

Inclusion



“All the children of the world, with their strengths and individual needs, with their hopes and expectations, have the right to an education. That is why the educational system of a country is the one that has to satisfy the needs of all their children.”

B. Lindqvist (UN)

“Schools ... should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well .”

SEND Code of Practice (2015).

WHAT IS INCLUSION?

Inclusion is a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about providing equal access and opportunities; it removes barriers, including discrimination and intolerance.

In practice, inclusion in schools means that:

- All pupils are provided with equal opportunities, no matter their background or other characteristics.
- Pupils are provided with an education and environment that meets their individual needs.
- Pupils are provided with the support they need to flourish in adult life.

WHY IS IT IMPORTANT?

Research shows that children with learning differences do at least as well, if not better, academically in inclusive settings rather than in segregated settings. Children have the opportunities to form friendships with their others from their own community and these peers are able to provide positive role-models for age-appropriate behaviour. In addition, successful inclusion is a key step towards preparing children with SEND to become full and contributing members of the community, and society as a whole benefits. Furthermore, peers gain an understanding about disability, tolerance and how to support others with disabilities.

HOW DO WE ACHIEVE IT?

Successful inclusion does not happen automatically. One of the most important ingredients in successfully implementing inclusion for children with SEND is the will to make it succeed. A positive attitude begins to solve problems by itself. The attitude of the whole school is therefore a significant factor: an inclusive school needs committed and supportive staff.

- Have high expectations and aspirations for all pupils, and motivate pupils to meet these.
- Develop positive relationships with pupils.
- Value pupil and parent voice.
- Identify the needs of your pupils and their barriers to learning carefully.
- Plan teaching to meet those needs and review teaching approaches to ensure they are effective.
- Make any reasonable adjustments necessary to ensure access to all parts of the curriculum for **every** child.

Things to consider:

CREATING AN INCLUSIVE CULTURE IN THE CLASSROOM

- Encourage pupils to have open discussions about difference and to respect people of all backgrounds and abilities.
- Challenge any prejudiced assumptions, attitudes and behaviours – this includes following procedures to prevent and tackle bullying.

INCLUSIVE TEACHING

- Every pupil is different – teaching and learning approaches should be planned so that all pupils are able to take part in lessons
- Create learning environments that meet the needs of pupils – this includes implementing different teaching styles based on the needs of pupils and considering how the classroom environment affects pupils.

