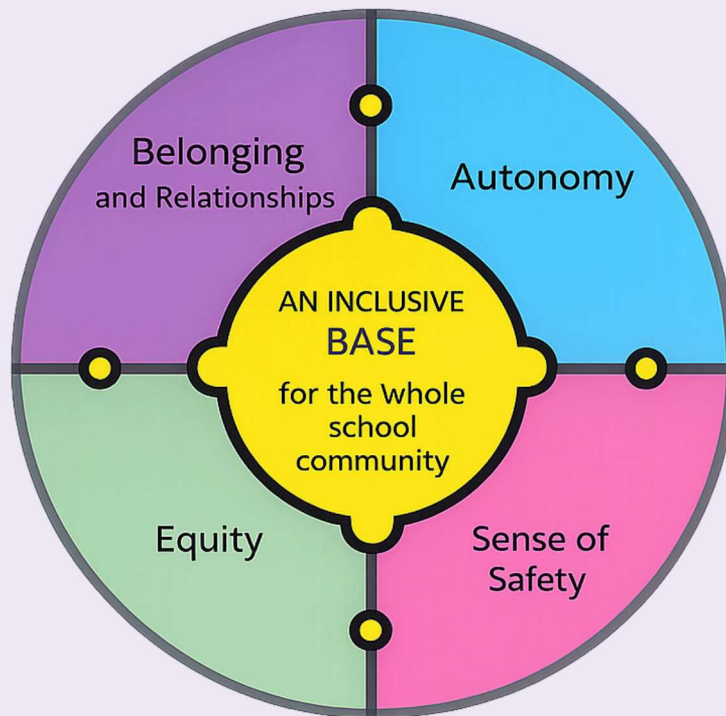


The **BASE**® Model:

A Quick Guide To Inclusive Practice

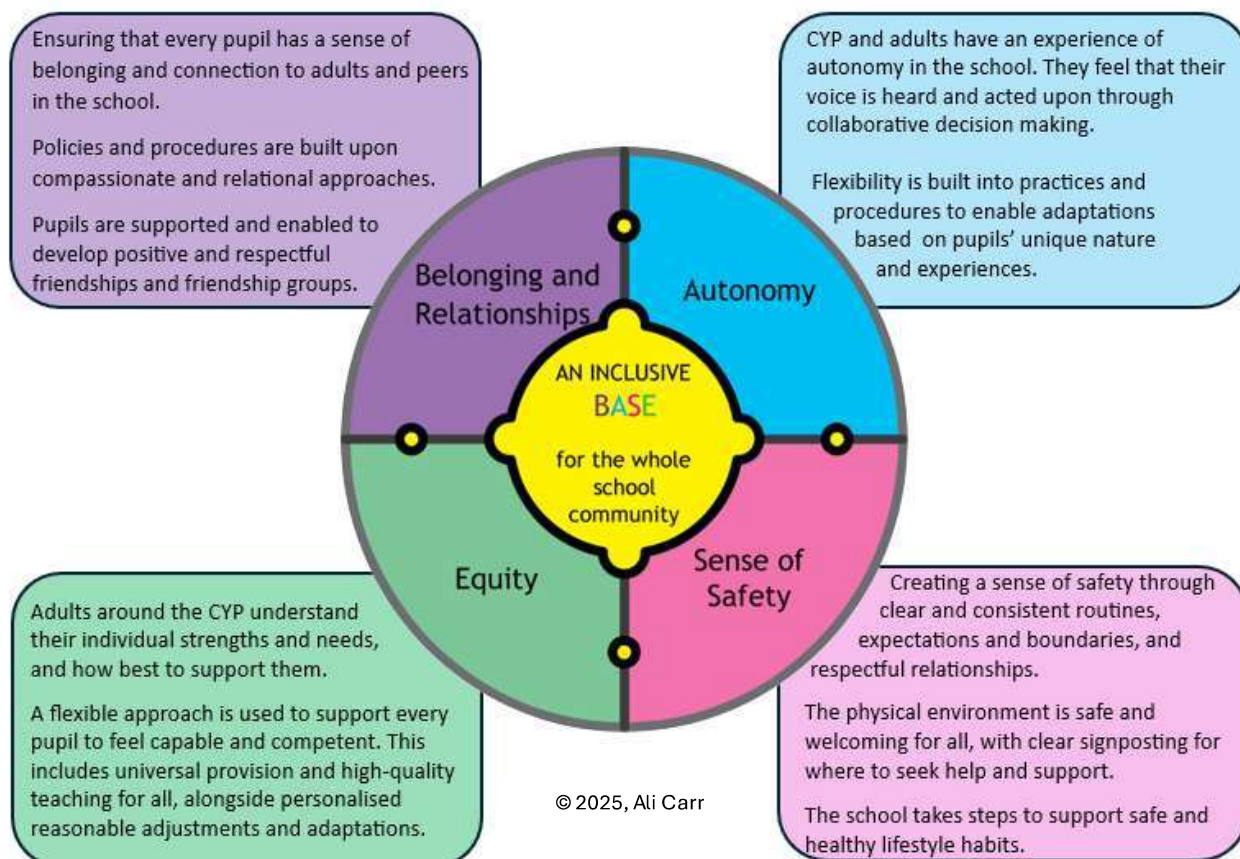
Handout for School Staff



Ali Carr
Specialist Educational Psychologist

A FRAMEWORK FOR THINKING ABOUT INCLUSION IN MAINSTREAM SCHOOLS AND SETTINGS: THE BASE MODEL

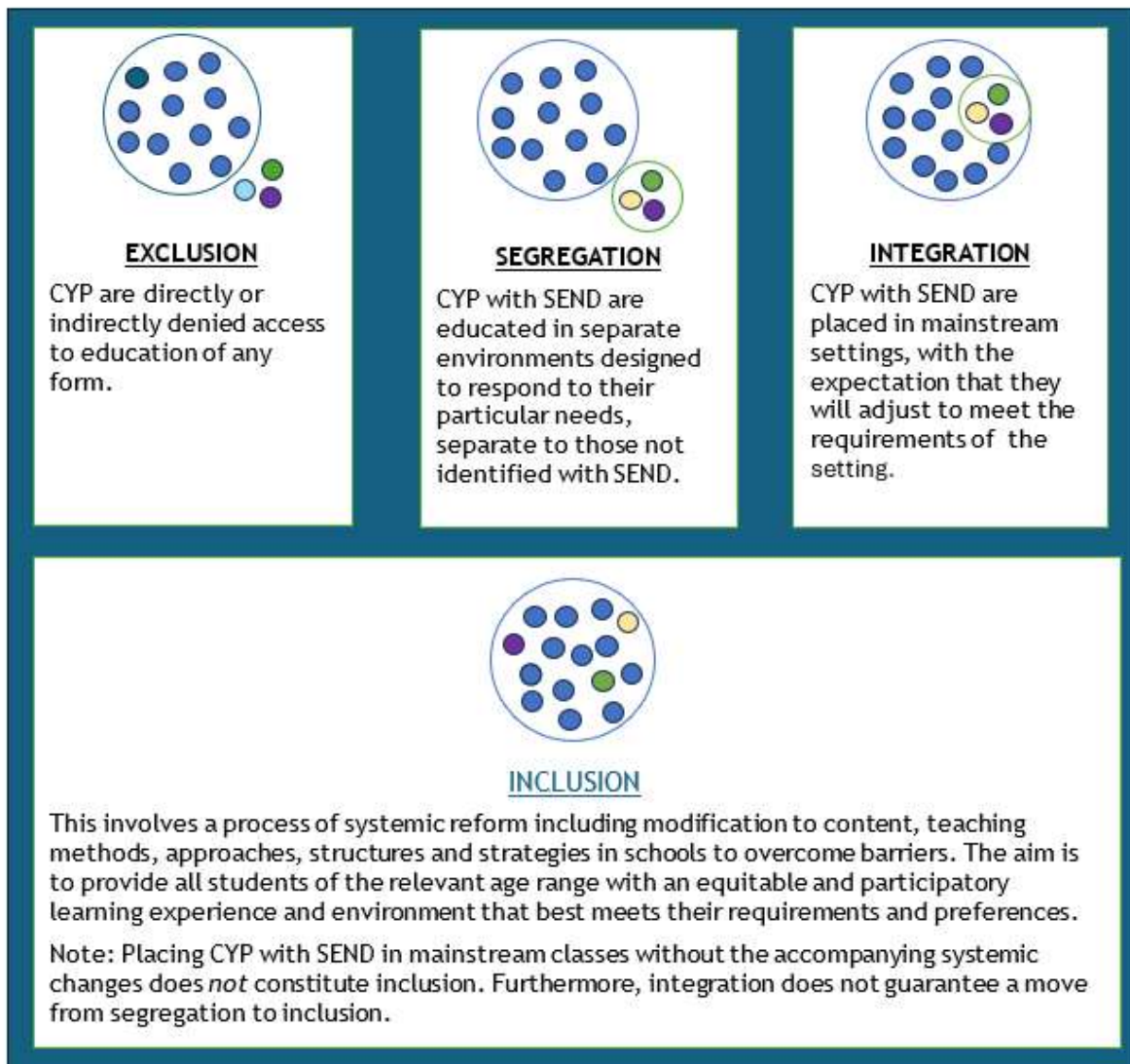
The School as an Inclusive **BASE** for the Whole School Community



The BASE model is developed upon the concept that **the whole is greater than the sum of its parts**, in keeping with an ecosystemic model for understanding school systems. Much like with a biological ecosystem, every part of the school community and structure influences and impacts on every other part. When different parts of an ecosystem are in balance and working collaboratively, all parts are likely to thrive in that environment. However, if the balance is lost (e.g., one component of the system dominates or one part is undernourished), this will have a negative impact upon the entire ecosystem.

Therefore, although each part of the model could be considered in isolation, positive outcomes are most likely when a **holistic** view is taken. This should consider how each of these **different parts may interconnect and interact**, to ensure that there is a balance between the different aspects of the model. This includes thinking about how any policies, procedures, strategies, adaptations or changes are likely to impact on **every member of the school community**, including all pupils, staff, parents/carers, supporting professionals, and any other member of the school's community or ecosystem.

What Is Inclusion (and what is it not)?



(Definitions based on those outlined by the United Nations Committee on the Rights of Persons with Disabilities. Graphic adapted from Hehir *et al*, 2016.

[A Summary of the evidence on inclusive education.pdf \(alana.org.br\)](https://alana.org.br/A_Summary_of_the_evidence_on_inclusive_education.pdf)

What Works and What Does Not Work for Supporting and Promoting Inclusive Practice In Schools? A Summary of the Evidence

What works?	What Does Not Work?
Use of tools already available to school and teaching staff, such as scaffolding, flexible grouping, cognitive and metacognitive strategies, explicit teaching, and effective use of technology. Understanding and adapting to each pupil's needs. Providing teachers with the freedom to adapt the curriculum and their teaching methods to address the diverse needs of their pupils. Considering inclusive practice as an ongoing and dynamic process of systemic reform to removing barriers to learning and participation. Promoting positive relationships, engagement, and wellbeing for <i>all</i> pupils (not just those with SEND). Access to high quality teaching for <i>all</i> pupils. Use of the graduated approach to build a holistic and ongoing understanding of pupils with additional needs. Empowering teachers to use this information in a flexible way to inform their teaching. Any one-to-one interventions should be carefully selected, evidence-based, and should complement high quality teaching. Working effectively with TAs and deploying them carefully, so that they supplement and complement classroom teaching, rather than replacing this. Taking a holistic approach to inclusive practice. This should take account of the complex interactions and interconnections that influence inclusion and a sense of belonging at school.	Use of external (extrinsic) motivators and enforcers to control behaviour, such as rewards that aim to control or pressurise CYP to act in certain ways, or through controlling behaviour through avoidance of punishment. Harsh and punitive sanctions that reduce the sense of safety and damage relationships, such as suspensions, exclusions, and isolation. Zero tolerance behaviour policies and rigid behaviour policies with no flexibility built in. Rigid teaching expectations, which do not allow teachers to adapt their teaching methods to meet the needs of their pupils. Inconsistency and changing expectations across the school environment. Segregating pupils with SEN, either within the classroom or in a separate part of the school. Expecting pupils with SEN to adjust to the requirements of the school, rather than taking dynamic steps to adjust the school's policies and procedures to the needs of all pupils.

Providing a sense of autonomy for pupils and teachers e.g., by facilitating choice and self-direction. This can enhance engagement, motivation, and overall educational outcomes. Providing positive, affirming, and constructive specific feedback to enhance intrinsic motivation. Positive relationships and connectedness across the whole school community and supporting a sense of belonging and mutual respect at school. These can promote engagement, wellbeing, and prosocial behaviours. Taking steps to ensure that staff and pupils feel physically, psychologically, and emotionally safe in the school environment. Clear and consistent boundaries and expectations, with transparency and good communication around their reasons and rationale. A positive proactive approach to behaviour, including: • Transparent behaviour and relationships policies with clearly stated rationales and benefits. These should focus on the positive and be accompanied by clear, relevant consequences that are structured around rebuilding relationships and repairing trust and safety. • Ensuring that the behaviour policy both informs and is informed by other relevant policies such as relationships policies, and inclusion/SEN policies. • Building flex into the behaviour policy to allow for reasonable adjustments. Clearly communicating and explaining this to the school community to	
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create acceptance and understanding.	
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The Benefits of Inclusive Practice: A Summary of the Evidence

Benefits for pupils with SEND who are included within a mainstream school compared to those that are educated separately	Benefits of inclusion for pupils not identified with additional needs	Benefits for teachers and administrators in inclusive schools	Benefits into adulthood for students with disabilities
Development of stronger language, reading, reading comprehension, and maths skills Higher rates of attendance Reduced likelihood of behavioural concerns / disciplinary referrals More likely to complete secondary school More likely to earn an academic or vocational credential More likely to belong to school groups More accepted by their peers, better social relationships, and less lonely	Less likely to hold prejudicial views Likely to be more accepting of people who are different from themselves Either no impact or a positive impact on their academic achievement	Development of strategies that will support the individual strengths and needs of all students, not just those with SEND.	More likely to be enrolled in further education beyond secondary level Higher rates of employment More likely to live independently

In addition to the information above, a UK-based systematic review of the literature concludes that there is no evidence of any negative impact of an inclusion on attainment for any pupils (Kalambouka *et al*, 2005. [incl_rv3.pdf \(ioe.ac.uk\)](#)).

Also, as noted by Schuelka (2018) “*study after study has evidenced the argument that inclusive education is actually cost-effective*” (see: [374_Implementing_Inclusive_Education.pdf \(publishing.service.gov.uk\)](#), p.7)

GLOSSARY

Word or Phrase	Meaning
Autonomy	Being involved in shared decision making and choosing your own actions.
Belonging	A sense of acceptance, identity, and inclusion as a valued member of the school community.
CYP	Children and Young People
Ecosystem	A biological community of interacting organisms and their physical environment. In the context of a school, this refers to the complex interactions between all members of the school community with their social and physical environment.
Equity	Every pupil receives the resources they need to achieve their full academic and social potential.
Exclusion	A deliberate act to prevent access to education at the point of entry.
Inclusion	The classroom structure and environment is adjusted to meet everyone's learning styles. Barriers to learning are removed to ensure that every CYP can participate in the curriculum within the classroom and feel equally valued.
Integration	CYP identified with SEND learn in a mainstream classroom alongside their peers, with support provided to help them to adjust to the classroom environment.
Relationships	Positive and consistent connections with adults and peers in the school, based on trust and mutual respect.
Segregation	The separation or isolation of a group of CYP, e.g. when CYP with SEND are educated in a separate room, building, or school to their peers.
Sense of Safety	All pupils, staff, parents/carers, and visitors to the school feel physically, psychologically, and emotionally safe.
Whole School Community	A group of people with a mutual interest in creating an environment that encourages learning and supports CYP to thrive. This includes the pupils, <u>all</u> staff, parents/carers, governors, MAT leaders, supporting professionals etc.