All children have an entitlement to education

All children have the capacity to make progress
Sustainable development goals
'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.'
• 12 years of publicly-funded quality primary and secondary schooling for all;

• Equal opportunities for all to access education and to learn, paying particular attention to vulnerable groups

• Relevant and effective learning outcomes, including, at a minimum, foundational literacy and numeracy skills that provide the building blocks for further flexible lifelong learning opportunities.
Some stark facts:

In some countries, it will take another 2 generations to secure universal primary education

263 million children and young people remain out of school

Around 40% of people are not taught in a language they speak or fully understand

100 million children leave school without having learnt the basics
And why is that important?

- Reduces working poverty
- Reduces crime in cities
- Improve gender equality
- Improve health and reduce fertility rates
- Keeps up with demand
“Every child included”

“Education for all”

“No child left behind”
“More schools meeting the needs of more children”
It is not a destination at which we arrive, it’s a road upon which we travel.
What are the essential components of an inclusive school?
Inclusion is a combination of:

- Policy
- Culture
- Practice
Securing availability of provision:

ACCESS

Ensuring what is being accessed is relevant & empowering:

ENGAGEMENT
ACCESS

The policy bit
ENGAGEMENT

The practice bit
Access and engagement are the two major components of an inclusive school or classroom.

They should be the basis of how you evaluate your inclusive provision and how you monitor its success.
Access and engagement are not necessarily finance driven solutions. They can be equally driven by innovation and creative thinking.
And the final crucial element: culture
THE MEDICAL MODEL OF DISABILITY

IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT THEY ARE NOT THE MAIN PROBLEMS

TRADITIONAL VIEW

DISABILITY IS CAUSED BY

PHYSICAL

Sensory

Mental

IMPAIRMENT

THE INDIVIDUAL IS IMPAIRED & IS THE PROBLEM

FOCUS OF THE MEDICAL PROFESSION 'CURE' ALLENIATE THE EFFECT IMPAIRMENT
THE SOCIAL MODEL OF DISABILITY

SOCIETY

BARRIERS

ENVIRONMENT

INACCESSIBLE

BUILDINGS

ATTITUDES

PREJUDICE

STEREOTYPING

DISCRIMINATION

ORGANISATIONS

INFLEXIBLE

PROCEDURES

PRACTICES

BARRIERS

BARRIERS

BARRIERS

BARRIERS

BARRIERS

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BARRIERS
<table>
<thead>
<tr>
<th>MEDICAL MODEL THINKING</th>
<th>SOCIAL MODEL THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is faulty</td>
<td>Child is valued</td>
</tr>
<tr>
<td>Diagnosis and treatment</td>
<td>Removal of barriers</td>
</tr>
<tr>
<td>Labeling and categorisation</td>
<td>Acceptance of individual</td>
</tr>
<tr>
<td>Inputs identified and delivered</td>
<td>Outcomes identified and planned</td>
</tr>
<tr>
<td>Therapy programmes are central</td>
<td>Resources are made available to ordinary services</td>
</tr>
<tr>
<td>Segregation and alternative services</td>
<td>Fully integrated services</td>
</tr>
<tr>
<td>Professionals identify needs</td>
<td>Individual rights are expressed</td>
</tr>
<tr>
<td>Isolation is perpetuated</td>
<td>Diversity Welcomed, Child is Included</td>
</tr>
<tr>
<td>Society remains unchanged</td>
<td>Society Evolves</td>
</tr>
<tr>
<td>Medical Model question</td>
<td>Medical Model answer</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>How can we help this child with learning difficulties to access the curriculum?</td>
<td>Provide 1:1 classroom support</td>
</tr>
<tr>
<td>How can we change this child’s hyper-active behaviour so he can fit in?</td>
<td>Give him Ritalin or other medication</td>
</tr>
<tr>
<td>How can this child with a significant vision loss be expected to learn in a mainstream classroom?</td>
<td>Look for alternative, specialist provision</td>
</tr>
</tbody>
</table>
EQUALITY  EQUITY
Considering your current situation, which model underpins your policy, practice and culture?
Inclusion is a combination of:

- Policy
- Culture
- Practice
What international, national and local policies are in place that promote inclusive practice?

Do the policies and structures that are in place help or hinder the inclusive practice in the school or organisation?

To what extent is the current context and system **empowered** by the policies in place?

Do the policies and structures motivate, incentivise inclusive practice?
What is the current practice like in your school or organisation in relation to inclusion?

In what ways does the school or organisation actively promote access and engagement?

Do staff within the school or organisation feel enabled to develop inclusive practice?

Do staff have the necessary skills and resources to implement inclusive practice?
The pervading attitudes towards inclusion in the school or organisation

The extent to which behaviours support or undermine the development of inclusive practice at system & school level

The will and commitment in the school or organisation system that pushes the inclusion agenda forwards
Models of Inclusion
A ‘single track’ approach

- All children within the same school
- All professionals within same building

**Benefits:**
- The most inclusive approach
- Centralised training for staff
- Collaborative learning for children
- Encourages community cohesion
- ‘wrap-around’ packages

**Drawbacks**
- Requires total commitment from the school
- Requires all schools in the system to subscribe to avoid ‘sink schools’
- Higher demands on teachers to plan and deliver work differentiated
A ‘two-track’ approach

• Based on establishing two distinctive systems
• Special schools & units for special needs groups
• Pupils in special sector not following mainstream requirements
• Often different legislation for different sectors

Benefits:
• Focused staff development & training
• Tends to secure greater school attendance
• Develops expertise & specialism quickly
• Clarity of focus for support services

Drawbacks
• The least inclusive approach
• Little opportunity for professional development
• Cuts groups of children adrift from their communities
• Perpetuates stigma & misunderstandings
A ‘multi-track approach’

• Two systems run in parallel but also merge
• Special schools as ‘resource centres’

Benefits:
• Offers a more flexible approach
• High access for special needs pupils
• More options available
• Offers opportunity for sharing expertise

Drawbacks
• Complex and heavy on resources
• Requires ‘gatekeepers’ to decide where children will be placed
• Emphasis on goodwill of schools to engage
• Stretches service across two sectors & can dilute the efficacy of provision
When formulating policy and practice in developing educational inclusion, it would be helpful to have a clarity of vision about which is the preferred structure.
Summary
we are almost there
All parties need to be clear about the definition of inclusion and understand that it is a process and not a destination.
Access & engagement are the guiding principles. It is important to recognise what obstacles are in the way and how to overcome them.
Social models of thinking are better than medical models bringing about more sustainable change.
There is no right or wrong way to travel down the road of inclusion, but it is important to be clear about the track you are on.
Let us be those new leaders who beat the drums that bring the people and sing songs that ache with purpose, passion and possibility.

That inspires the next generation to build boats that will carry us into the future, navigating wisely – with courage, unity, spirit, purpose, strength of self, with open hearts – with the long view and with the spirit of enquiry.

Let us stand in power, with awareness and humility so the land holds and all the people prosper.