame



Class:

confident

eager

compassionate

inquisitive

collaborative

creative

**Date:**

**Project title:**

**What is the learning journey's overall goal?**

For example: use of Key NC targets/21 steps statements/statement from curriculum maps

**Purpose:**

What is the link to Inspiring Futures? What are the connections between the context and future opportunities and careers?

**What is the goal of this lesson?**

**Prior Knowledge:**

What prior knowledge do the pupils need to have in order to access current learning (consider learning loss/knowledge of transition meetings)?

What does my class already know and how will I find out?

**How will the children know they have been successful?**

Steps to success

**What might the learning misconceptions be?**

How will I address these?

**How will the pupils know how to achieve the goal for the lesson?**

Teaching process/the role of the teacher, for example: maths model/story-model/modelling/self-verbalisation/demonstration/ key questions and dialogue/learning environment/approaches to facilitating learning/guided practice/AFL/knowledge organizer/PS Wheel

**Which key concept/s will be developed in this project?**

**Which knowledge will be deepened in this project?**

**How will the pupils learn (through the eyes of child)?**

Focus and content/Guided practice/independence/use of environment/resources

**How will all pupils be included?**

Differentiation/challenge for MA pupils/inclusion of SEN pupils

**How will pupils reflect?**

Blob tree/ blob tree sticker/annotate a photograph after a practical task/peer reflection and feedback to class/self-assessment/peer assessment

+

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○

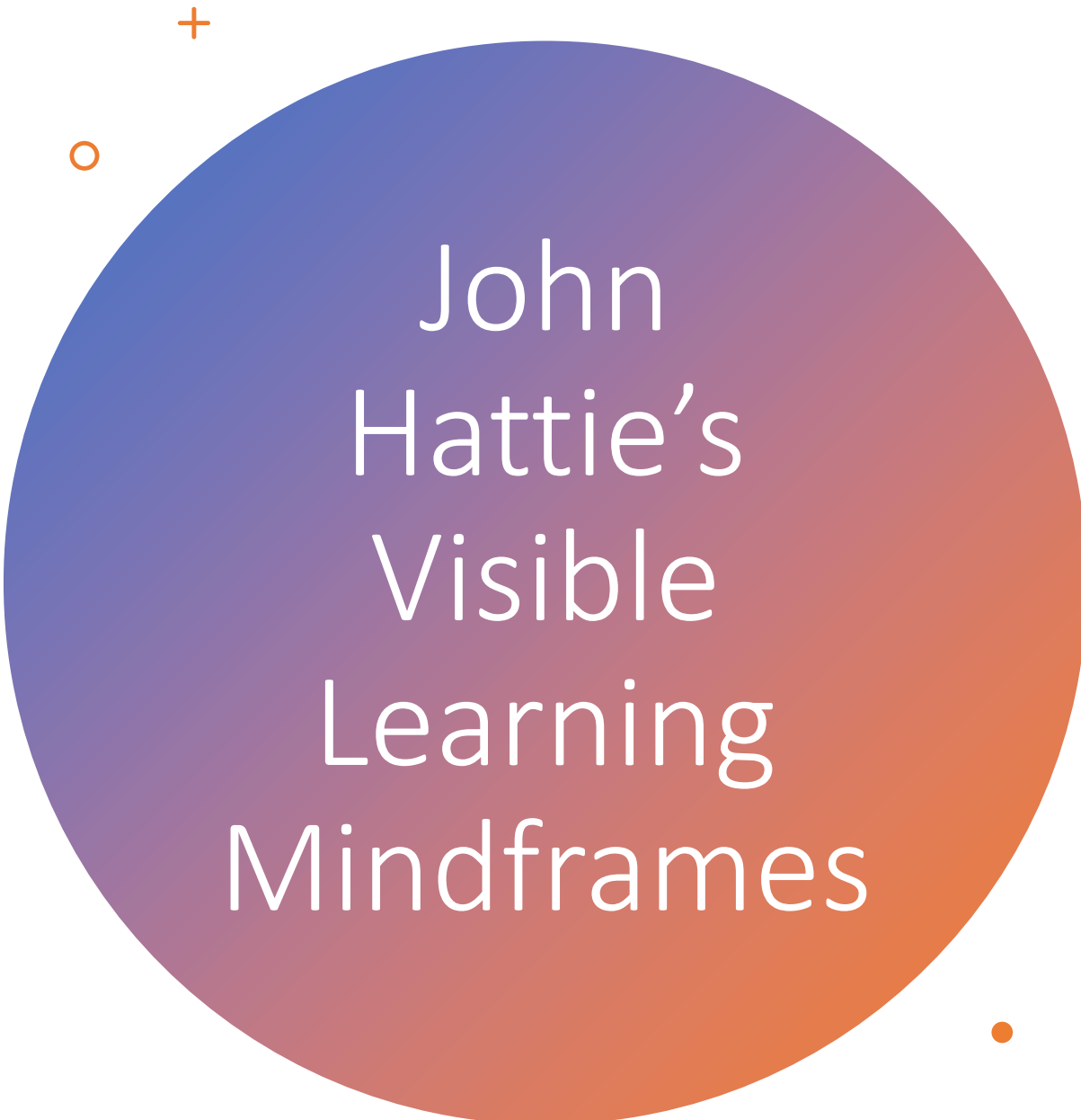
# Rights Respecting School

- Gold Award Rights Respecting School
- Aycliffe CPS has explicitly adopted a child rights approach based on the [United Nations Convention on the Rights of the Child](#) and has embedded it in school policy, practice and culture.
- Children, young people and adults in Aycliffe CPS have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- RRSA has had a positive impact on children and young people's learning and wellbeing.
- Our pupils see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.
- [A film Aycliffe CPS made about name calling and children's rights](#)

What information  
would help you think  
through the eyes of this  
pupil/student?

How would you  
approach thinking  
through this  
pupil/student's eyes to  
plan

# 11 year old case study



John  
Hattie's  
Visible  
Learning  
Mindframes

- *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement*
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