



Collective Get T★gether

P★wer Hour National Standards for Inclusion

This session¹ aimed to establish what young people with SEND feel would help to make mainstream schools more inclusive and support better educational outcomes for more students who have a special educational need or disability.

Attendees thought about different areas of the school and school life, and ways it could be made more inclusive. For each area considered, young people were asked what they felt were the most important things to make a school inclusive for those with SEND. Appendix 1 shows all information captured from London, Nottingham and online and those highlighted were the ones indicated as most important for young people.

It was noted by all session facilitators that young people felt;

EHCP's were not being read

Reasonable adjustments were not being made

'People' made no effort to understand or work together with young people to make positive change or support them better.

Young people showed a desire for comprehensive set of standards. These standards should cover not only making the space accessible but also for staffing (both teaching and support).

The young people were keen to continue co-production of these national standards, and resources to help make meaningful improvements in mainstream inclusion.

Opportunities for development and implementation of more inclusive practice:

- Designing school environments in consultation with young people and using a 'check list' for school accessibility
- Reviewing and developing training for all staff
- Co-produce a 'crib sheet' (1 pager) to a young person's EHCP for teachers – including any important support mechanisms, reasonable adjustments, communication support etc that are classroom relevant
- Create a database of successful reasonable adjustments that schools have made

These begin to offer a clear picture of what young people would like in order to make schools more accessible, with practical examples laid out in the appendix.

¹ previously scheduled for June but postponed due to the General Election



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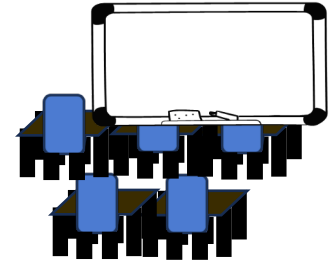
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Appendix 1. National Standards for mainstream schools

Those in **bold** are ones that young people identified as most important.

Classroom

- **Controlled class (e.g. noise levels)**
- **Sensory safe environment**
 - Temperature
 - Sound
 - Smell
 - Lighting
 - Cramped tables
- **Don't give fake choices**
- **Freedom to stand up / move around**
- **Better training for teachers**
- **A quiet place to go to outside the classroom.**
- **Class pass for time out**
- **Good learning support**
- **No ticking clocks (use digital)**
- **Quiet room / sensory room**
- **Reasonable adjustments**
- **Make classroom fun**
- **Small class size**
- Lights that don't flicker
- Open windows
- Enable quiet fidget toys
- YP allowed to fidget / stim
- Seating arrangements / space and safe people
- Smaller classes and groups
- No manual light switches
- Access arrangements
 - Technology
 - Laptops
 - Computers
 - Headphones
- Clear spaces around white boards
- Space to move around classrooms can feel like they are sat very close together
- Visual timetables
- Communication friendly – Better training for teachers
- Sensory breaks
- Space in the room
- Nice teacher who are properly trained
- Key person that matches you
- Saying when things change or before a big change
- Helping and learning with travel
- Being able to leave the classroom and not told you can't.





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- Reasonable adjustments – desks
- Space/ personal space – support when need. Enough personal space for personal items
- Different seating options e.g. cushion, beanbag, wobble or ball
- Individual desks
- Layout of desks
- Group work rather than on my own
- No distractions both room and noise
- Allow me to meet people
- Share common and important people
- Timetable for the week – prepare for the next day
- Headphones to be able to listen to music while working. Noise cancelling headphones
- Stop bullies
- Standing desks
- Teachers not picking on me to answer questions
- Overlays for anyone who needs them
- Different pens
- Different styles of learning
- Broken down tasks
- Support sessions
- Reasonable adjustments
- Access arrangements for exams
- Money management
- Independent travel/ travel training
- Wheelchair access to all areas of classroom
- not being up stairs with no lift access
- sensory seeking seating options in classrooms.
- Environment being not too overwhelming for sensory, so
- lights not too bright
- not too much noise,
- no clutter
- Colourful displays,
- visuals,
- sensory items,
- deaf awareness - captions
- Ask where students feel comfortable to sit/ Get rid of seating plans, able to choose seat
- Reading pen
- communication cards or AAC or other ways to communicate,
- calculator,
- having laptops etc available for those who might need to borrow them for school, but also allowing students to bring in their own devices
- being able to wear ear defenders/ headphones/ear plugs in the classroom - Ear defenders are not always suitable.



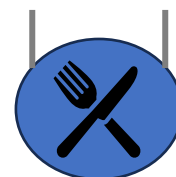
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- different colour paper options for everyday learning- not just for tests!!
- Allow phones/ipads/tablets if a student needs to use it for things like communication or glucose monitoring etc because sometimes we need to use it and it not fair to not let us because of a rule that applies to non-disabled people
- being able to leave the classroom for breaks when needed
- Teachers wearing lanyards with radio mics can be really distracting - Horrible staticky noises!
- smaller classes for those that cannot learn with many distractions around them
- I think there should have been a place for people who struggle to mange their feelings to go as it quite often distracts others from learning and it was really frustrating.
- Having work available on an online platform so that we can work elsewhere if needed. Also having all the resources online so we can keep up to date if we've missed things
- to add to this. hybrid learning being a possibility for every student if they need it, it's useful for chronically ill folk as well!!
- access to different ways of learning- such as videos explaining topics, print outs of slideshows for students who learn at a slower rate, summary notes of topics etc, all being available before during and after lessons
- The teachers should have made adjustments for me so I could participate in PE Lessons more like doing the same activities in groups at a slower pace .
- allowing students to opt into projects such as speeches etc
- Not forcing students to pair or group up if they don't want to.
- grades not being based on testing

Break and lunch times

- **Ability to access tech – headphones / phones / laptop to recover.**
- **Friends to sit with**
- **Dim lighting**
- **Being able to find a quiet room (Bring a 1 friend)**
- **Calming, low social pressure space**
- **Bullying can take place at these times – better supervision and training of staff – have teachers supervise.**
- **Leaving to break early**
- **Help with trays and carrying food**
- **Cater for allergies**
- **A reasonable time limit to work with (20min break, 1hr lunch).**
- Helpful friends and staff
- Extra time for travelling to classes
- Assigned personnel
- Safe spaces with predictable environment
- Sensory safe environment
- Not everyone can queue (at same time)
- Breaks on longer lessons – rest breaks
- Don't be hypercritical standards for all pupils





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- Quiet lunch – less people – quiet space
- Supervisors are educated on supporting SEN
- Simple safe
- Basic foods
- Flexible times
- Different rooms
- Quiet rooms
- Headphones
- Variety of choices for food.
- To have more time than 15mins (so more time)
- To know what food there is each day.
- Being able to queue in the line or front
- On the playground being able to have a teacher to go to
- Teachers knowing what happening at all time.
- Quiet space
- Room to move around
- No 'keeping in' or detentions at break / lunch
- Not made to rush (to eat)
- Separate space away from main areas
- Queues/ lining up
- Activities
- Assistance making friends
- Staff that you're comfortable with
- Something to help with busy/ tight corridors
- Staggered lunches
- Good food
- No long lines
- No busy corridors
- Kind dinner ladies
- Stop other YP pushing in
- Able to walk around
- Able to bring in packed lunch of safe foods
- Someone else go to the canteen for me
- Social activities
- Enough space and room for everyone to manouver
- More variety in playgrounds
- Bit longer lunch time
- Access to clock
- Edible food
- Balanced meals
- More lunch variety
- Drink options
- SEN group
- Therapy dog



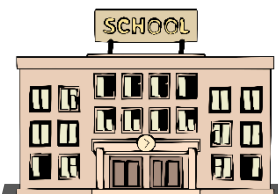
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- Too loud
- Queue passes – come into lunch earlier while quieter, less stressful
- Easy read menu
- Ear defenders
- Free school meals
- Provided with food when on trips
- Quieter alarm
- Indoor space
- Extra breaks
- more accessible canteens for all disabilities
- More time to get lunch
- fast track queue
- School dinner portions .
- Nut free room / allergen room
- Support for students with eating disorders or anxiety around lunchtime so they not alone and have someone to support them
- for those with ARFID, or sensory difficulties around food to have multiple options available for them!!
- Wide variety of options for lunch, hot and cold.
- being able to eat in your classroom
- fridge facilities available for those that take medication that needs to be kept cold. And freezer. Probably a small kitchen for those who would need it
- being able to play sports at lunch time
- more benches and tables outside

Other spaces

- **Rage room (to get anger out)**
- **A flower or vegetables or fruit garden**
- **Ensure safety on school buses (bullying can take place as not supervised)**
- **Sensory opportunities – somewhere to go to regulate themselves.**
- **IT rooms**
- **Quiet areas**
- **Quiet room / sensory room / dark room**
- **All areas accessible**
- **Be allowed to go to the toilet when you need to be.**
- **Toilets**
 - Consult disabled people on how build
 - Scary People
 - Wheelchair accessible – which actually is accessible
 - Not locked
 - Sensory friendly
 - Big toilets – Often the wheelchair accessible toilets don't have enough room.



- corridors
- the school reception
- the school hall
- playground
- any others?



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- With hoists
- Paper towels – so not using hand driers (loud sensory options)
- **Alternative routes**
 - Less busy
 - Green / gardens
 - Ramps
 - Automatic doors
 - Lifts
- Activities to burn excess energy / strong emotions
- Large corridors and rooms / seating / more corridors – less cramped
- Widen corridors / 1 way system
- Access to library and quiet spaces that are sensory friendly.
- Able to wear ear defenders.
- Signposting – also have touch sense on route (markings)
- Small corridors and lots of people – not a good idea.
- Space to run around and move.
- Game room / quiet place
- A room to be alone and work in
- A person to talk to who don't have stupid ideas and are actually helpful.
- Fresh air and natural lighting.
- Comfy room to have a minute in and just relax.
- Always have access to toilets (don't lock them during class time) and ensure access to sanitary bins.
- Green spaces
- Library
- Time out card
- Safe places to escape to
- Calm spaces/ wellbeing hubs
- Temperature
- Ramps
- Lift access
- quiet stairs
- accessible libraries (with easy read)
- Activity room
- Windows with adjustable blinds for sensory needs
- Use colour
- Enough space
- Turnstiles hurt your bum when you walk in
- Comfy chairs
- Fun stuff to do on the field
- Study areas for study not messing around
- Allow students to leave 5 mins early to next period
- Areas to sit outside
- After school clubs



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- Warning before fire alarm drills
- Wide corridors
- Online access to big assemblies from a different room

Libraries

- libraries should have a quiet area
- Being able to eat and drink in the library - or at least a designated area in there

Playgrounds

- Having accessible play things
- smooth floor in playground for wheelchair and mobility user access
- playground equipment, toys etc being wiped down properly to reduce others getting ill easily
- wheelchair swings and roundabouts in playground
- not making students go outside at break if the playground is too loud
- shade available outside!!!
- Sensory garden
- Swings
- tactile surfaces available outside, as well as signs next to apparatus for those who are blind and use braille
- being able to play sports at lunch time
- more benches and tables outside

Corridors

- one way/ effective streamlined system in corridors so it isn't so crowded
- Allow students with SEND to leave lessons early to avoid crowded corridors
- stairs are an issue - should have a quiet staircase/route
- Good size corridors with curves.
- good echo management

Reception

- Lowered reception things
- having a different way to go into reception if needed
- some schools have iPads to sign in but they're often too high for wheelchair users to reach so have lower ones

Other building

- Universal design!
- Make sure lifts/automatic doors/ ramps aren't broken
- Lift passes for those that need it - whether it's a visible disability or not
- Having a lift in place for people with mobility issues as I had to leave lessons 10 minutes early for my next lesson as a lot of the time lessons were upstairs in different parts of the school.
- Automatic doors/ doors that aren't heavy and push both ways- pull doors are really difficult to use as a wheelchair user- especially when the handles are high up
- Halls not being major spaces for echoes and fluorescent lighting
- rather than a school bell to dismiss individuals, have breaks at a set time so that students are aware of when they can leave- loud ringing can be distressing
- Accessible fire alarms (with light and pagers)



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- Make sure wheelchair users and staff know what to do in fire alarm
- having functioning air conditioning as well as fans etc being available for students who have heat intolerances- especially during the summer
- Assistance dog toilet area
- Tactile signage, Signage with colours and shapes
- Changing places toilet. Don't use accessible toilet as a storage cupboard
- Hoists in studio space or therapy rooms
- Every school should have a sensory room
- Sensory tent for people to go to to calm down or for some quiet time fidget toys to help people who struggle to sit still for long periods of time.
- Plenty of disabled parking that is actually accessible
- Lighting adjustable and thought about
- Accessible sports equipment and sports equipment for disabled specific sports
- having a space that is always staffed so you know where to find someone if needed
- closed-off medical rooms rather than one open space
- We welcome people at any time
- do events or assemblies for disability pride month and other days/weeks relating to disability because it shows they care about disabled community

The people

- **Less bullying**
 - Rumours
 - Assaults
 - Accepting of fidgets
 - Take headphones and fidgets away
- **All staff have a basic understanding of SEND / mental health and of needs mental / physical / social / emotional/ spiritual**
- **Teachers that help you and don't shout at you if don't get the answer right.**
- **Have received meaningful training**
- **Speak to parents like adults!**
- **Training on disability**
- **Regular 1:1 with teachers**
- **Teach students about disability awareness.**
- **Explains things clearly**
- **Empathy**
- Don't take advantage of needs / behaviour
- Staff do active check ins with pupils
- Access arrangements for writing / reading / skills
- Accessible sports equipment and changing rooms
- Less of them – staff on duty
- Less noise
- Educated better
- Treating you like a normal person
- Access to support staff inside and outside of lessons





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- Counsellors
- Learning support
- Mentors
- Nurses / therapists
- Educational psychologist
- Staff on duty
 - Have common sense
 - Decency
 - Friendly
 - Supportive
 - Understanding
 - Approachable
- Trained teachers and not giving their opinion about their lives.
- Teachers who don't have favourites (so they teach everyone the same)
- Medical people don't just say you are fine and actually help you.
- Teachers that don't lock you in rooms and follow your timetables.
- Bigger corridors letting different people use them at different times.
- Knowledgeable or find out if they don't know
- Empowering children to prepare for their adulthood, including becoming independent.
- Someone who listens and believes parents
- Someone who is a good advocate.
- Have a head teacher who instigates a strong inclusion culture embedded throughout the schools
- Good SENCOs to do the basics
 - Read and follow EHCP
 - Support plans
- All about me
- (Well) Trained teachers
- Clear instructions
- Help me to understand
- Listening
- Calm teachers
- kind
- Patient – allow students to go at their own pace
- Give us time
- Teachers not talk too much
- LSA
- Key familiar person/ worker – builds understanding and relationships
- Friends
- Safe people who understand needs
- TA should give space to be independent
- Know their roles
- Headteacher that understands us – students getting their input on (to) headteacher
- No shouting
- No demanding look at me / eye contact



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- Not demanding respect
- Feel like they want to not just have to
- Believing need
- Encouraging
- Engaging not excluding people
- Treats everyone equally
- Counselling
- Meet students needs
- Mellow
- Sensory awareness
- Remember that we are people, don't talk down to us
- Adjust communication styles to the young person
- Kind dinner ladies
- supported staff that have the right training
- Teachers having an awareness of SEN and listen/respect us. Realise that we are all different and need different things
- Teachers not being mean and making fun of disabled or SEN students and understanding each persons indivudal needs
- Clear communication
- instructions that don't mean that a student has to infer what they might mean by it- a lot of autistic individuals struggle with inference
- Staff having an awareness of what eating disorders look like - Being aware of students that may not be eating
- Training for all staff
- having an awareness of all disabilities or being willing to learn
- Teachers accepting that sometimes they are wrong or have misunderstood
- be understanding of everyone's unique needs
- Understanding
- Patient
- not dismissing someone's experience
- having some disabled staff- it can help to feel represented by staff
- Learning basic bsl
- Attitude of collaboration
- Pressuming competence
- understanding inter-sectionality and respecting all parts of your identity (Religion, ethnicity, LGBTQ+, culture) as well as disability
- kind
- being flexible
- Not seeing the non-disabled or neurotypical way as better e.g. speech over aac or bsl, communication is the goal not speech. Mobility is the goal not walking.
- staffing being representative of everyone
- teachers spending time with us if we need it.
- Look at our individual learning plans and follow it, otherwise it's pointless!



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- teaching assistants available for those who need it
- consistent 1 to 1s for those that need them

Communications and home

- **Regular emails / meetings with the SENCO**
- **Making sure actions are completed**
- **EHCPs that are followed**
- **Our views should be checked and respected.**
- **Communication it's not the same for everyone and there are different styles / ways and preferences.**
- **Travel training**
- **Community**
- **Communication between schools when transitioning**
- **Students know ahead of time any news**
- **Tell the YP what they are telling parents/carers**
- **PECs and visual aids**
- **Working to resolve any issues**
- **Flash cards**
 - Yes
 - No
 - Maybe
 - Emotions
 - Red
 - Amber
 - Green
- Pupil profile – what works for the child (as long as teachers read it!)
- Your teacher has to ask if they can say something or write something
- They don't have to communicate with home.
- Home don't have to tell schools stuff
- Communication through books / Apps
- Ability to work from home
- Pre set rules / conditions / boundaries / info on school layout.
- Actually email parents / students keeping them updated.
- Early timetable access
- Young person has a physical book to pass info – person, parents, staff
- Non – verbal understanding and education – don't force
- Visual information
- School communicates with parents
- Communication / disability passports that are yours – stops you repeating yourself and your needs, intelligence and your story
- Homework merges home / school. Divide of learning and safety.
- If something bad happens and a staff member knows – tell the parents / carers about it.
- Communications
 - Events calendar
 - Emails





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- Social media
- Youth groups
- Clear the format and timetable
- How well are students getting on with homework
- Should it be mandatory?
- Some do not complete or make a start.
- Students need positive mature teachers.
- Disability shop
- Clear communication methods
- Special training e.g. BSL
- Understanding the communication needs
- More regular reviews
- Time to digest information
- Accessible/ easy read EHCP and supporting info
- Sharing good practices with parents on how they can help the child be independent at home
- Phoning mum if struggling
- Helping my parents to help me
- Learning students body language
- Consistency
- Writing key messages down
- Only call for good reason
- Students to be heard
- Sharing messages with parents so when I'm anxious or if I forget, they know what is happening
- Online learning (Teams and Zoom)
- Easy explanations for parents
- Disabled is not a bad word or bad thing it's natural stop avoiding it! You will either become disabled or die young
- don't call us 'special'
- setting up a club/group - neurodivergent/disability/SEN
- Treat us with respect and experts on our own lives (even when we can't communicate it)
- inclusive language being taught- as well as the evolution of language and peoples preferences on it. for example id rather be called disabled then additional or special needs.
- No home work as weekends are for people to have fun and enjoy themselves and not think about school work.
- Disability history, deaf history and disability rights movement taught
- Bilingual bsl and English schools!
- We were talking about a similar topic in our forum this week and although the young people are not able to join me this morning they did raise: making sure teachers act on what they say they will do
- Allow to use AAC devices
- Website accessible info



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- Don't assume parents are always right - listen to us as well, we may have different perspectives
- Regular meetings to check how we're getting on
- I'm going to go to work now thanks everyone nice to meet you all.
- have interpreters both for students and parents/carers who need them
- informing students on what you are going to talk to their parents about, especially if it is about us
- ask student what they need not just assume everyone the same

Other

- having flexibility around clothing/uniform