

INCLUSION MATTERS

JOHN AYRES OBE



All children have an entitlement to education

All children have the capacity to make progress



Policies

Infrastructure

Societal and community values



Teaching practices

Resources

Sustainable development goals





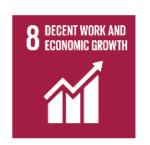




































'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered 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

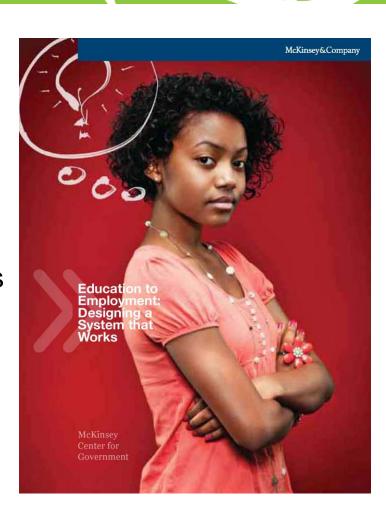
263 million children and young people remain out of school

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"





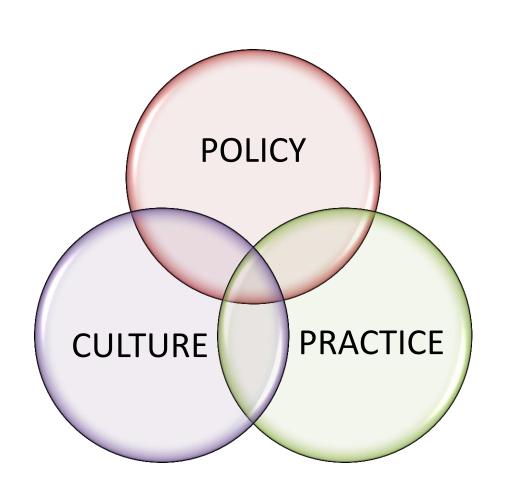
It is not a destination at which we arrive, it's a road upon which we travel





What are the essential components of an inclusive school?

Inclusion is a combination of:





Securing availability of provision:

ACCESS

Ensuring what is being accessed is relevant & empowering:

ENGAGEMENT





ACCESS

The policy bit





ENGAGEMENT

The practice bit



ACCESS ENGAGEMENT

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



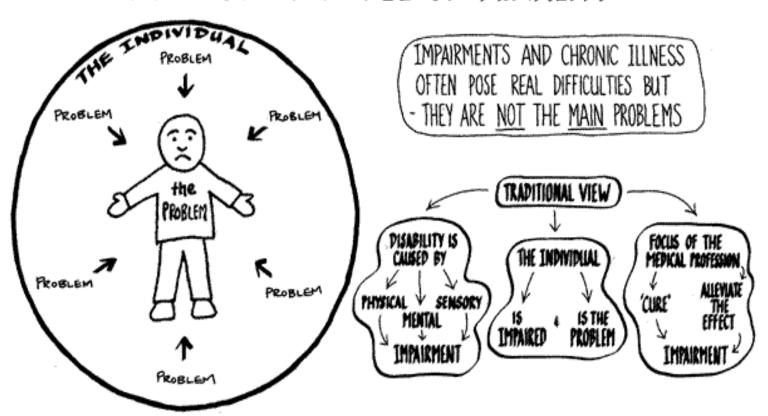
Access and engagement are not necessarily finance driven solutions. they can be equally driven by innovation and creative thinking

And the final crucial element: culture

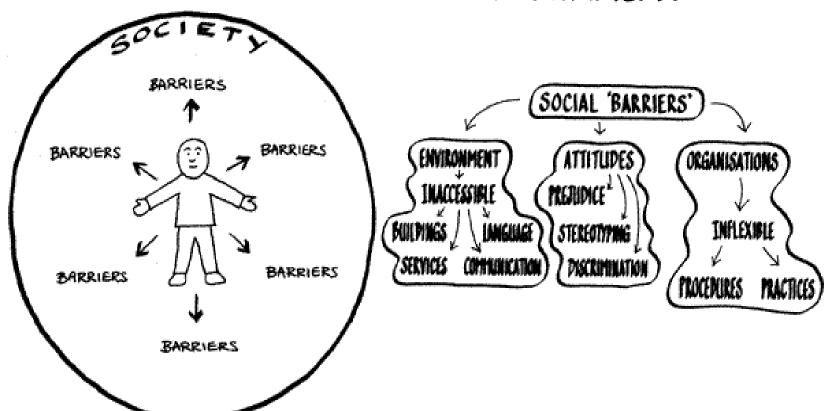




THE MEDICAL MODEL OF DISABILITY



THE SOCIAL MODEL OF DISABILITY



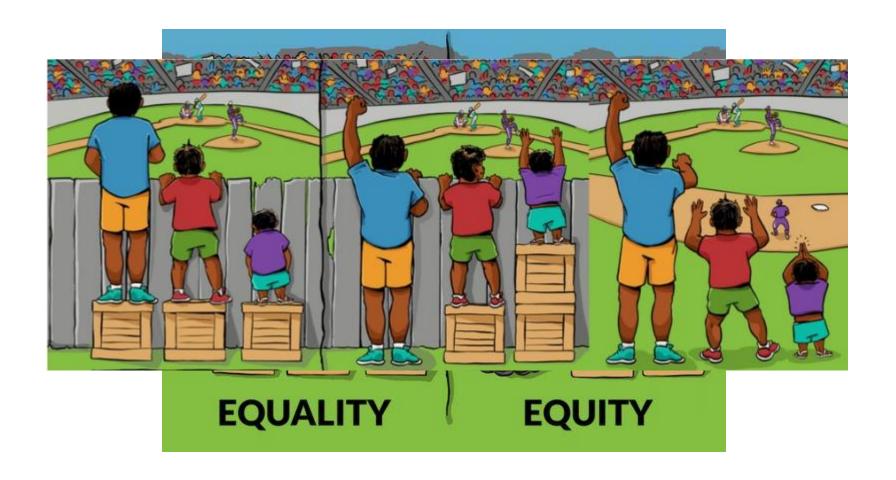
MEDICAL MODEL THINKING	SOCIAL MODEL THINKING	
Child is faulty	Child is valued	
Diagnosis and treatment	Removal of barriers	
Labeling and categorisation	Acceptance of individual	
Inputs identified and delivered	Outcomes identified and planned	
Therapy programmes are central	Resources are made available to ordinary services	
Segregation and alternative services	Fully integrated services	
Professionals identify needs	Individual rights are expressed	
Isolation is perpetuated	Diversity Welcomed, Child is Included	
Society remains unchanged	Society Evolves	

Medical Model question	Medical Model answer	Social Model question	Social Model answer
How can we help this child with learning difficulties to access the curriculum?	Provide 1:1 classroom support	How can we adapt the curriculum to meet this child's needs?	Work on pedagogy in the classroom and extending the range of the curriculum
How can we change this child's hyperactive behaviour so he can fit in?	Give him Ritalin or other medication	What can we do better to understand and support the behaviours of this child?	Provide training on positive behaviour management and introduce systems across the school
How can this child with a significant vision loss be expected to learn in	Look for alternative, specialist provision	How can our school become more 'vision friendly?'	Source expertise in the area to provide training for all the school community

a mainstream

classroom?



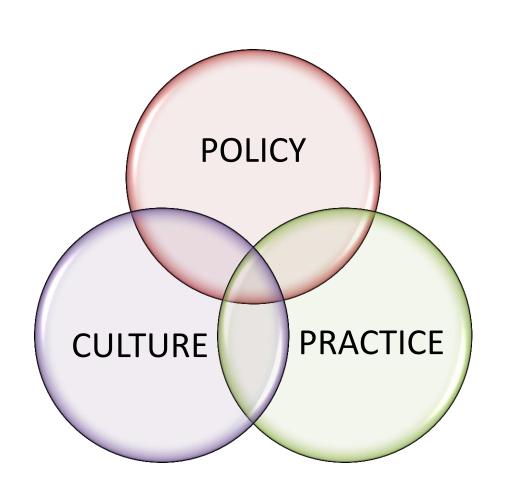


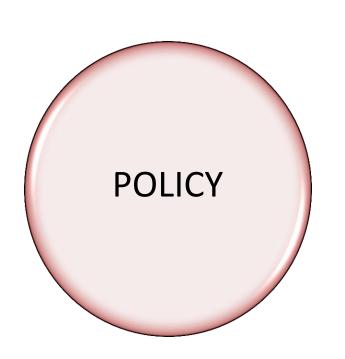




Considering your current situation, which model underpins your policy, practice and culture?

Inclusion is a combination of:





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 <u>and</u> 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













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<u>Drawbacks</u>
- 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







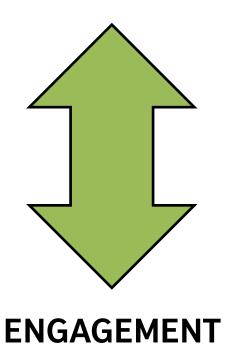


All parties need to be clear about the definition of inclusion and understand that it is a process and not a destination.



Inclusion this way!

ACCESS



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.



