A view on disadvantage in Norfolk
How can we view it differently?



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Disadvantage in the context of Social Model Thinking

By age 27 they (Young People with SEN) are less likely than their peers to be in sustained employment and are at greater risk of exposure to a number of harms, including becoming a victim of crime. (SEND Review, 2022, pp.10)

MEDICAL / SOCIAL MODELS

Medical And Social Model Thinking In Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

https://ukdhm.org/what-is-ukdhm/the-social-model/

Learnings from Higher Education Inclusive Practice

Curriculum	Assessment	Pedagogy	Environment
Is the curriculum accessible for all? How do we incorporate issues of EDI? How do pupils feel represented within their learning?	How equitable are assessment opportunities? Can assessment be flexible or synoptic? How are biases monitored in marking?	What tools are used to support learners with a range of needs? What language and methods are inclusive for all?	Does the space support all students? How do learning platforms support students with challenges to their learning? Is the space used effectively to meet the needs of all leaners?

A Governors Role

- Where are disadvantages playing out in the data? Extra-Curricular data?
- How are curriculum conversations structured to tease out gaps and solutions with middle and senior leaders?
- What does it mean to live in the school community? How can you find out?