DISABILITY EQUALITY IN EDUCATION

INCLUSION IN SCHOOLS COURSE BOOK

Disability
Equality =
Education

DISABILITY EQUALITY IN EDUCATION

A HUMAN RIGHTS ISSUE [REGISTERED CHARITY No. 1055287]

UNIT GL, LEROY HOUSE, 436 ESSEX ROAD, LONDON N1 3QP

TEL: 020 7359 2855 FAX: 020 7354 3372

E-MAIL: **INFO@DISEED.ORG.UK**

WEB SITE: **www.diseed.org.uk**

[This Course Book was produced by Richard Rieser and Hazel Peasley.]

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Top left: Cleves, Newham
Top right: Maresa's Circle of Friends, Ellis Guilford School, Nottingham City.
Bottom right: Beckford Primary School, Camden.
Bottom left – pix courtesy Sally & Richard Greenhill.

CONTENTS

SECTION A: POLICY

1. INCLUSION, EDUCATION & HUMAN RIGHTS

Increasingly, Inclusion and Inclusive Education are becoming buzzwords to which everyone subscribes. However, behind the language lies a struggle for human rights, which is by no means won nor complete.

Powerful policy statements have been adopted by the international community following pressure from human rights activists and the Disabled People's Movement.

The Salamanca Statement, adopted by UNESCO in July 1994, was adopted by 94 governments and 20 non-government organisations.

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.

- Every child has unique characteristics, interests, abilities and learning needs.

- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

- Those with special educational needs must have access to mainstream schools, which should accommodate them with a child-centred pedagogy capable of meeting those needs.

- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children (without special needs) and improving the efficiency and ultimately the cost effectiveness of the entire education system.

The UN Convention on the Rights of the Child (1989) and the UN Standard Rules on Equalisation (1993) both unequivocally support the right to equal treatment for all and view this as a right to mainstream education.

In the UK, the Labour Government has adopted the Salamanca Statement and in Excellence for All and the Programme of Action have supported the development of inclusion, though confusion remain about what it means. "Promoting inclusion within mainstream schools, where parents want it and appropriate support can be provided will remain the cornerstone of our strategy. There are strong educational as well as social and moral grounds for educating children with SEN, or with disabilities, with their peers. This is an important part of building an inclusive society." – Ch 3.1 AP

In 2001 the Government have brought forward the Special Educational Needs and Disability Bill, which extends the Disability Discrimination Act to education. In addition, Clause 316 of 1996 Act has been amended, so the expectation is that disabled children will be educated in mainstream schools if parents want it and it does not interfere with the efficient education of other children.

Trade unions and voluntary organisations in the UK are now committed to all children having the opportunity to go to an inclusive mainstream school or nursery. UNISON, GMB, NUT, AEP, TUC, The Council for Disabled Children, and the Special Education Consortium, representing the voluntary sector, have all agreed such policies. Yet there remains considerable confusion and resistance to the development of inclusion from medical professionals, many of who work in the education system, not least those who work in segregated special schools and parents.

What Is Inclusion

"All children / students are educated in an age-appropriate mainstream classroom in neighbourhood schools and the supports provided, so that children / students, teachers and classrooms can be successful." – *New Hampshire Institute of Disability*

Inclusion is a process.

Integration is a matter of location.

Integration is not inclusion.

"The participation of all pupils in the curriculum and the social life of the school." – *Action Programme*

"The intentional building of relationships where difference is welcomed and all benefit".

Research on human development on twins has established that after genetic potential, peer relationships are the most important force in shaping who we are. This is far more important than parental influence. But what happens when parents internalise oppressive attitudes from professionals to their child?

Where Do Oppressive Attitudes Come From

- Different cultures have responded in various ways to disabled people. There are many strange beliefs about difference. Impairment has often been seen as a punishment from God, even Glen Hoddle. In the west, our ideas are dominated by Greek and Roman ideas of the body beautiful and physical perfection.

- Judaic / Christian ideas of charity have also shaped our treatment to giving asylum and alms, but at times of social change, disabled people have been made scapegoats as in the Great Witch Hunts or during plagues. Mostly

in feudal and early modern Europe, disabled people would have been accepted as part of the family or work group. The 19th century saw greater segregation of disabled people.

- The workforce had to be more physically uniform to perform routine factory operations. Disabled people were rejected. Disabled people were viewed as worthy poor as opposed to 'work shy' unworthy poor and given Poor Law Relief. Disabled people became dependent more and more on the medical profession for cures, treatments and benefits. Eugenicists believed disabled people would weaken the gene pool of the nation and weaken competitiveness.

- Increasingly, disabled people were shut away in single sex institutions for life or sterilised. Separate special schools and later nurseries were set up that denied non-disabled people the day-to-day experience of living and growing up with disabled people and vice-versa.

The last 25 years have seen the growth of the Disability Movement arguing for an end to segregation and a strong push for human rights from parents. Disabled people make a distinction between **impairment** and **disablement**.

"Impairment is the loss or limitation of physical, mental or sensory function on a long-term and permanent basis.

"Disablement is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers." – *Disabled People's International, 1981*

The dominant view is the **Medical Model**. Here disabled people are seen as a problem to be cured or 'fixed' by therapy, medicine, surgery and special treatments. It becomes a personal tragedy when this can't happen. Powerful and pervasive views are reinforced in the media, books, films, art and language. Institutions are organised to segregate and exclude. The environment, in general, presents many barriers, as we are not expected to be anywhere but in specialist environments.

The **Social Model** of disablement focuses on the barriers in the environment. People are disabled by their environment – the attitudes of others and the policies, practices and procedures of organisations. Not much can be done to change impairments. A great deal can be done to get rid of barriers and create a more equal society in all aspects of life. This is the struggle for disabled people's rights.

Parents and professionals should be allies to young disabled people

Empowering disabled children to have a strong sense of self as disabled people.

Struggling to stop segregative practice.

Building strong peer relationships with disabled and non-disabled peers.

Getting rid of barriers in the environment. Do an access audit.

Challenging negative attitudes and low expectations.

Challenging stereotypes and developing positive images of young disabled people.

Develop teaching and learning strategies where <u>all</u> pupils maximise their potential.

Developing professional practice that develops the above.

Struggling in your locality to get a choice of inclusive provision.

Build parent support groups to empower parents to become allies in their children's struggles for human rights.

Link with the disabled people's movement in your area and use their knowledge and expertise to develop inclusion.

Have training for Inclusion delivered by DEE trainers to school staff, governors, LEA staff and parents.

Set up parents support groups at your school

2. FACTORS AFFECTING THE DEVELOPMENT OF A SCHOOL INCLUSION POLICY

Global	National	Local Education Authority	School
Human Rights	Human Rights Act	Inclusion Policy	Ethos of the school
UNESCO Salamanca	Disability Discrimination Act-extended to		Headteacher's view
UN Children's Rights	education	Education Development Plan &	Full Staff involvement
UN Standard Rules	Disability Rights Task Force, D R C	Targets	Governors' support
			Deployment of staff & sch
European Directives	DfEE-Policy, Action Programme, Revised	Behaviour Policy	resources
	SEN Code of Practice	Social Inclusion Policy	
Experiences in other	QCA-National Curriculum 2000 guidance, p-	SEN Policy	Teaching & Learning Polic
countries	scales	EMTAG Policy	Practices- collaboration, r
Tools for inclusion-		Links with Health	differentiation
MAPS, PATH, Circle of	OFSTED-Inspection framework, guidance	Links with Social Services	Diversification of learning
Friends	Macpherson Report- statutory		Emotional intelligence- m
	Social Inclusion-EiC, EAZ, Quality Protects,	Funding Formula- additional	intelligences
Disabled Peoples'	Sure Start	resourcing	
International	Pupil Retention Grant		Deployment of support
Eugenics		Implementation of Literacy &	
Special Education	Connections, Learning & Skills Councils 14-	Numeracy Strategy	School Democracy-pupil a
thinking	19		involvement
		Parent Partnership	Catchment of school
Research findings	Inclusion Movement	Strength of local inclusion	
	Social/Medical Model Training DEE	movement	Whole school Policies -Ad
Links via internet,		Attitude of Councillors /	Behaviour, Trips, Assessn
letter, twinning etc.	NGO's-CDC, SEC, NASEN	Officers	Opportunities, Child Prote
	Opinion Formers/Media		Health & Safety, Recruitn
	Teacher Trade Unions	Local parents/ voluntary	
		organisations for 'Special	School Self Review- Index
	Good Practice exemplified	Educational Needs'	Inclusion
	Information exchange-inclusion web site/		
	SENCO network Ngfl	Best Value	

Komentář [HVP1]: ????

3. THE POLICY CONTEXT

Earlier Policy Developments

Prior to the election of the present Government in 1997, progress towards including pupils with special educational needs (SEN) in mainstream schools was piecemeal. The Warnock Report in 1978 introduced the concept of integration of pupils with SEN in mainstream schooling. The 1981 Education Act placed a duty on local education authorities to secure education for children with statements of SEN in mainstream schools, provided that two conditions were met:

- The child would receive the required special education provision, and ...
- It was compatible with the provision of efficient education for the children with whom the child was being educated and the efficient use of resources.

It was enabling legislation, which empowered LEAs to move forward on integration, but practice varied according to individual LEAs level of commitment and resources.

The 1988 Education Reform Act (ERA) and subsequent developments also affected commitment to integration. The delegation of budgets to schools and the publication of the results of National Curriculum assessment and public examination results have sometimes worked against integration (and still may impede progress towards inclusion): schools may be tempted to focus on children who will improve their league table results and schools may spend more or less of their nominal allowance for special education. (This issue was highlighted in a recent report from the Institute of Education, London, by Ingrid Lunt and Brahm Norwich, *Can Effective Schools be Inclusive?*)

The Education Act 1993 made it a duty of school governing bodies to ensure that a child with special educational needs in a mainstream school had their needs met and was integrated as far as possible into the school. A key document arising from the Act, the *Code of Practice on the Identification and Assessment of Special Educational Needs*, set out the guidance and procedures to be followed by schools and the LEA in assessing and meeting the special educational needs of children.

Excellence for All Children

The Green Paper, Excellence for All, published in October 1997, marked a departure from previous government policy. It was heralded as the most far-ranging review of SEN since the Warnock Report. It demonstrated an intention by government, for the first time, to make significant moves towards the inclusion of pupils with SEN in mainstream schools wherever possible. In line

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with the Government's agenda on standards contained in its White Paper, *Excellence in Schools*, there was an emphasis on high expectations for pupils with SEN. There was a shift away from the notion of 'integration' introduced by the Warnock Report, towards the idea of 'inclusion' of pupils with SEN in mainstream schooling, while still maintaining a role for special schools as sources of expertise to support colleagues in mainstream schools and support services.

"We aim to increase the level and quality of inclusion within mainstream schools, while protecting and enhancing specialist provision for those who need it. We will redefine the role of special schools to bring out their contribution in working with mainstream schools to support greater inclusion." – DfEE Green Paper, *Excellence for all children, Meeting Special Educational Needs*, October 1997.

The drive for greater inclusion was accompanied by an emphasis on effective support for parents with children with SEN; shifting resources away from remediation to prevention and early intervention; on changing the emphasis on lengthy and costly procedures and paperwork associated with the statementing process to practical support; and opportunities for staff development in SEN. The importance of multi-agency working was emphasised. The Green Paper also stressed the importance of tackling the difficulties of children with emotional and behavioural difficulties (EBD) early.

Meeting Educational Needs – A Programme of Action

Following consultation on the Green Paper, the Government published a programme of action, which outlined the steps to be taken to improve the educational achievements of children with SEN. It confirmed the intention to promote inclusion where parents want it and appropriate support can be provided, but emphasised that specialist provision, including special schools would continue to play a vital role, working more flexibly and providing outreach support for staff in mainstream schools.

It confirmed the importance of:

- Working with parents, particularly through parent partnership schemes.

- Improving school-based provision by focusing on practical support for children, so that more parents feel confident that their child's needs can be met without a statement.

- Developing the knowledge and skills of educational professionals working with children with SEN – teachers, learning support assistants and educational psychologists – and of school governors.

- Working in partnership with all agencies making provision for children with SEN.

The programme of action was backed with £37 million of targeted support for SEN under the Standards Fund for 1999/2000 (£8 million for promoting inclusion/EBD) and £20 million under the Schools Access Initiative for the 1999/2000 to make more primary and secondary schools accessible to disabled pupils. The Standards Fund for 2000/2001 has been increased to £55 million (£15 million for promoting inclusion/EBD). A further £30 million is available under the Schools Access Initiative 2000-2001.

Circulars 10/99 AND 11/99 – Social Inclusion: Pupil Support

Developments associated with the inclusion of pupils with SEN were echoed when in July 1999, the Government issued Circulars 10/99 and 11/99, Social Inclusion: Pupil support. These formed part of the Government's central strategy to increase social inclusion, and broadened out the term inclusion to encompass pupils with disruptive behaviour. The drive towards inclusion was reinforced by emphasising the importance of managing disruptive behaviour in mainstream settings. Circular 10/99 outlined a series of good practice principles that schools should use. There was an emphasis on early intervention to prevent emerging problems becoming special emotional needs, rewarding achievement, working with parents, and multi-agency working to support schools. In cases where pupils are excluded from school, the emphasis was on planned, speedy re-integration into mainstream schools, with intensive support provided by the LEA for an initial period after an excluded has been re-admitted into a mainstream school.

When determining their arrangements for excluded pupils LEAs must consider the role of Pupil Referral Units (PRUs), established by the Education Act 1986 and set up by LEAs to provide education otherwise than at school. For pupils attending PRUs who have special educational needs and statements of EBD, the guidance made it clear that PRUs are not a long-term option. Choices need to be made about whether the needs of these pupils can best be met by a short-term stay in a PRU followed by planned re-integration into a mainstream school, or by a special school named in a statement.

Funding

Local Management of Schools (LMS) introduced delegated budgets and some of the funding for SEN was delegated to schools. Schools could however spend the nominal mount delegated for special educational needs as they wished.

LEAs adopted different approaches to the delegation of SEN funding. Many LEAs delegated all or most of the SEN funding for stages 1 – 3 of the Code of Practice to individual schools, allowing schools to take their own decisions about purchasing support.

Circulars 2/94 increased the proportion of centrally held resources to be delegated to 90% and some LEAs were prompted to consider the partial delegation of the provision for statemented pupils to mainstream schools. However, where funding for statementing were retained centrally, statementing continued to grow as a means to get extra money.

Fair Funding replaced the system of LMS and took effect in April 1999. One of the areas for which LEAs are allowed to retain central budgets is SEN, including the educational psychology service, statementing of pupils, support for pupils with SEN, education otherwise than at school, preparation of Behaviour Support Plans, and PRUs.

Under Fair Funding, LEAs are expected to limit features that provide purely financial incentives for statements by reviewing the formula they use to distribute SEN funding. They are also expected to clarify the amount of funding delegated to schools for SEN and identify explicitly for schools the levels and types of need which they are expected to meet from their delegated budgets and what the LEA will meet from centrally retained funds.

Disability Discrimination Act (1995)

The development of inclusion has taken place against a backdrop of the advance of the rights of disabled people in the UK by the introduction of the Disability Discrimination Act (DDA). The provision of education is currently excluded from Part III of the DDA (provision of goods and services). However, with effect from 1 October 1999, where schools non-educational services, such as holding governing body meetings to present the annual report to parents or community uses of school premises, they have a legal duty to make reasonable adjustments for disabled people to enable them to access services, for example by providing information for disabled parents in an alternative format.

Special Educational Needs Bill

A Special Educational Needs Bill announced in the Queen's Speech on 17 November 1999 is expected to strengthen the right of children with SEN to be educated in mainstream schools. It is also expected to give local government a stronger role in raising standards of achievement for all children with special needs; place new duties on LEAs to improve services to parents by establishing parent partnership schemes and arrangements for conciliation where disputes arise; reinforce the powers of the Special Educational Needs Tribunal and introduce new duties on LEAs to prevent discrimination against disabled children in the education system.

Disability Rights Task Force Report

The Disability Rights Task Force Report, *From Exclusion to Inclusion*, published in December 1999, also made a number of important recommendations to

tackle discrimination against disabled students in schools, further, higher and adult education. The Government intends to bring forward freestanding 'Disability in Education' legislation shortly to implement the Task Force recommendations and make provision on special educational needs as foreshadowed in the Queen's Speech. The Bill will ensure that:

- Schools and local education authorities plan strategically and make progress in increasing accessibility for disabled pupils to school premises and the curriculum.

- Disabled pupils are treated fairly by schools.

- Schools make reasonable adjustments to their policies, practices and procedures where they disadvantage disabled children.

- Access is improved to further, higher and adult education, backed by a statutory code of practice.

Salamanca Statement

International developments have also promoted the cause of inclusive education. In June 1994, representatives of 92 governments and 25 international organisations formed the World Conference on SEN held in Salamanca, Spain. They agreed a statement on the education of disabled children, which called for inclusion to be the norm. The conference also adopted a new framework for action, the guiding principle of which is that ordinary schools should accommodate all children regardless of the physical, intellectual, social, emotional linguistic or other conditions. The framework says all that educational policies should stipulate that disabled children attend the neighbourhood school "that would be attended if the child did not have a disability."

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4. SALAMANCA STATEMENT

The Salamanca Statement of the UNESCO World Conference On Special Needs Education: Access and Quality (June 1994) states that:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning;

- Every child has unique characteristics, interests, abilities and learning needs;

- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;

- Those with special educational needs must have access to mainstream schools which should accommodate them within a child-centred pedagogy capable of meeting these needs;

- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children (without special needs) and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The statement went on to urge Governments to:

1. Give the highest policy and budgetary priority to improve the education system to enable them to include all children regardless of individual differences or difficulties.

2. Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream schools, unless there are compelling reasons for doing otherwise.

3. Develop demonstration projects in conjunction with LEAs in every locality and introduce a teacher exchange programme with countries having more experience with inclusive schools.

4. Establish decentralised and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special educational needs.

5. Encourage and facilitate the participation of parents, communities <u>and organisations of disabled people</u> in the planning and decision making processes concerning the provision for special educational needs.

6. Invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education.

7. Ensure that, in the context of a systematic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

The statement was adopted by 94 Governments and over 20 NGOs. In October 1997, the UK Government gave its support in the Green Paper Excellence for All. NUT adopted this as policy in 1996.

5. SEN ACTION PROGRAMME, DfEE

November 1998

"The education of children with special educational needs is a key challenge for the nation. It is vital to the creation of a fully inclusive society in which all members see themselves as valued for the contribution they make. We owe all children – whatever their particular needs and circumstances – the opportunity to develop their full potential to contribute economically, and to play a full part as active citizens."

"We recognise the case for more inclusion where parents want it and appropriate support can be provided...."

"It is a measure of the priority we are giving special educational needs that we have decided virtually to double - to £37 million - the targeted support for SEN under the Standards Fund in 1999-2000. We are planning further large increases for the following two years. We are increasing five-fold the capital support under the Schools Access Initiative, from the £4 million we inherited in 1997-98 to £20 million in 1999-2000, and are planning big increases for the following two years." *David Blunkett, Secretary of State, in Forward to SEN PLAN OF ACTION*

Chapter 3 - Developing a More Inclusive Education System

"Promoting inclusion within mainstream schools, where parents want it and appropriate support can be provided, will remain the cornerstone of our strategy. There are strong educational, as well as social and moral, grounds for educating children with SEN, or with disabilities, with their peers. This is an important part of building an inclusive society." (Para. 1)

For those with more complex needs, the starting point should always be the question, 'Could this child benefit from education in a mainstream setting? If so, what action would be needed, by whom, to make this possible? What are the parent's and child's views?'

"It is not good enough simply to say that local mainstream schools have not previously included a child with these needs." (Para. 4)

"We will require LEAs to publish information, in their Education Development Plans, about their policy on inclusion." (Para. 6)

"We will encourage schools to develop an inclusive ethos, for example, by involving all staff in training activities to promote a greater understanding of inclusion. We are committed to increasing opportunities for professional training." (Para. 8) "We will review the statutory framework for inclusion." (Section 316 of 1996 Education Act) (Para. 9)

6. SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT 2001

The SEN and Disability Act 2001 makes significant changes to the educational opportunities available to disabled children and students and those with special educational needs. The Act affects LEAs, nurseries (with public funding), schools, including independent and non-maintained special schools, FE colleges, HE and youth services. This summary indicates the main changes that affect the School and Post School stages of education.

Part I: Special Educational Needs

Part I of the Act amends Part IV of the Education Act 1996 in the light of the consultation on the Government's Green Paper and Programme of Action. The proposals for legislation were further consulted on in March 2000. This part of the Act came into force in January 2002. The Act:

1. The Act removed efficient education and an education appropriate to meet the needs of the child from Section 316 of the 1996 Education Act. These get-out clauses had been used to exclude disabled children from mainstream schools and send them to special schools against the children's or their parents wishes. The Department for Education and Skills have issued statutory guidance on interpreting the remaining caveat that prevents disabled children being educated in a mainstream school if that is what their parents want. **'Inclusive Schooling: Children with Special Educational Needs' November 2001 DFES /0774/2001** gives guidance on how to interpret this remaining caveat. This came into force on 1 January 2001. The guidance limits the scope for using incompatible with the efficient education of other children. It provides examples of the reasonable steps schools might take to include children with various impairments so their inclusion would not be incompatible with the efficient education of other children. The reasonable steps to ensure that the inclusion of a child with learning difficulties is not incompatible with the efficient education over other children may include:

- Praising the pupils' strengths and areas of success so that self-esteem is maintained and enhanced;

- Using a flexible grouping arrangements including ones where the pupil can work with more able peers;

- Providing for all pupils experiences which will be of benefit to most pupils but particularly to the pupil with learning difficulties;

- Considering carefully the use of language in the classroom and strategies to promote the learning of need vocabulary;

- Setting appropriate targets so that personal progress can be tracked as well as progress towards externally determined goals;

- Considering carefully the pupil's learning styles and ensuring that this is reflected in this styles of teaching.

2. Requires schools to inform parents when they make special educational provision because they have identified their child as having SEN;

3. Permits schools to request a statutory assessment in the same way that parents can;

4. Makes changes in the arrangements for amendments to statements;

5. Requires LEAs to provide and advertise parent partnership services;

6. Requires LEAs to make arrangements for resolving disagreements between parents and schools and between parents and the LEA;

7. Tightens up arrangements for appeals to the Tribunal, including setting time limits for the implementation of the decisions of the Tribunal.

Part II: Disability Discrimination in Education Schools

Currently the Disability Discrimination Act 1995 covers a range of services but does not include education. In November 1999, the Disability Rights Task Force advised the Government on how they might extend the DDA to include education. The Government consulted on proposals for legislation. The legislation is designed to ensure that disabled children are not discriminated against in any aspect of school life. This part of the Act amends the 1995 DDA and comes into force in September 2002 and is anticipatory in duty. The Act:

- makes it unlawful to discriminate against disabled pupils and prospective pupils in admissions, in education and associated services and in exclusions;

- sets out a duty on schools not to treat disabled pupils less favourably than non-disabled pupils;

- sets out a duty on schools to take reasonable steps to ensure that they don't put disabled pupils at a substantial disadvantage;

- provides for remedy through the renamed SEN and Disability Tribunal, which will have an extended remit to hear disability discrimination cases seek apologies and make orders (but not impose fines);

- sets out a duty on LEAs and on schools to plan to increase environmental access, curriculum access and access to printed information for disabled pupils in schools. This to be monitored by OFSTED; the LEA strategy and school plan need to be in place by April 2003. (See 'Accessible Schools: Planning to Increase Access to Schools

for Disabled Pupils', DfES 0020/2002 also available:
dfes.gov.uk/consultations/index.cmf?CONID+145

Chapter 2 Further and Higher Education. The Act comes into force in September 2002 and:-

- makes it unlawful to discriminate against disabled students and prospective students in admissions, in education and associated services and in exclusions;
- sets out a duty on colleges and universities not to treat disabled students less favourably than non-disabled students;
- sets out a duty on colleges and universities to take reasonable steps to ensure that they don't put disabled students at a substantial disadvantage;
- provides for remedy through the County Court/ Sheriff Court in Scotland with remit to hear disability discrimination cases and to award financial compensation and make orders to change practice;
- requires the post-16 sector to make physical changes to their premises to improve access and to provide extra support and services for disabled pupils;
- requires, from September 2003, the post-16 sector to provide aids and services for disabled students
- requires, from September 2005, the altering or removal of features in post-16 education where disabled students are placed at a disadvantage.

For a responsible body which can be a Proprietor of private school, School, LEA or College or University:-

There is a duty not to treat less favourably a disabled student or pupil in admissions, education and associated services and exclusions. The only justification is permitted selection criteria or a substantial reason.

The responsible body has a duty has to make reasonable adjustments.
In determining a reasonable adjustments the following **factors** can be taken into account.

1. The need to maintain academic, musical, sporting or academic standards
2. The financial resources available to the responsible body
3. The cost of taking the particular step
4. The extent to which it is practical to take the particular step

5. The extent to which aids and services will be provided to disabled pupils at the school under Part IV of the Education Act 1996 or Section 60-65G of the Education (Scotland) Act 1980.

6. Health and safety requirements.

7. The interests of other pupils or students and persons who may be admitted to the institution as pupils or students.

Clearly these have the potential to negate the impact of the Act and only the Courts and Tribunals will determine what is reasonable. However two things are clear. The Primary Legislation was made to advance things from the current discriminatory *status quo.* Secondly Schools, LEAs and Colleges should operate from a good practice model as institutions committed to equal opportunities. **This means reviewing all existing policies & practices for possible disability discrimination and this process should start now.**

The Special Educational Needs Code of Practice (DfES/581/2001)
came into force on 1 January 2002. The new Code of Practice is weaker than it should be in making links with the new duties under DDA. However, it has new chapters on Parental and Pupil involvement that extend their role and requires that pupils are consulted at all stages about their wishes. The new Code of Practice introduces a more flexible School and School Plus and Early Years and Early Years Plus stages to meet SEN before issuing a statement. At the School Plus/ Early Years Plus stage, pupils can get support and services from beyond the school without having a statement. LEAs have to make clear what they will provide and what the school will provide. This should be used to prevent children being pushed to be statemented to access resources. The Code is a long 210-page document, but it is available from DFES, telephone 0845 60 222 60 or can be obtained through DFES website above.

The Disability Rights Commission (Tel: 08457 622633, or e-mail enquiry@drc-gb.org)

New powers are for the DRC to issue Codes of Practice, to carry out investigations into complaints of disability discrimination in all education settings and to provide a conciliation service. There will be (i) a School Code of Practice, and (ii) a Post-16 Code of Practice. Drafts have been consulted on and final versions will be issued in May 2002. They come into force in September 2002.

7. DEFINITIONS OF DISABILITY UNDER THE DDA

"A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." - Part 1, para. 1.1.

In the Act "disabled person" means a person with a disability - Part 1, para. 1.2.

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger.

For the purposes of definition, ignore the effects of medical or other treatments or aids and appliances. The definition ignores a social model definition of disablement that would recognise that disability is a process by which people with physical, mental or sensory impairments are excluded from ordinary activities by physical, organisational or attitudinal barriers.

Substantial means 'not trivial.'

Some people who do not come within the definition will nevertheless be considered disabled. Those with disfigurement or cancer survivors or others who have had a disability in the past or those people with a progressive condition once the symptoms appear. Those with challenging behaviour due to a clinically diagnosed condition are covered while those who may display similar behaviour but do not have a clinical diagnosis are not covered. Those with SEN are not the same population as those defined above. There is a big overlap.

We recommend that all pupils with SEN be treated as disabled for the purposes of the Act and for equality in addition to all pupils with impairments being treated as disabled under the Act.

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Possible overlap of SEN and DDA disability definition for children and young people.

SPECIAL EDUCATIONAL NEEDS

Mild Dyslexia

Emotional & Behavioural Difficulties (undiagnosed)

Mild Dyspraxia

Minor speech impairment

Mild Learning Difficulties

S.E.N. & DISABLED

Mobility Impairment (long term)

Learning Difficulties

Hearing Impairment

Deaf

Blind

Visual Impairment

Incontinence

Significant Dyslexia

Non-verbal

Epilepsy

A.D.H.D. diagnosis

Autism

DISABLED

Asthma

Diabetes

Cancer recovery

Mental Health issues

Disfigurement

Eating disorder (diagnosed)

Lack of limbs

Sickle Cell Anaemia

Short stature

Gross obesity

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8.LABOUR FORCE SURVEY SPRING 2001

Disabled and Non-Disabled People of Working Age@

	Disabled People	%	Non-Disabled People	%
Total	6.95 million	100.0	29.66 million	100.0
In Employment	3.26 million	46.9*	#25.42 million	81.5
Looking for Work	0.31 million	6.3	1.69 million	7.0
Would Like to Work	1.07 million	15.4	1.18 million	4.0
Don't Want to Work/ Unable to Work	2.32 million	33.4	3.38 million	11.4
Day Centres	370,000**			
Economically Active	3.55 million	51.2	25.09 million	84.6
Economically Inactive	3.40 million	48.8	4.57 million	15.4

Source Labour Force Survey Labour MARKET trends Sept 2001

@ Working Age: Men 16-64years; Women 16-59 years

*This includes 14% self-employed, and 22,500 in supported employment - only 23% of people with moderate or severe Learning Difficulties are in employment; only 17% of people with mental health problems are in employment.

Self-Employed 11%

** People in Day Centres not included in Statistics

'Disabled People' includes all individuals who said they had a long term (more than 1 year) health problem or disability. The labour force study relies on people's own description of their relationship to the labour market. Other major studies come up with broadly similar patterns.

'Looking for work' includes people who are seeking work but are not immediately available.

'Would like to work' includes students, those with family care responsibilities and people who are 'discouraged' according to researchers.

9.SEGREGATION & INCLUSION BY LEA: 1999/2000

Percentage of pupils aged 5-15 placed in special schools in LEA and elsewhere. Position in January 1999 and 2000.

Local Authority Area	Jan 1999	Jan 2000	Change + or-
England	1.35	1.33	-
NORTH EAST	1.63	1.60	-
Darlington	1.30	1.40	+
Durham	1.67	1.67	
Gateshead	1.68	1.75	+
Hartlepool	1.66	1.43	-
Middlesborough	2.05	2.00	-
Newcastle upon Tyne	1.67	1.42	-
North Tyneside	1.71	1.73	+
Northumberland	1.42	1.46	+
Redcar and Cleveland	1.13	1.09	-
South Tyneside	1.87	1.90	+
Stockton on Tees	1.58	1.53	-
Sunderland	1.73	1.68	-
NORTH WEST	1.46	1.47	+
Blackburn with Darwen	1.69	1.79	+
Blackpool	1.52	1.56	+
Bolton	1.09	1.03	-
Bury	1.05	0.86	-
Cheshire	0.98	0.98	
Cumbria	0.49	0.52	+
Halton	1.52	1.60	+
Knowlsey	2.40	2.46	+
Lancashire	1.46	1.48	+
Liverpool	1.94	1.86	-
Manchester	2.42	2.53	+
Oldham	0.95	0.97	+
Rochdale	1.61	1.61	
Salford	1.61	1.58	-
St. Helens	1.98	1.95	-
Sefton	1.30	1.28	-
Stockport	1.15	1.18	+
Tameside	1.40	1.26	-
Trafford	1.54	1.65	+
Warrington	1.19	1.12	-

Wigan	1.86	1.86	
Wirral	1.82	1.98	+
YORKS. & HUMBERSIDE	1.03	1.04	+
Barnsley	0.53	0.54	+
Bradford	0.87	0.85	-
Calderdale	0.56	0.56	
Doncaster	1.54	1.53	-
East Riding Yorkshire	0.60	0.61	+
Kingston Upon Hull	1.21	1.22	+
Kirklees	1.19	1.25	+
Leeds	0.82	0.83	+
North East Lincolnshire	0.89	0.87	-
North Lincolnshire	1.03	1.02	-
North Yorkshire	0.93	0.90	-
Rotherham	1.69	1.82	+
Sheffield	1.11	1.13	+
Wakefield	1.44	1.35	-
York	1.24	1.29	+
EAST MIDLANDS	0.98	0.95	-
Derby	1.29	1.25	-
Derbyshire	0.84	0.83	-
Leicester	1.67	1.37	-
Leicestershire	0.74	0.79	+
Lincolnshire	1.31	1.28	-
Northamptonshire	1.12	1.13	+
Nottingham	0.77	0.76	-
Nottinghamshire	0.62	0.61	-
Rutland	0.86	0.56	-
WEST MIDLANDS	1.46	1.48	+
Birmingham	1.73	1.83	+
Coventry	1.75	1.78	+
Dudley	1.62	1.64	+
Herefordshire	0.41	0.41	
Sandwell	1.54	1.46	-
Shropshire	0.74	0.74	
Stoke upon Trent	1.76	1.68	-
Telford and Wrekin	1.55	1.54	-
Walsall	1.08	1.09	+
Warwickshire	1.38	1.30	-
Wolverhampton	1.44	1.51	+
Worcestershire	1.60	1.59	-

EAST OF ENGLAND	1.23	1.19	-
Bedfordshire	1.41	1.44	+
Cambridgeshire	1.31	1.37	+
Essex	1.10	1.09	-
Hertfordshire	1.45	1.40	-
Luton	1.67	1.59	-
Norfolk	1.04	1.00	-
Peterborough	1.12	1.10	-
Southend on Sea	1.37	1.34	-
Suffolk	0.98	0.87	-
Thurrock	1.46	1.06	-
LONDON	1.46	1.46	
INNER LONDON	1.67	1.65	-
Camden	1.40	1.38	-
Hackney	2.09	2.06	-
Hammersmith And Fulham	1.51	1.67	+
Haringey	1.41	1.40	-
Islington	1.45	1.40	-
Kensington &* Chelsea	1.74	1.46	-
Lambeth	2.44	2.65	+
Lewisham	2.33	2.18	-
Newham	0.39	0.33	-
Southwark	1.52	1.73	+
Tower Hamlets	1.83	1.73	-
Wandsworth	2.42	2.30	-
Westminster	1.90	2.02	+
OUTER LONDON	1.36	1.36	
Barking and Dagenham	0.99	0.95	-
Barnet	1.18	1.06	-
Bexley	1.32	1.30	-
Brent	1.52	1.40	-
Bromley	1.18	1.27	+
Croydon	1.48	1.49	+
Ealing	1.74	1.85	+
Enfield	1.42	1.39	-
Greenwich	2.11	2.09	-
Harrow	0.85	0.89	+
Havering	0.73	0.68	-
Hillingdon	1.66	1.78	+
Hounslow	1.54	1.50	-
Kingston upon Thames	1.37	1.45	+

Merton	1.61	1.56	-
Redbridge	1.33	1.35	+
Richmond upon Thames	1.24	1.26	+
Sutton	1.33	1.36	+
Waltham Forest	1.13	1.16	+
SOUTH EAST	1.49	1.48	-
Bracknell Forest	0.78	1.35	+
Brighton and Hove	2.18	2.20	+
Buckinghamshire	1.71	1.74	+
East Sussex	1.62	1.55	-
Hampshire	1.47	1.46	-
Isle of Wight	1.68	1.57	-
Kent	1.35	1.40	+
Medway	1.14	0.90	-
Milton Keynes	1.96	1.80	-
Oxfordshire	1.17	1.17	
Portsmouth	1.65	1.58	-
Reading	2.80	2.60	-
Slough	1.80	1.85	+
Southampton	1.60	1.59	-
Surrey	1.50	1.47	-
West Berkshire	1.19	0.72	-
West Sussex	1.56	1.62	+
Windsor & Maidenhead	1.21	1.16	-
Wokingham	1.15	1.11	-
SOUTH WEST	1.30	1.24	-
Bath & NE Somerset	1.28	1.25	-
Bournemouth	1.56	1.31	-
Bristol City of	2.10	1.92	-
Cornwall	0.69	0.67	-
Devon	1.24	1.20	-
Dorset	1.42	1.46	+
Gloucestershire	1.51	1.38	-
Isles of Scilly	0.00	0.00	
North Somerset	1.16	1.13	-
Plymouth	1.78	1.87	+
Poole	1.52	1.26	-
Somerset	1.12	1.01	-
South Gloucestershire	0.90	0.92	+
Swindon	1.47	1.39	-
Torbay	1.63	1.64	+
Wiltshire	0.98	0.92	-

No data is available for 2001, but has been collected for 2002, and should be available in November 2002.

10.UNEQUAL OPPORTUNITIES - GROWING UP DISABLED

RESULTS	A (disabled)	B (non-disabled)
	%	%
Living with parents	92.0	86.0
Gone on holiday with friends	25.0	52.0
Had a spare time job	22.0	32.0
Looked after siblings	34.0	57.0
Had own key	51.0	76.0
Paid work	35.0	67.0
Had a boy/girl friend	30.0	40.0
Difficulty making friends	35.0	20.0
Satisfactory. network with friends	57.0	74.0
Self esteem score	7.3	8.5*
Internal locus of control	8.8	9.3*

Self-esteem score

> **Special school 6.6%**
> **Disabled in mainstream 7.5%**
> **Non-disabled in mainstream 8.5%**

Uses two stratified random samples of young people aged 13-22.

> A: 400 disabled people on OPCS category 1-10.
> B: 726 non-disabled young people.

(Reproduced with permission from Hirst and Baldwin Social Policy Unit, York 1994)

11. DIFFERENCES IN GCSE RESULTS FOR YEAR 11 STUDENTS IN SPECIAL & MAINSTREAM SCHOOLS IN ENGLAND – 2001

GCSE & GNVQ – ENGLAND: 15 YEAR OLDS – 2001

Grade	5 A* - C	5 A* - G	1 A* - G	No Passes
All Schools	50 %	88.9 %	94.5 %	5.5 %
Special Schools [1]	-	6 5	29.3 %	70.7 %

[1] All Special Schools in England Community, Foundation, Non Maintained and Independent.   Source: UK DfES. Area 6P

DfEE statistics for 1999 show 22% of Year 11 Pupils in Special Schools got 1 or more A* - G GCSEs or equivalent compared to 92% of mainstream pupils

Unitl 1997 when the information below was produced by CSIE, no one thought it worth asking for outcome data.

Results for Percentage of Age Group in Mainstream & Special Schools

	%: A*– C 5 or more		%: A*– G 5 or more		%: A*– G 1 or more	
Schools	1995	1996	1995	1996	1995	1996
Mainstream	46.34	48.42	84.88	87.22	91.25	93.40
Special	0.47	0.46	3.70	4.15	15.32	16.29

A includes A* grades. There were 5013 schools in total – 3985 mainstream secondary and 1028 special.

(Source: 'Exam Performance in Special Schools' by Gary Thomas. Published by CSIE 1997, using DfEE 1995/6 Secondary School Performance League Tables.)

12. Outcome of GCSE's 15-year olds in Newham, 2000				
	Number	GCSE 1A*-G %	5 GCSE A*-G	5 GCSE A*-C
Newham Av		99%	93.2%	36.3%
England Av		(94.4%)	(88.9%)	(49.2%)
Newham Mainstream with Statements#	101(94)	83 or 88.3%	57 or 60.6%	4 or 4.25%
Year 11 Project@	22	0%	0%	0%
JFK& Becton Special Schools*	8	0%	0%	0%
Total	131			

#This group of young people with statements were the first cohort to go right through the mainstream school system in Newham under their inclusion policy.

@The Year 11 project was for pupils with challenging behaviour and was run at Newham Further Education College.

*This is the last remaining Special School in Newham and many of the pupils work on outreach at the Royal Docks School, which is a purpose-built inclusive secondary school, and other secondary schools.

For more information on Newham, see Section 33.

Source: DfEE Statistics Secondary performance Tables and What Next: Post 16 Opportunities for young disabled people living in Newham, Newham Council Nov. 2001.

SECTION B: HISTORY & IMAGES

13.   A BRIEF HISTORY OF ATTITUDES TO DISABLED PEOPLE

A recent UK Government Survey (Winter, 1995) showed that only 40% of disabled adults of working age (16-65 years old) were working or unemployed. The rest - 60% - or 2.2 million disabled people were on benefit and not looking for work. It also showed that of the 3.7 million disabled adults of working age 41% had no educational qualifications. This compared to the whole working population very poorly where only 18% had no educational qualifications. This situation reflects generations of prejudice, fear and discrimination towards disabled people in education and work. The main reasons are negative attitudes and stereotypes, which are based on untrue ideas that have been around for thousands of years.

We can all, at any time, become disabled, develop a physical or mental impairment. Perhaps the need to distance ourselves from reality makes it convenient to rely on negative attitudes and stereotypes of disability. They are less troubling than accepting the individuality, the joy, the pain, the appearance and behaviour and the rights of disabled people.

As disabled people, we often feel that the culture we are in characterises us in a number of false ways that makes us seem different to everyone else. These are what we call stereotypes, which are bunches of attitudes that structure the way that people think about us. You've got the 'super-crip' or 'triumph over tragedy'. Have you ever noticed how often perfectly ordinary things that disabled people do become newsworthy? The blind mountain climber, the boy with cerebral palsy who walked one mile, or the deaf man who was a chess champion. These things are only seen as newsworthy because journalists have a view that disabled people usually can't or shouldn't be doing ordinary things. The 1996 London Marathon was advertised by NIKE showing us a guy with no legs or arms saying, "Peter is not like ordinary people, he's done the Marathon." This plays on two ideas.

Firstly that we are not able to do things; and secondly, on people's curiosity of us as 'freaks' to grab their attention. We are often seen as 'cripples'. A term which comes from an old German word 'Kripple', meaning to be without power. By the way we don't like being called this.

With the development of the printing press in 1480, at a time when most people could not read in Europe, cartoons became a popular way of making political and moral comments to the mass audience over the next 500 years. The old ideas of the Greeks became recycled. Man was created by gods who were perfect in their own image, and so the less physically perfect one was the less good. Evil, moral weakness and powerlessness were shown as caricatured

disabled people. When the Tudors wanted to discredit Richard III having usurped the throne from him and fearing a popular uprising to restore his heirs, Tudor historians created elaborate propaganda of Richard as disabled and a vengeful mass murderer. Even his portrait, which hangs in the National Portrait gallery, has been X-rayed and Richard's hump was found to have been added 60 years after his death. Modern filmmakers often make their villains disabled. Not much changes.

President F D Roosevelt, the only man to be four-times elected President of the USA was previously disabled, having had polio in both legs and was unable to walk unaided. Yet he perfected ways of disguising it, never being photographed in his wheelchair, as he believed (and maybe he was right): "The American public would never vote for a president who was a cripple."

In the last part of 19th century a growing number of scientists, writers and politicians began to wrongly interpret Darwin's theories of evolution and natural selection into seeing people with impairments, particularly those born with one – congenital – as a threat. It was no accident that these theories became important as industrialised countries like Germany, France, Britain and USA were competing with each other to make the rest of the world their empires. They had to have a view of themselves as superior to other races and having 'inferior' disabled people around was a threat. They were locked away in single sex institutions for life or sterilised. This led to segregation and special schools for disabled people. In 37 states in the USA, born-deaf women and anyone with an IQ (Intelligence Quotient measured on a biases test) under 70 were sterilised in the 1920s and 1930s. Sign Language was banned as it was thought deaf people would overpower hearing people.

We are often a burden and, at times of economic stress, that becomes more so. In Germany in the Third Reich there were whole films made by propagandists there to show how we were a burden on the state, the 'useless eaters', and we should be got rid of. In the end we were. 140,000 physically and mentally disabled people were murdered in 1939/40 at the hands of the Doctors of the Third Reich in six so-called clinics which were staffed by people who went on to run the concentration camps in Poland where six million Jews were exterminated. That argument is coming forward again in this country at the moment with cut-backs in the welfare state. There was a poll on television the other morning about how many people thought the doctor was right to kill off two disabled kids. 85% of people in Britain thought it was fine. Well, that is part of the history, part of the conditioning that we are up against.

Now let's go right back to the beginning of 'western civilisation'. The Greek and Roman attitude was the body beautiful, which is personified by the sculptures of the time like the discus-thrower. The cult of the body beautiful was put into practice, particularly amongst the patrician classes, the ruling classes in Greek and Rome. Aristotle wrote 'that you should take your child off if they are

imperfect and get rid of them'. And you didn't become a child until 7 days after you were born, so this allowed time for this to happen. It didn't always happen as parents do love their children and so quite a few disabled people got through, but in the representations on vases and tablets, sculptures and so on, you will find very, very few disabled people. In Rome, the games at the Coliseum put on to entertain and pacify the 'mob' included disabled children being thrown under horses' hooves, blind gladiators fighting each other and 'dwarves' fighting women.

The next period, which sees the body beautiful as very important, is the Renaissance. Take the Duke of Urbino, there are several well-known paintings of him. He is always shown in profile. Why? Because he had a facial disfigurement on the other side and so you will never see him full frontal, he's always on the side. Renaissance painters idealised the human form even though it was a time when many people had impairments and most would have been scarred by small pox.

There are many negative Biblical references to disabled people. The Book of Leviticus says that if you are a disabled person you can't be a priest. But charity was also seen as important particularly from the Judaic tradition – it was seen as a mean of achieving God's grace to help those less fortunate than oneself, and this idea was spread by Christianity. There are many pictures and stories from medieval times of penitent sinners. Groups of penitent 'cripples' are depicted trying to get alms and, if they wandered around long enough, feeling humble enough, then maybe they will make it in the next life. So it's a very strong message that is coming across. Disabled people were often scape-goated for the ills of society as in Breugel's painting "the cripples" where the fox tales denote wrongdoing. If you look at any medieval church, on the outside are the deformed ones, the gargoyles, and on the inside are the perfectly formed pictures around the crypt.

Plague - there were thousands and thousands of people wandering around Europe beating themselves, the flagellants, to try and make themselves more holy so they didn't get the Plague. That was the thinking that people had, so if you were different you were somehow marked. This comes right through to the present day. Many charity adverts are designed to create fear such as the - 'the shadow of diabetes'. The girl living under the shadow of diabetes probably didn't even know she was in a shadow until she found herself up on the billboards of England for three years. She probably thought she was just injecting with insulin everyday and that was all right, but now she is suddenly living in this shadow. Most charity advertisements still use either fear, or make us look pitiful in black and white imagery.

Witchcraft got linked in with disabled people in 'The Great Witch Hunts' of 1480 to 1680. The 'Malleus Malleficarum', 'the Hammer of Witches' - was a best-seller in Europe from 1480 to 1680 and went to 70 editions in 14 languages and has

whole sections in it on how you can identify a witch by their impairments or by them creating impairments in others or giving birth to a disabled child. Between 8 and 20 million people, mainly women, were put to death across Europe and a good proportion were disabled. Take the three witches hung after an Oxford trial in 1513; one of them was put on trial because she was a disabled person using crutches. This comes through in the folklore of Britain and Europe. The Brothers Grimm collected the oral stories of northern Europe and made them into their Fairy Tales. The witch in Hansel and Gretel is deformed, blind, ugly and disabled with a stick. If you go into any newsagent you will probably find this book for children, aged two or three.

Or, how about the stories of evil imps changing healthy babies for disabled ones? Luther, the founder of German Protestantism, said, take the changeling child to the river and drown them.

And what about pirates? From Lego to Stevenson's Long John Silver or Blind Pew, or Barrie's Captain Hook in Peter Pan, they nearly all have eye-patches, hooks and wooden legs. All these disabled pirates that we have don't really fit with history because pirates had a system of simple social security long before anyone else. They had common shares in the common purse so, if you got injured during the course of your endeavours, you would retire to a tropical island with as much money, drink and, presumably women, as you wanted and you were unlikely to go on trying it as an impaired pirate. Yet what we find is that in the 19th century, a number of writers became obsessed with pirates being disabled and evil. In previous centuries, pirates had been socially acceptable as they plundered and built up empire. For example, Daniel Defoe wrote a best-seller on a certain Captain Singleton, pirate, and on his return thrice Lord Mayor of London who was a popular hero. But pirates outlived their usefulness and so were shown as evil and, you guessed it, disabled.

We have also been figures of fun. Henry the VIII had his jester, William Somner, a disabled person or, as they were called then, a hunchback, of course a figure of fun. There are many other examples, and don't forget the obligatory dwarves in the court pictures – all to make people laugh. Today we are still doing it, people are laughing at 'Mr Magoo' cartoons. Or did you see the film 'See No Evil, Hear No Evil' which makes fun of a blind and a deaf man? Think of the circus and the freak show where people paid money to laugh at people who were different to them. The last freak show in the USA only closed in 1995! How many other films can you think of where disabled people are shown as funny, evil or pathetic?

What doesn't come across is the fact that over the years, disabled people have been struggling their whole lives for our rights, for human dignity and to be just included. In the 1920s, when unions of disabled veterans were formed all over this country, they held sit-ins, occupations, in order to get the legislation that

the Government took away in December 1996, the so-called 3% quota system and the registration of disabled employees. In the 1920s and 30s there were literally hundreds of thousands of First World War veterans with no rights at all in this country. So the first disability movement in this country was there and we owe them a great debt. Disabled people are still struggling for the right to use public transport, get into buildings, and go to school or college with their friends or to get a job.

14. EUGENICIST THINKING

Mary Dendy, an active eugenicist campaigner in the 1890's, in 'Feeble Mindedness of Children of School Age', asserted that children classified as mentally handicapped should be "detained for the whole of their lives" as the only way to "stem the great evil of feeble-mindedness in our country."

"Feeble minded women are almost invariably immoral, and if at large usually become carriers of venereal disease or give birth to children twice as defective as themselves. A feeble-minded woman who marries is twice as prolific as a normal woman… Every feeble-minded person, especially the high-grade imbecile, is a potential criminal needing only the proper environment and opportunity for the development and expression of his criminal tendencies. The unrecognised imbecile is the most dangerous element in society." (**Fenald**, 1912)

"There was much debate about the loss of liberty for those with mental handicap in Parliament during the passage of the 1913 Mental Deficiency Act, but the liberty from which they required most protection was, in the view of society, the liberty to 'repeat their type' and thus increase the numbers of the degenerate and wasteral classes, with disastrous consequences for the entire community." (Wormald and Wormald, 1914, 'A Guide to the Mental Deficiency Act 1913')

"The unnatural and increasingly rapid growth of the feebleminded classes, coupled with a steady restriction among all the thrifty, energetic and superior stocks constitutes a race danger. I feel that the source from which the stream of madness is fed should be cut off and sealed up before another year has passed." **Winston Churchill MP**, Home Secretary at the time the Mental Deficiency Act of 1913 became law.

Number of Children in Special Schools in England & Wales: 1897-2000

Year	No of Children	Year	No of Children	
1897	4,739	1955	51,558	*
1909	17,600	1965	70,334	*

1914	28,511		1967	78,256	*
1919	34,478		1977	135,261	* +
1929	49,487		1987	107,126	* +
1939	59,768		1999	106,000	* + @
1947	40,252	*	2000	104,991	* + @

* Hospital schools not included   + Includes Severe Learning Difficulty

Source Cole 1989 based on Chief Medical Officer, Ministry of Education, Dept. of Education and Science Annual Reports and @ DfEE 13/99 15/2001,SEN Statistics includes independent schools and PRUs.

15. THE MENTAL DEFICIENCY ACT 1913

Definitions

IDIOTS – persons in whose case there exists mental defectiveness of such a degree that they are unable to guard themselves against common physical dangers.

IMBECILES – persons in whose case there exists mental defectiveness which, though not amounting to **IDIOCY**, is yet so pronounced that they are incapable of managing themselves and their affairs. Or, in the case of children, of being taught to do so.

FEEBLE-MINDED – persons in whose case there exists mental defectiveness which, though not amounting to **IMBECILITY**, is yet so pronounced that they require care, supervision and control for their own protection or for the protection of others. Or in the case of children, that they appear to be permanently incapable by reason of such defectiveness of receiving proper benefit from the instruction in ordinary school.

MORAL DEFECTIVENESS – persons in whose case there exists mental defectiveness coupled with strong vicious or criminal propensities and who require care, supervision and control for the protection of others.

Those locked away included 50,000 children with communication and physical impairments in the first half of 20th century.

16.   OUT OF SIGHT

(By Steve Humphries and Pamela Gordon; published by Northcote House 1992 for Channel 4 series)

In the early half of the century, most disabled people were children. There were around 50,000 children with physical disabilities, the vast majority of whom

were from working-class homes. Many came from the poorest families in the slums, for much physical impairment was a consequence of severe deprivation and hardship. This close association between poverty and disability in the minds of charities and government officials helped fuel extremely hostile attitudes towards them. Many of the prejudices made about the undeserving poor by middle class reformers were heaped upon them. They were part of the 'great unwashed,' who were ignorant, immoral and feeble-minded. In short they needed to be saved from themselves and from their families. One of the main aims was to instil in them a discipline that would prevent them from begging, living on poor-law handouts and becoming a public nuisance.

"When I first arrived at Halliwick, the nurse took me into this bathroom and she stripped me off completely. She cut my hair short, right above the ears. And then I was deloused with powder of some description. Then they put me in a bath and scrubbed me down with carbolic soap. It was very degrading to me and I felt as though the end of the world had come. I didn't know what to do, had no idea what I was going to do. But it was huge and it was lonely, the place. And I felt really lost, and I thought, 'what am I going to do with no one to love me?' The next morning you were given a number and you had to remember it. My number was 29 and when I got up and went to wash, my towel and flannel had my number on them. Twenty-nine was engraved on all my hairbrushes and things with a red hot poker-like thing. Everything I owned had a marking of 29 so I can never forget that number and if matron wanted you she just called you by your number. We never had names, we were just numbers there." - ***Mary Baker, Halliwick Home for Crippled Girls, 1930s***

"I was in the hospital for five years and every week my mum used to visit me, but she wasn't allowed in the ward, not once in all that time. She just looked in through the window in the ward door and waved at me like all the other parents. That was really upsetting, much more upsetting than if we had had proper visits. She used to leave me presents to have when she'd gone home, but of course it wasn't like seeing her properly. All year we would look forward to the garden fete in the summer so then we could be with our mums properly for an hour or ...." - ***Jean Hollamby, Tite Street Children's Hospital, 1928 – 1933, to be 'treated' for cerebral palsy***

These stereotypes, which closely linked moral and physical 'degeneracy', were strongly reinforced in the early part of the century by the new and fashionable science of Eugenics. Eugenicists often represented disabled people as helpless, ignorant or insane. They claimed that mental and physical disability was a heredity problem passed on through so-called 'defective' families. This 'bad stock' was thought to be undermining the strength and efficiency of the British race because people with disability were reproducing at a much faster rate than the able-bodied. This reproduction of the 'unfit' was thought to be one of the

main causes of the poverty, unemployment, criminality, alcoholism and idleness which preoccupied many Edwardian social reformers.

The Eugenicist solution was to prevent disabled people from reproducing, or at least dramatically reduce their rate of reproduction thereby maintaining racial purity. Eugenicist ideas strongly influenced the passing of the Mental Defectives Act 1913, which gave local authorities far-reaching powers to place people having sex outside marriage into institutions. The most vulnerable to victimisation under this legislation were disabled people and young men and women with learning difficulties. Many found themselves classified as moral imbeciles and were locked away in long-stay mental handicap hospitals, sometimes for the rest of their lives. In such institutions sex segregation was strictly enforced.

"Years ago we daren't talk to the boys. Oh no, we had to keep away from them. Girls used to be on one side and boys on the other. If we talked to the boys you could get into real trouble. I did get frightened to get into trouble for what I say to the boys, so I just kept my mouth shut." **- Evelyn King, Mental Handicap Hospital**

From the mid 19th century onwards, there had been a growing emphasis in British society on the importance of masculinity, physical strength, fitness, athleticism and sport - what has come to be called 'Muscular Christianity'. These values were stressed in schools and immensely influential. Uniformed youth movements like the Boys Brigade and the Boy Scouts - it was all part of the new ideology of imperialism with its great pride in the supremacy of the British army and navy and the power of the empire. Failure to live up to this mythical stereotype often caused great shame and suffering to the parents of disabled children.

"They kept you where people couldn't see you. They kept you out of sight." - **Muriel Faulkner, contracted polio in 1904**

Thousands of disabled boys and girls spent long periods of their childhood as hospital patients. Here the enforcement of strict institutional discipline and the mistaken belief in the complete immobilisation of some patients meant that occasionally children were not allowed to move at all from their beds.

"From the age of five to 13, I was encased in a plaster cast, rather like an Egyptian mummy in the children's ward of the Royal Sea Bathing Hospital in Margate. Whenever the little girl in the next bed to me wanted to play dollies, I undid the straps that were meant to keep my arms still and joined in with the game. But if the nurse ever saw us, and she mostly did, she thundered down the ward, yelled at me, put me back in my little coffin and tied my arms and hands down with bandages to the sides of the bed really tight. It was like being crucified flat. There were so many times when I wanted to play and talk and I would wriggle and accidentally break bits off the cast. And this would mean that

I had to be re-plastered. The nurses got really furious and they would quite often wheel me, bed and all, into the cold, wet bathroom as a punishment. I had to cry myself to sleep to the sound of the dripping tap." **Susan Miller, hospitalised with polio in 1921 (at the age of one) to 1942**

Before the last war, disabled people formed an underclass neglected by society and denied opportunities in the world of work. The training they received in institutions - and the workshops attached to them - prepared them for a lowly role in life. They were trained to enter into a very narrow range of occupations. As 'apprentices' they were often paid nothing for their labour, or at most pocket money, yet their wares were often sold for profit.

"I went to a school for handicapped children. I could read a bit when I went there but we just had baby lessons at that school. Very basic things like the ABC and adding up two numbers. They treated you like imbeciles. Dressmaking was the main subject, well, needlework. It was all we learnt. We used to sit for hours stitching. I never knew what good it was going to do me in life, to get a job and that. I hated it and so I was no good at all at sewing. First you had to learn how to do a buttonhole. You had to sit there and do those until you were perfect then you could move onto a garment of some sort. Well I never got past the buttonhole at all. I was on buttonholes for years". **Betty Holland, LA school for crippled children, 1920's**

"At the end of my educational life at 16, I simply, the next day went into the workshops. It had been decided that I would go into boot and shoe making and repairing. I was to be trained then sent back to my little village where I had come from; there to have a wooden shed adjacent to my cottage home, which would be my workshop. And so it was. The system allowed for three years to become qualified to decently sole and heel a pair of shoes. It was not uncommon to take weeks over a simple task. People asked if I wasn't bored to death but the truth of the matter is that we were psychologically adapted to the acceptance of one's lot." **Earnest Williams, Birmingham Blind Institution, 1920's**

"On the day that I left school, I was told that I was going into the mat shop and that was that. There was no choice at all. We had 20-odd looms in our mat shop at the workshops, big thundering great things they were. And the common run of the mat maker was that you stood winding yarn round a steel rod and thumping the big heavy baton down and bang the rows up together. We did that then hour after hour, year after year, lifetime after lifetime." - **Ted Williams, Sharrow Lane Workshops, 1930s**

The fact that many of the institutions of the day were reliant on public donations added to the justification for creating a false public image of the kind of life children had to live inside them. It was particularly parents who were

seen as dangerous, and great effort was put into preventing their children telling them what was really happening to them.

"When we were in the classroom, we used to write home every week. After we had written a letter the headmistress passed them all on to the matron so she could read them. And she used to cross off what we weren't supposed to put in. We had to put it that we lived it there, and everybody was happy, and everything...that was really lies. We couldn't put any of our true feelings into a letter. If we had written anything bad about the place they were bought back to us and we had to write them again, leaving out those bad things. Then they were sent back to the matron and sealed down and sent off. I used to write to my father and to my grandmother. And I used to get letters back saying they were so thrilled that I was so happy, but my letters were all lies." - **Mary Baker, Halliwick Home for Crippled Girls, 1930s**

"We went out to school three times a week. I really enjoyed it there. It was exciting learning new things because I had never been able to go to school before and I was 10 by then, so I really did want to learn. They taught us how to write a bit with chalk and to draw, just simple things to start us off like. But as soon as we got back to the home, the matron would knock anything we had learnt out of us. It seemed like she didn't think we ought to be allowed to learn. She wouldn't let us have any books. And if you was caught reading you got a crack behind the ear and the book would be torn up in front of our eyes. Mother and dad didn't know anything about all this going on and when they came to visit me they used to bring me books and comics. They were really pleased that I was going to school at last. Course they didn't know that as soon as they left the matron took all the new books off me and ripped them up." - **Gerald Turner, Loxley House, Home for Crippled Boys, 1942**

17.	STATUTORY CATEGORIES OF IMPAIRMENT LABELS OF 'SPECIAL EDUCATIONAL NEEDS': 1886 – 1998

1886	1899	1913	1945	1970	Post 1981
Idiot	Idiot	Idiot	Severely Subnormal (SSN)	Severe Learning Difficulty (SLD)	SLD / PMLD – Profound & Multiple LD
Imbecile	Imbecile	Imbecile Moral imbecile			
	Blind	Blind	Blind	Blind	Sensory impairment
	Deaf	Deaf	Deaf – Partially deaf	Deaf – Partially deaf	Sensory impairment
	Epileptic	Epileptic	Epileptic	Epileptic	MLD
	Defective	Mental Defective (feeble-minded)	Educationally Sub-Normal (ESN)	ESN	MLD – Moderate Learning Difficulty
			Maladjusted	Maladjusted	EBD – Autistic
		Physical defective	Physically handicapped	Physically handicapped	Physically disabled
			Speech defect	Speech defect	Speech difficulty
			Delicate	Delicate	
			Diabetic	Diabetic	

18. DISABILITY IN THE MEDIA

"DISABLED PEOPLE SHOULD BE SHOWN AS AN ORDINARY PART OF LIFE IN ALL FORMS OF REPRESENTATION, NOT AS STEREOTYPES OR INVISIBLE". This was the verdict of 150 key image-makers at the 'invisible children' conference.

There are 10 main stereotypes of disabled people

The disabled person as:

1.PITIABLE AND PATHETIC - Charity adverts, Telethon, Children in Need, Tiny Tim in a 'Christmas Carol' or Porgy in Gershwin's 'Porgy and Bess'.

2.AN OBJECT OF VIOLENCE - 'Whatever Happened to Baby Jane?' or 'Wait until Dark' set the style for countless TV films.

3. SINISTER OR EVIL - Shakespeare's 'Richard III', Stevenson's 'Treasure Island', 'Dr. Strangelove', 'Dr. No', Speilberg's 'Hook' or Freddy on 'Elm Street'.

4.ATMOSPHERE - Shown as curios or exotica 'freak shows', & in comics, horror movies and science fiction e.g. 'Hunchback of Notre Dame' or 'X-Men'.

5.'SUPER CRIP' OR 'TRIUMPH OVER TRAGEDY' - 'Reach for the Sky', the last item on the news, e.g., climbing a mountain.

6.LAUGHABLE 'Mr. Magoo', being the butt of jokes or films like 'Hear No Evil, See No Evil' and 'Time Bandits'.

7.HAVING A CHIP ON THEIR SHOULDER - Laura in the 'Glass Menagerie', often linked to a miracle cure as in 'Heidi' and the 'Secret Garden'.

8.A BURDEN/OUTCAST- as in 'Beauty & the Beast' set in subterranean New York, the Morlocks in the 'X-Men' or in 'The Mask'.

9.NON-SEXUAL OR INCAPABLE OF HAVING A WORTHWHILE RELATIONSHIP - Clifford Chatterley in 'Lady Chatterley's Lover', 'Born on the Fourth of July' or O'Casey's 'Silver Tassie' - to name but a few.

10.INCAPABLE OF FULLY PARTICIPATING IN EVERYDAY LIFE - our absence from everyday situations, not being shown as integral and productive members of society. When we are shown the focus is on our impairments.

(Based on Biklen and Bogdana 1977. Amended by R. Rieser & M. Mason 'Disability Equality in Classroom', 1992)

The Invisible Children Conference was an exciting and thought-provoking day held in London on 1st March and attended by more than 150 key image-makers. The representation of disabled people is not a minority issue. There are 6.5 million disabled adults in the UK and 840 million people worldwide. Two thirds of those of working age are unemployed.

TV and film directors, producers, scriptwriters, editors, actors, authors and illustrators came together with a number of leading members of the Disabled People's Movement, who argued for a change in the way disabled people are portrayed.

There was general agreement that to continue to portray disabled people as invisible or one-dimensional reinforces the discrimination and isolation disabled people experience in all aspects of life. This can include becoming targets for bullying and physical attack. It was felt that children are particularly affected by the images to which they have access. Unfortunately most children and young people rarely meet disabled children in their schools and form their views of them mainly through the media. The inclusion of disabled people in producing and creating images and portrayal of disabled people as "real people" is crucial. It was felt now is the time to achieve this.

We can all, at any time, become disabled, develop a physical or mental impairment. Perhaps the need to distance ourselves from reality makes it convenient to rely on stereotypes of disability. They are less troubling than accepting the individuality, the joy, the pain, the appearance and behaviour and the rights of disabled people.

With a very few welcome exceptions like Grange Hill and Skallagrigg, disabled characters and images are largely absent, or when they do appear they are presented in a negative and stereotyped way.

Change can occur. Twenty years ago Black people were in a similar position. Now the necessity for their inclusion is taken for granted.

Lack of portrayal of disability in our society is not accidental. Western culture from Greek and Roman times, reinforced in Renaissance Europe, has seen the "body beautiful" as an ideal and those with physical or mental imperfections as being in receipt of divine retribution. The Bible accepts this but also offers us pity towards disabled people as sinners. Popular culture up until very recently has seen disabled people as objects of fear or fun. Such ideas are deeply embedded in myth, legend and classical literature. Today's celluloid entertainment culture reinforces the tendency to judge people by their appearance.

The myths about disabled people may come from the past, but they show remarkable present persistence and are deeply rooted in the fears we all have about disability.

IMAGES: The Way Forward from Disabled People

1. Shun one-dimensional characterisations. Portray disabled people as having complex personalities capable of a full range of emotions.

2. Avoid depicting us as always receiving. Show us as equals giving as well as receiving.

3. Avoid presenting physical and mental characteristics as determining personality.

4. Refrain from depicting us as objects of curiosity. Make us ordinary.

5. Our impairments should not be ridiculed or made the butt of jokes.

6. Avoid sensationalising us especially as victims or perpetrators of violence.

7. Refrain from endowing us with superhuman attributes.

8. Avoid Pollyana-ish plots that make our attitude the problem. Show the societal barriers we face that keep us from living full lives.

9. Avoid showing disabled people as non-sexual. Show us in loving relationships and expressing the same range of sexual needs and desires as non-disabled people.

10. Show us as an ordinary part of life in all forms of representation.

11. Most importantly cast us, train us and write us into your scripts, programmes and publications.

(This leaflet was produced by the 1 in 8 Group, formed after the Invisible Children Conference. We are a number of individuals working in the media committed to challenging the portrayal and employment of Disabled People)

Section C: Medical Model / Social Model

19. Definitions

"**Impairment** is the loss or limitation of physical, mental or sensory function on a long term, or permanent basis".

"**Disablement** is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers. " (Disabled People's International 1981)

"Disabled People" include people with: physical impairments; sensory impairments (deaf people, blind people); chronic illness or health issues including HIV and AIDS; all degrees of learning difficulties and emotional and behavioural problems. It also includes people with hidden impairments such as epilepsy, diabetes, sickle cell anaemia; specific learning difficulties such as dyslexia, speech and language impairments, children labelled as 'delicate'; people who identify as 'disfigured'; people of diminutive stature and people with mental distress. All are excluded by barriers though not all have impairments. Two Ways of viewing disablement: 'Medical Model' or 'Social Model'.

The 'Medical Model' of Disability

The 'medical model' sees the disabled person as the problem. We are to be adapted to fit into the world as it is. If this is not possible, then we are shut away in some specialised institution or isolated at home, where only our most basic needs are met. The emphasis is on dependence, backed up by the stereotypes of disability that call forth pity, fear and patronising attitudes.

Usually the impairment is focused on, rather than the needs of the person. The power to change us seems to lie within the medical and associated professions, with their talk of cures, normalisation and science. Often our lives are handed over to them.

Other people's assessments of us, usually non-disabled professionals, are used to determine where we go to school, what support we get and what type of education; where we live; whether or not we can work and what type of work we can do and indeed whether or not we are born at all, or are even allowed to procreate. Similar control is exercised over us by the design of the built environment presenting us with many barriers, thereby making it difficult or impossible for our needs to be met and curtailing our life chances. Whether it is in work, school, leisure and entertainment facilities, transport, training and higher education, housing or in personal, family and social life, practices, and attitudes disable us. Powerful and pervasive views of us are reinforced in the media, books, films, comics, art and language. Many disabled people internalise

negative views of themselves that create feelings of low self-esteem and achievement, further reinforcing non-disabled people's assessment of our worth. The 'medical model' view of us creates a cycle of dependency and exclusion, which is difficult to break.

'Medical model' thinking about us predominates in schools where special educational needs are thought of as resulting from the individual who is seen as different, faulty and needing to be assessed and made as normal as possible.

If people were to start from the point of view of all children's right to belong and be valued in their local school we would start by looking at 'what is wrong' with the school and looking at the strengths of the child. This second approach is based on 'social model' of disability thinking which views the barriers that prevent disabled people from participating in any situation as what disables them. The social model arises from defining impairment and disability as very different things.

The 'Social Model' of Disability

Impairment and chronic illness exist and they sometimes pose real difficulties for us. The Disability Movement comprises those disabled people and their supporters who understand that they are, regardless of their particular impairment, subjected to a common oppression by the non-disabled world. We are of the view that the position of disabled people and the discrimination against us are socially created. This has little to do with our impairments. As a disabled person you are often made to feel it's your own fault that you are different. The difference is that some part, or parts, of your body or mind are limited in their functioning. This is an impairment. THIS DOES NOT MAKE YOU ANY LESS OF A HUMAN BEING. But most people have not been brought up to accept us as we are. Through fear, ignorance and prejudice barriers and discriminatory practices develop which disable us. The understanding of this process of disablement allows disabled people to feel good about themselves and empowers us to fight for our human rights.

The Disabled People's Movement believes the 'cure' to the problem of disability lies in the restructuring of society. Unlike medically based 'cures', which focus on the individual and their impairment, this is an achievable goal and to the benefit of everyone. This approach referred to as the 'social model' suggests those disabled people's individual and collective disadvantage is due to a complex form of institutional discrimination as fundamental to our society as sexism, racism or heterosexism.

In addition to this, the obsession with finding medically based cures, distracts us from looking at causes of either impairment or disablement. In a world-wide sense, most impairments are created by oppressive systems - hunger, lack of clean water, exploitation of labour, lack of safety, child abuse and wars.

Clearly, this thinking has important implications for our education system, particularly with reference to primary and secondary schools. Prejudicial attitudes toward disabled people and, indeed, against all minority groups, are not inherited. They are learned through contact with the prejudice and ignorance of others. Therefore, to challenge discrimination against disabled people we must begin in our schools.

Our fight for the inclusion of all children, however 'severely' disabled, in one, mainstream, education system, will not make sense unless the difference between the 'social' and the 'medical' or individual model of disability is understood.

20. MEDICAL / SOCIAL MODELS

The Medical Model

CHILD DEVELOPMENT TEAM
SPECIALISTS   **SOCIAL WORKERS**   **SURGEONS**
GPs   **SPECIAL**
        DOCTORS   **TRANSPORT**

   **EDUCATIONAL**
                                                        PSYCHOLOGISTS
SPEECH
THERAPISTS   *THE IMPAIRMENT*
                        IS THE PROBLEM
OCCUPATIONAL
THERAPISTS   **SPECIAL SCHOOLS**

BENEFITS AGENCY   **TRAINING CENTRES**

        SHELTERED WORKSHOPS
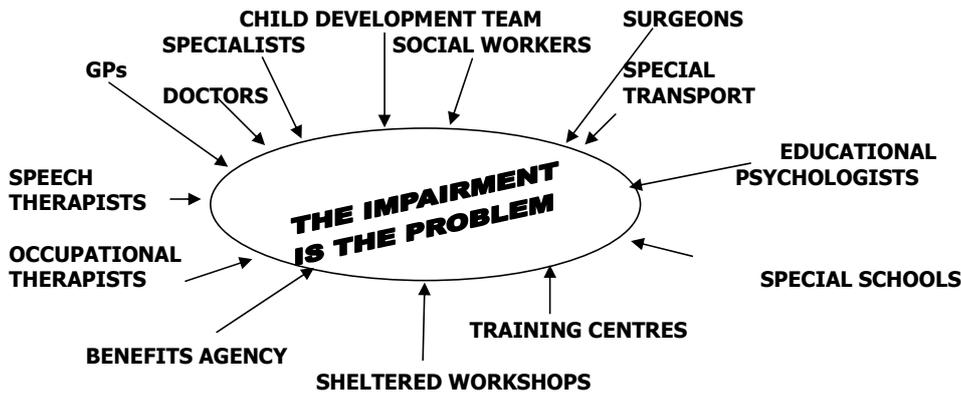
DISABLED PEOPLE AS PASSIVE RECEIVERS OF SERVICES
AIMED AT CURE OR MANAGEMENT

The Social Model

LACK OF USEFUL EDUCATION   **DISCRIMINATION IN EMPLOYMENT**

INACCESSIBLE ENVIRONMENT   **SEGREGATED SERVICES**

DE-VALUING   *THE STRUCTURES WITHIN*   **POVERTY**
                        SOCIETY ARE THE PROBLEM
PREJUDICE
                                                'BELIEF' IN THE
                                                MEDICAL MODEL

    INACCESIBLE   **INACCESSIBLE**
    TRANSPORT   **INFORMATION**
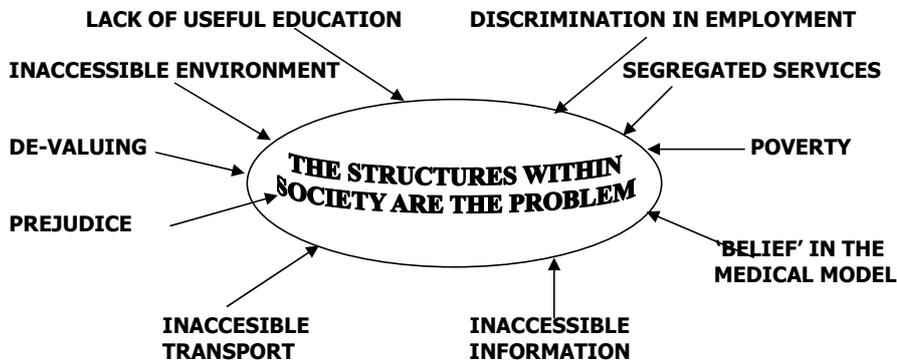
DISABLED PEOPLE AS ACTIVE FIGHTERS FOR EQUALITY
WORKING IN PARTNERSHIP WITH ALLIES.

21.	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
Labelling	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
Re-entry if normal enough OR Permanent Exclusion	Diversity Welcomed Child is Included
Society remains unchanged	Society Evolves

(Adapted from Micheline Mason 1994, R. Rieser 2000)

My needs are ....

My strengths are ....

My dreams are ....

The help I need from you is ....

I am going to ....
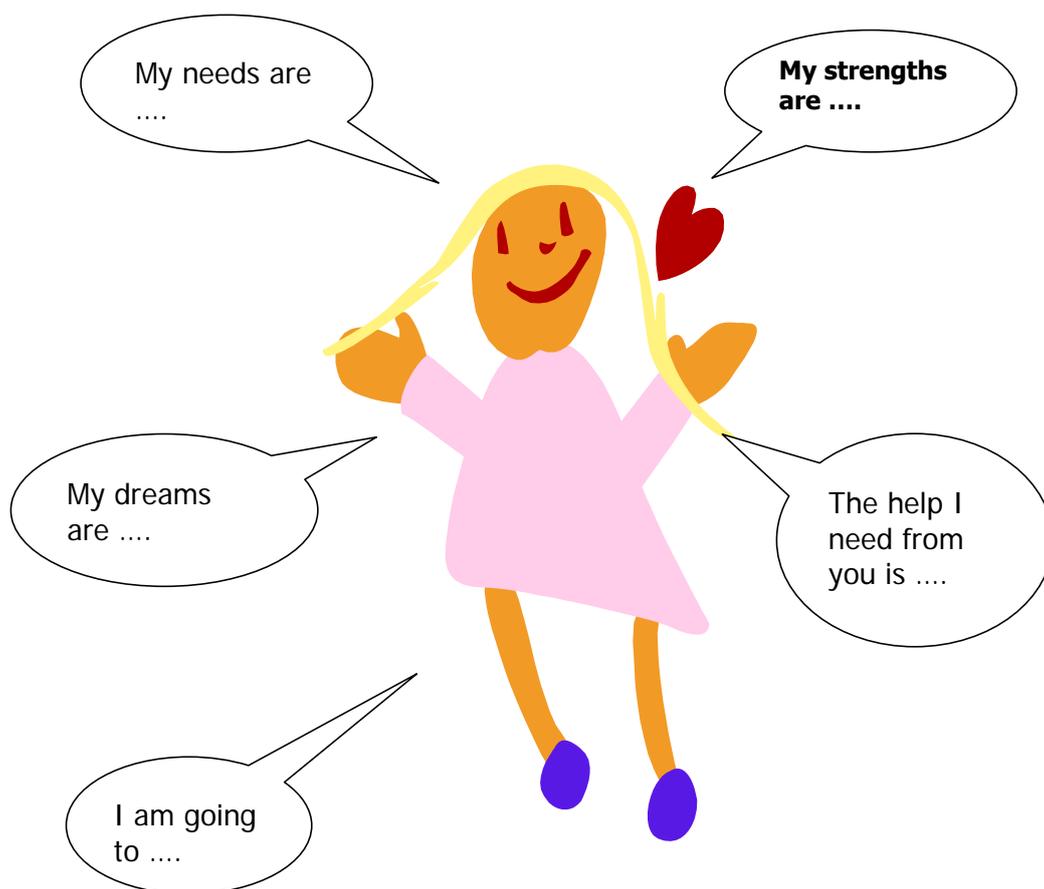
PERSON-CENTRED PLANNING

23   THE PARENTS' PERSPECTIVE

Facing the oppression

"Most parents get on the steepest 'learning curve' of their lives when they have a child with a significant impairment. The close relationship with a real disabled person, their own child, may well challenge everything those parents thought they knew or understood about the world, their friends, themselves. For most, it is a lonely and painful journey because they are discovering a *vicious oppression* from which they now cannot hide or avoid.

The current world-view of disabled children, particularly those who have very significant impairments, is so negative that the birth of such a child is usually thought of as a tragedy to be avoided at almost any cost. If such a child does survive then parents are subjected to an onslaught of professional interventions, which in the past, aimed at separation and isolation of the child in institutions, and now more commonly try to turn the parents into teacher/therapists at home.

Their children are declared defective, and from this position society struggles to see their life as anything else, but sad and hopeless, unless medicine finds a cure.

Under the influence of this world-view many parents have given away their children to residential hospitals or 'schools', or thrown themselves into organising therapies, fund-raising for medical research, campaigning for specialist and separate provision, and setting up impairment-specific charities and support groups."

*(**Incurably Human** by Micheline Mason, Director, Alliance for Inclusive Education.)*

Oppression at work

Few parents realise that they have become implicated in the oppression of disabled people or even less that they as parents face an oppression.

PARENT'S OPPRESSION

What are the demands that society makes on parents?

- To be perfect, rather than the best they can be.

- To be criticised, rather than understood, helped and supported.

- To be solely responsible for the young person their baby becomes.

- To be made guilty for every shortcoming of that young person.

- To produce a PERFECT young person in every way!!

- In short to produce the impossible – rather than the achievable.

- Parents of disabled children spend their life justifying what they/their offspring can and can't do and why? Society always has a better idea and is always ready to impose a valued judgement.

Experiencing the Medical Model of Disability at work through the mouths of Doctors, Health Visitors, Occupational Therapists, Physios, Teachers, LEA officers and others may have a devastating effect on the relationship between parent and child.

Love becomes conditional – segregation acceptance

Learning to challenge the hurtful myths

Many parents of disabled children have become **revolutionaries** by the simple act of refusing to stop valuing their children.

"The main difference between parents and professionals is one of power. Professionals act within a system, backed up by laws, regulations, colleagues, resources, training, status, clerical support, large offices, long words and emotional distance. Parents only have their love for their child, and their desire that that child should be given the best possible chance to have a good life. How is partnership possible in such an unequal state of affairs? It is only possible if everyone involved is willing to examine the values and beliefs which lie behind all our actions". *Micheline Mason, Parents and Partnership, 1996*

PARENT - WHAT SHOULD THIS MEAN?

- A parent can be described as a person that cares for and protects you. A person that gives you the tools to enable you to lead the most fulfilling life possible. Someone that teaches you to love to learn, and love to give/take and co-live with others.

- A person who loves you unconditionally, and backs you no matter what, because they trust you completely.

- A person who teaches you right from wrong, but respects your judgement when it is given.

- A person that accepts you for what you grow into, and believes (ALWAYS) that you are doing the best you possibly can.

- (Someone that does not impose their views as final, and nag you to become what they want, rather than what you are.)

- A person who in turn receives honour, trust and love without question and in complete trust.

".... The … issue for parents of children who have "special" (meaning unmet) needs within the education system is that other people who do not love your child, who do not share your value system, could have a greater influence over your child's life than you do yourself". *Micheline Mason, Parents and Partnership, 1996*

Many parents see how the oppression is hurting their innocent child, whom they have come to love. But feeling isolated and alone they often feel they are unable to defend them against the forces in society. If they find the courage to challenge the system, they are often labelled as 'difficult'. This can make them seem too ready for a fight and the professionals they encounter can become defensive and unsupportive. Understanding that these parents are challenging a vicious oppression and looking for allies in this huge task could make a huge difference to a child's life.

Segregation is the problem not the solution

Some perspectives that must be heard by the policy makers and practitioners:

"A separate existence in any sense different or apart from our family is not something any of us would automatically choose. *That choice was made for us.* We agreed to a separate school from her siblings, and away from home, as it was cruel to keep her at home all day, every day and no provision was made for her in our area. The consequences however have been devastating for our family. It has been impossible to have joint family activities without elaborate and extensive preparations, which may even then clash with her school arrangements. We rarely get to meet her friends or their families, therefore home visits and overnight stays are out of the question. Her siblings are not conversant with her communication, social and access needs and either leave her out of their activities or politely attempt to include her *as one might a stranger*."

Member of the Lambeth Black and minority ethnic parents group. Dreaming the Dream**, report published by Parents for Inclusion 2001**

When I first had Kim he was my son.

A year later he was epileptic and developmentally delayed. At 18 months he had special needs and he was a special child. He had a mild to moderate learning difficulty. He was mentally handicapped. I was told not to think about his future.

I struggled with all this.

By the time he was four he had special educational needs. He was a statemented child. He was dyspraxic, epileptic, developmentally delayed and he had complex communication problems.

Two years later, aged six, he was severely epileptic (EP), cerebral palsied (CP) and had complex learning difficulties.

At eight he had severe intractable epilepsy with associated communication problems. He was showing a marked developmental regression. He had severe learning difficulties.

At nine he came out of segregated schooling and he slowly became my son again. Never again will he be anything else but Kim – a son, a brother, a friend, a pupil, a teacher, a person. [Pippa Murray, 'Let Our Children Be,' published by Parents with Attitude]

"Truth is often the hardest fact of life to face and to come to terms with, our children live the reality of this world 'imposed upon them', they lose their innocence quicker than most, because they have to struggle and battle with it as individuals every day of their lives, 'out there', because as parents we have no rights, we have no authority or control. Decisions are taken out of our hands and 'they' wreak havoc with the lives of our children. I feel as powerless as a child because whatever I say is ignored, professionals refuse to accept what I say as valid or important, then I am forced to witness their crimes against my child and suffer it as a parent without power, without control and without a say."

[Anna Jeronymedes, parent, Parents for Inclusion.]

The way forward - Support for parents

1 **Statutory frameworks**
At last the new SEN and Disability Act 2001 with the explanatory Code of Practice expresses the key role of working with parents and working with young people to ensure that their needs are being met.

Quote from new Code of Practice 2.1 – 2.3

Working in Partnership with Parents

2.1 Partnership with Parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people to achieve their potential.

2.2 Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is essential that all professionals (schools, LEAs and other agencies) actively seek to work with parents and value the contribution they make. The work of professionals can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. This is particularly so when a child has special educational needs. All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;

- have knowledge of their child's entitlement within the SEN framework

- make their views known about how their child is educated

- have access to information, advice and support during assessment and any related decision making processes about special educational provision.

> 2.3 These partnerships can be challenging, requiring positive attitudes by all, and in some circumstances additional support and encouragement for parents.

2

3 **Good practice**

Schools can develop good communication with parents at many levels.

- Accessible information and invitations to parents' evenings, reviews and other school activities.

- Active home school partnership, which respects cultural and economic diversity.

- Imaginative approaches to collaborative problem-solving and commitment to a non-confrontational ethos.

- Having a willingness to work along side parents' organisations in the voluntary sector – especially those wanting to empower parents to be good allies to their young disabled person.

- Remembering the child is central to all activities in a school and must be respected for who they are and the gifts they bring.

- The relationship between parent and child must not be threatened.

An in-school model developed by Parents for Inclusion, Unit 2, 70 South Lambeth Road, London SW8 1RL. Tel: 020 7735 7735. www.parentsforinclusion.org

SECTION D: INTEGRATION / INCLUSION

24.	INTEGRATION AND INCLUSION

We seem to use integration and inclusion as synonymous. This is not helpful and it would be useful is we could agree what we mean by each of these. Integration of children with SEN in mainstream schools was described in the Warnock Report (1978) as:

Locational integration: Where units are on the same site as mainstream schools and disabled and non-disabled children can familiarise themselves with each other.

Social integration: Where children attending special classes and units socialise in the playground, at lunch and assembly.

Functional integration: Where there is joint participation in educational programmes, which requires careful planning of class and individual teaching programmes.

All forms of integration assume some form of assimilation of the disabled child into the mainstream school largely unchanged. Under 1981 and 1993 Act it was seen as conditional on the efficient use of resources, effective education of the particular child and not disrupting the education of other children. If any of these criteria were judged to be not met, the LEA would place the child in a special school. The needs of the child were met in a continuum of provision, but the needs of the child to be part of their community and local school were often ignored.

INCLUSION on the other hand, is about a child's right to belong to their local mainstream school, to be valued for who they are and be provided with all the support they need to thrive in the mainstream school. As mainstream schools are generally not organised in this way, it requires planned restructuring of the whole school. This should be seen as an extension of the school's equal opportunities practice and policy. It requires a commitment from the whole staff, governors, parents and children to include the full diversity of children in the neighbourhood. Inclusion is not a static state like integration. It is a continuing process of school ethos change. It is about building a school community that accepts and values difference.

Schools, in order to become inclusive, need to recognise that most of their past practice and thinking was based on a 'medical model of disability' which perceived the 'problem' as the impairments of the child and focused on how to make the child as normal as possible. The school that wishes to become inclusive needs to adopt a 'social model of disability' approach and needs to

identify the barriers within the school's environment, teaching and learning strategies, attitudes, organisation and management that prevent the full participation of disabled children and are part of the social oppression of disabled people.

The best way of facilitating such whole school change is to hold whole-staff INSET run by disabled Disability Equality Trainers with recent experience of the education system. This should be followed up by a representative working group/monitoring group to work through the checklist below and regularly report back to all staff.

Pupils and school students need to be involved in this process through whole-class discussion, assemblies and pupil councils. Parents of disabled children are often disempowered by professional interventions, which have threatened or broken their relationship with their disabled child. Parents for Inclusion are developing training to address this issue. The LEA, Social Services and Health Services need to provide the support and additional resources to the school to help overcome the barriers to inclusion.

The inclusion process is part of school improvement and developing more effective comprehensive schooling for all. Goals need to be built into the School Development Plan to be met over a 5 or 10-year time scale and their achievement needs monitoring.

Integration is a state

Inclusion is a process

Many Inclusive schools have adopted four principles to guide them on their journey to inclusion.

1. Disabled children and those with learning difficulties belong and have a right to the support they need in ordinary classes.

2. All children with and without impairments benefit from inclusion, which is an important component of a quality education.

3. All children have a right to an education that will prepare them for life in the community.

4. The kind of teaching and learning which are good for inclusion are good for all children.

25. FROM SEGREGATION TO INCLUSION

SEGREGATION (Tends to emphasise)	INTEGRATION (Tends to emphasise)	INCLUSION (Tends to emphasise)
Services to Disabled People	Needs of Disabled People	Rights of Disabled People
Categorising Disabled People	Changing Disabled People	Changing schools / colleges / organisations
'Special' / different treatment	Equal treatment	Equality – each receives support they need to thrive & achieve their potential
Disability is a problem to be fixed (in a special place)	Disability is a problem to be fixed	Everyone has gifts to bring
Services available in segregated setting	Benefits to disabled person of being integrated	Benefits to everyone, including all
Professional / experts	Professional / experts	Political struggle, friends & support
'Special' therapies	Technique	Power of ordinary experience
Categorisation & marginalisation	Learning helplessness	Assertiveness
Competition for parts of Disabled Person	Technical interventions	Transforming power of relationship
Stress on inputs	Stress on process	Stress on outcomes; have a dream
Separate curriculum	Curriculum delivery	Curriculum content
Integration 'for some' is not desirable	Integration can be delivered	Inclusion must be struggled for

(Adapted from Somerset Inclusion & Dave Walker)

26. CHECKLIST & NOTES ON WHAT A WHOLE SCHOOL POLICY ON DISABILITY EQUALITY AND INCLUSION SHOULD COVER

Access Audit of the School Environment. Carry out a full access audit of your building. Involve pupils. Cost and set targets of major and minor works to be included in the School Development Plan. (See Inclusive School Design)

Audit Access to the Learning Environment. Audit software and hardware suitable for supporting learning difficulty; maintain up-to-date information on adaptations e.g. Brailling, vocalising, touch screen, laptops, switching.

Ensure Disability Issues are in the Curriculum. When planning curriculum unit, topic or module, think of including a disability dimension. Build up resources and literature that are non-discriminatory. Promote the 'social model'.

Disabled people are positively portrayed – images. Ensure all children have access to positive images of disabled adults and children.

Diversify the curriculum – use a variety of approaches. Use a wide variety of approaches when planning the curriculum to draw on different strengths and aptitudes of the pupils. Build up a resource bank of ideas and lessons allowing time for joint planning and review. Make sure all staff use the QCA General Inclusion Guidelines in planning and delivery of teaching and learning.

Develop collaborative learning and peer tutoring. The biggest learning resource in any school are the pupils. Involve them in pairing with children of different abilities and groups. All benefit.

Effective team approach for learning support and curriculum planning. Ensure that learning support is effectively co-ordinated throughout the school by allowing time for joint planning in school day involving teams of teachers & welfare assistants.

British Sign Language taught and used. When a school includes deaf children, make use of British Sign Language translators and teachers. Offer deaf children the chance to work with native signers. Offer hearing children the chance to study sign language as part of the curriculum.

Accessible communication in school/to parents. Recognise that not everyone communicates by written or spoken English. Audit the communication needs within the school and of parents and provide notices, reports, information & directions in the relevant format, e.g. large print, Braille, tape, videos in BSL, computer disk & pictograms.

Be critical of disablist language used. Examine language used to describe pupils, in teaching and by pupils. Much of it is disablist and impairment derived. Develop a critical reappraisal through Disability Equality Training, assemblies and in class.

Challenge impairment derived abuse, name calling and bullying as part of school behaviour policy. Introduce effective policy to prevent abuse, name-calling and bullying because of physical, mental or sensory differences. Involve all pupils in developing behaviour policy.

Intentionally build relationships. Policies devised by pupil involvement & based on principles of self-regulation & mutual respect are the most effective. Sometimes it is necessary for adults to take a lead in setting up circles of friends & buddy systems. All children should remain on role even if for some time they are out of class. Devise systems where distressed children can take 'time-out'.

Develop a whole-school ethos on accepting difference.

Develop empowerment and self-representation of disabled pupils. Set up structures through which disabled pupils/those with SEN can express their views, develop self-esteem, & have some influence on school policies. Involve disabled adults in this process.

Physical Education. Ensure PE and sporting activities involve all pupils, develop collaboration & encourage all pupils to improve their personal performance. Use adaptation and creative imagination to succeed in this.

Transport and having a school trips policy that includes all. Ensure transport to and from the school for disabled pupils fit in with the school day and allow for attendance at after school activities. Allow friends and siblings to use to break down isolation. Ensure no pupil is excluded from a trip or visit because their access or other needs are not met. This means careful advanced planning and pre-visits.

Have an increasing inclusion ethos in school development plan. The school should examine every aspect of its activity for barriers to inclusion and then set a series of targets for their eradication describing how this is to be achieved. Remember the SEN and Disability Act is anticipatory.

Include Outside Specialist Support. Plan the work of speech, physiotherapy and occupational therapists in a co-ordinated way which best supports pupils' curriculum needs and reduces disruption to their learning and social needs.

Have policy on Administering Medication and Personal Assistance. Devise a policy on administering routine medication that is easy for pupils to use and develop systems that maintain their dignity on personal hygiene issues. Have a system for handling medical emergencies that is easy for everyone to use. Volunteers should be trained by medical practitioners, then they are indemnified.

Maintain Equipment. Ensure that specialist equipment is properly maintained, stored and replaced when necessary; mobility aids, e.g.

wheelchairs and walking frames, are regularly checked; and that staff are trained in their proper use.

Increase the employment of disabled staff. The Disability Discrimination Act Part II since 1995 has applied to employment in most schools. From 2003 it will apply to all schools when the small employer exemption is lifted. Revise your equal opportunity employment policy to increase the employment of disabled teaching and non-teaching staff. There is Access to Work money available. All children need disabled adult role models.

Disability Equality Training and ongoing INSET for Staff & Governors. Organise a programme of in-service training for teachers, support staff and governors to help them move towards inclusion and disability equality. Ensure all staff are involved in and understand the process of inclusion.

Governing Body representation. Appoint a governor to have a brief for inclusion, with the whole governing body involved in developing inclusion policy. Try to get disabled governors. Make your meetings accessible.

Consultation with and involvement of parents. Ensure there are effective arrangements for involving parents in all parts of their child's school life and decisions that have to be made. These arrangements should involve counselling and support in helping a child towards independence. With their permission, maintain information about parents who are themselves disabled so their access and their needs can be met.

27.	INDEX FOR INCLUSION: THE INDEX PROCESS & SCHOOL DEVELOPMENT PLANNING CYCLE

The *Index* is a set of materials to support schools in a process of inclusive school development. It is about building supportive school communities which foster high achievement for all students.

The process of using the *Index* is itself designed to contribute to the inclusive development of schools. It encourages staff to share and build on their existing knowledge and assists them in a detailed examination of the possibilities for increasing learning and participation for all their students.

The *Index* involves a process of school self-review on three dimensions concerned with inclusive school cultures, policies and practices. The process entails progression through a series of school development phases. These start with the establishment of a co-ordinating group. The group works with staff, governors, students and parents / carers to examine all aspects of the school, identifying barriers to learning and participation, deciding priorities for development and sustaining and reviewing progress. The investigation is supported by a set of indicators and questions that require schools to engage in a deep and challenging exploration of their present position and the possibilities for moving towards greater inclusion.

The DfEE sent the Index to all schools in England in March/April 2000. Why not use it for school development planning and self-review?

The Index is available from CSIE, Room 2S 203, S Block, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU Tel: 0117 344 4007. Fax: 0117 344 4005.

The Index Process and the School Development Planning Cycle

Phase 1
Starting the *Index* process

Phase 2
Finding out about the school

Phase 5
Reviewing the *Index*

Phase 3
Producing an inclusive school

Phase 4
Implementing Developments
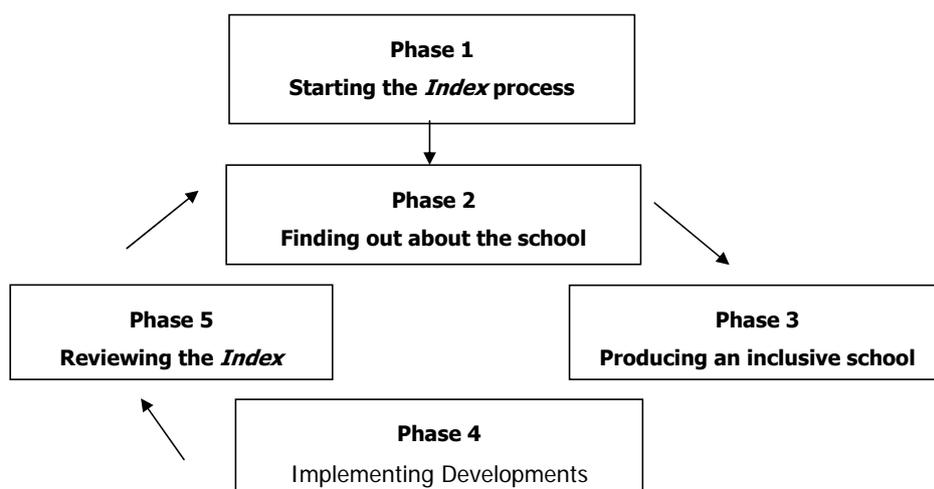
THE THREE DIMENSIONS OF THE INDEX

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┌────────────────────┐          /\          ┌────────────────────┐
│ Producing inclusive │        /    \        │ Evolving inclusive  │
│      POLICIES       │      /        \      │     PRACTICES       │
└────────────────────┘    /            \    └────────────────────┘
                        /                \
                      ┌────────────────────┐
                      │ Creating inclusive CULTURES │
                      └────────────────────┘
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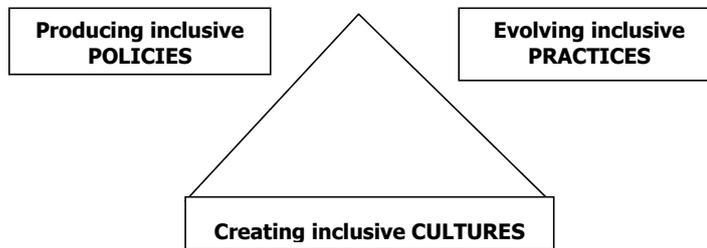
Dimension A: Creating inclusive CULTURES

1. Building community
2. Establishing inclusive values

Dimension B: Producing inclusive POLICIES

1. Developing a school for all
2. Organising support for diversity

Dimension C: Evolving inclusive PRACTICES

1. Orchestrating learning
2. Mobilising resources

Inclusion in Education Definition

- Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.

- Inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of student in their locality.

- Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as 'having special educational needs.'

- Inclusion is concerned with improving schools for staff as well as for students.

- A concern with overcoming barriers to the access and participation of particular students may reveal gaps in the attempts of a school to respond to diversity more generally.

- All students have a right to an education in their locality.

- Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning for all.

- Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.

- Inclusion in education is one aspect of inclusion in society.

Addressing Barriers and Resources

➢ Who experiences barriers to learning and participation in the school?

➢ What are the barriers to learning and participation in the school?

➢ How can barriers to learning and participation be minimised?

➢ What resources are available to support learning and participation?

➢ How can additional resources be mobilised to support learning and participation?

The Index Process

Phase 1   Starting the *Index* process (half a term)

Setting up a co-ordinating group

Raising school awareness about the *Index*

Exploring the knowledge of the group

Preparing to use the indicators and questions

Preparing to work with other groups

Phase 2   Finding out about the school (one term)

Exploring the knowledge of staff and governors

Exploring the knowledge of students

Exploring the knowledge of parents / carers and members of local communities

Deciding priorities for development

Phase 3   Producing an inclusive school development plan (half a term)

Putting the Index into the school development plan

Putting priorities into the school development plan

Phase 4   Implementing developments (ongoing)

Putting priorities into practice

Sustaining development

Recording progress

Phase 5   Reviewing the Index process (ongoing)

Evaluating developments

Reviewing work with the Index

Continuing the Index process

Some Examples of School Priorities from the Index

o Auditing the school to feed into development plan

o Developing strategies, through curriculum, to improve students' self-esteem.

o Introducing staff development activities for making lessons more responsive to diversity.

o Establishing management and career structure for learning support assistants.

o Improving all aspects of access in the school for students and adults with disabilities.

o Devising a staff development programme that focused on understanding students' perspectives.

o Promoting positive multicultural attitudes in school to help counter racism amongst some students and their families.

o Arranging collaborative training for learning support assistants and teachers.

o Developing ways to encourage more collaborative learning amongst students.

o Reviewing a school's anti-bullying policy.

o Improving the induction process for new students.

o Improving communication between home and school by working with parents / carers.

o Addressing the perception that the school has a bad reputation amongst local communities.

o Nottinghamshire have produced a CD Rom on the work on intentionally building relationships.

The Dimensions, Sections, Indicators & Questions

Dimension A: Creating inclusive CULTURES

Building community - Establishing inclusive values

This dimension is about creating a secure, accepting, collaborating, and stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. It is concerned with developing inclusive values, shared between all staff, students, governors and parents / carers that are conveyed to all new members of the school. The principles, derived within inclusive school cultures, guide decisions about policies and moment-to-moment practice so that the learning of all is supported through a continuous process of school development.

Dimension B: Producing inclusive POLICIES

Developing a school for all - Organising support for diversity

This dimension is about securing inclusion at the heart of school development, permeating all policies, so that they increase the learning and participation of all students. Support is considered as those activities, which increase the capacity of a school to respond to student diversity. All forms of support are brought together within a single framework and are viewed from the perspective of students and their development rather than school or local education authority administrative structures.

Dimension C: Evolving inclusive PRACTICES

Orchestrating learning - Mobilising resources

This dimension is about making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation. Staff mobilise resources within the school and local communities to sustain active learning for all.

INDEX FOR INCLUSION – INDICATORS

Dimension A – Creating Inclusive CULTURES

A.1 Building Community

A.1.1   Everyone is made to feel welcome.

A.1.2   Students help each other.

A.1.3   Staff collaborate with each other.

A.1.4   Staff and students treat one another with respect.

A.1.5   There is a partnership between staff and parents/carers.

A.1.6   Staff and governors work well together.

A.1.7   All local communities are involved in the school.

A.2 Establishing Inclusive Values

A.2.1   There are high expectations for all students.

A.2.2   Staff, governors, students and parents/carers share a philosophy of inclusion.

A.2.3   Students are equally valued.

A.2.4   Staff and students are treated as human beings as well as occupants of a 'role.'

A.2.5   Staff seek to remove all barriers to learning and participation in school.

A.2.6   The school strives to minimise discriminatory practices.

Dimension B – Producing Inclusive POLICIES

B.1 Developing a School for All

B.1.1   Staff appointments and promotions are fair.

B.1.2   All new staff are helped to settle into the school.

B.1.3   The school seeks to admit all students from its locality.

B.1.4   The school makes its buildings physically accessible to all people.

B.1.5   All students, new to the school, are helped to feel settled.

B.1.6   The school arranges teaching groups so that all students are valued.

B.2 Organising Support for Diversity

B.2.1   All forms of support are co-ordinated.

B.2.2   Staff development activities help staff to respond to student diversity.

B.2.3   'Special needs' policies are inclusion policies.

B.2.4   The Code of Practice is used to reduce the barriers to learning and participation for all students (The Code of Practice on the identification and assessment of special educational needs – DfES 2001)

B.2.5   Support for those learning English as an additional language is co-ordinated with learning support.

B.2.6   Pastoral and behaviour support policies are linked to curriculum development and learning support policies.

B.2.7   Pressures for disciplinary exclusion are decreased.

B.2.8   Barriers to attendance are reduced.

B.2.9   Bullying is minimised.

Dimension C – Evolving Inclusive PRACTICES

C.1   Orchestrating Learning

C.1.1   Lessons are responsive to student diversity.

C.1.2   Lessons are made accessible to all students.

C.1.3   Lessons develop an understanding of difference.

C.1.4   Students are actively involved in their own learning.

C.1.5   Students learn collaboratively.

C.1.6   Assessment encourages the achievements of all students.

C.1.7   Classroom discipline is based on mutual respect.

C.1.8   Teachers plan, review and teach in partnership.

C.1.9   Teachers are concerned to support learning and participation for all students.

C.1.10   Learning support assistants are concerned to support learning and participation for all students.

C.1.11   Homework contributes to the learning of all.

C.1.12   All students take part in activities outside the classroom.

C.2 Mobilising Resources

C.2.1   School resources are distributed fairly to support inclusion.

C.2.2   Community resources are known and drawn upon.

C.2.3   Staff expertise is fully utilised.

C.2.4   Student difference is used as a resource for teaching and learning.

C.2.5   Staff develop resources to support learning and participation

28. INSPECTING INCLUSION – OFSTED 'IN A NUTSHELL'

YOU MUST pursue the following three questions, which span the inspection schedule.

Do all pupils get a fair deal at school?

This relates to:

1. What they get out of school, particularly their achievements;

2. The opportunity to learn effectively, without interference and disruption;

3. The respect and individual help they have from their teachers;

4. Their access to all aspects of the curriculum;

5. The attention the school gives to their well-being and

6. Whether they and their parents are happy with the school.

How well does the school recognise and overcome barriers to learning?

This is about:

1. The school's understanding of how well different groups do in school.

2. The steps taken to make sure that particular groups are not disadvantaged in school and to promote their participation and success.

3. Its strategies for promoting good relationships and managing behaviour.

4. What the school does specifically to prevent and address racism, sexism and other forms of discrimination, and what it does about cases of discrimination that do occur.

Do the school's values embrace inclusion and does its practice promote it?

The clues are:

1. How the values of the school are reflected in its curriculum, resources, communications.

2. Procedures and conduct.

3. How people talk about and treat one another in the school.

4. The leadership provided by senior staff and the consistency of staff behaviour.

5. What the school intends and tries to do for 'people like me'.

YOU MUST focus your enquiries on significant groups of pupils who may not be benefiting enough from their education. Find out all you can about them and their experiences of school. This means talking to these pupils, their teachers and, where possible, their parents, as well as making full use of observational evidence and data.

YOU MUST evaluate and report on the effectiveness of the school in relation to these groups, as well as overall, in the relevant sections of the report. You must be clear about their achievement, and any strengths or weaknesses in teaching, management or other aspects of what the school provides.

YOU MUST be familiar with all the evaluation criteria that relate to inclusion, the main provisions of equal opportunities and race relations law as they apply to schools and OFSTED's role in respect of the Macpherson Report. You must also be familiar with the material relating to inclusion in the subjects of the National Curriculum that you inspect, and Guidance on the Curriculum for the Foundation Stage.

Komentář [HVP3]: ????

This guidance and the associated training for inspectors will help you to do justice to the inspection of educational inclusion.

Testing Inclusitivity

The following questions focus on educational inclusion and test the inspection evidence.

- Are all pupils achieving as much as they can, and deriving the maximum benefit, according to their individual needs, from what the school provides?

- If not, which pupils or groups of pupils are not achieving as much as they can? Why not?

- Is the school aware of these differences? If not, why not?

- How does the school explain differences between groups of pupils in terms of achievement, teaching and learning and access to curricular opportunities? Are these explanations well founded and convincing?

- What action (including use of nationally funded or local initiatives) has the school taken or is it taking to raise the standards of attainment of pupils or groups of pupils who appear to be underachieving or at particular risk? If none, why?

- If the school is taking action, is it appropriate and is it effective or likely to be effective?

- Are there any unintended consequences?

- How well are these consequences being handled?

- What action is being taken by the school to promote racial harmony, to prepare pupils for living in a diverse and increasingly inter-dependent society and specifically to prevent and address racism, sexism and other forms of discrimination?

Your enquiries should give you a view of the importance the school attaches to being inclusive, its understanding of the issues involved – particularly in terms of racial equality –and its ability to take appropriate action to ensure that its strategies are effective.

The key questions are:

Does the school have strategies for promoting inclusion, including race equality? And how well are they working?

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils' needs effectively and they promote tolerance and understanding in a diverse society. For special schools, there is an additional dimension because their policies on inclusion must now include planning for a changing role alongside increasingly inclusive mainstream schools.

Statutory context

Schools and inspectors must have regard for:

(i)   the school's duties and obligations under existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination;

(ii)   ethical considerations related to values and social justice and how the school promotes pupils' spiritual, moral, social and cultural development;

(iii)   how well teachers promote the inclusive approach demanded by the National Curriculum when interpreting the educational objectives of subjects and courses provided:

(iv)   Government policies aimed at raising educational standards, including: target setting by schools; promoting the inclusion of pupils with special needs or a disability; fostering better personal, community and race relations as highlighted in the Macpherson Report and promoting social inclusion and race equality; and

(v)   OFSTED's role in responding to the recommendations of the *Macpherson Report*.

(Ofsted (2000) Evaluating Educational Inclusion)

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29. GENERAL STATEMENT OF INCLUSION QCA

Providing effective learning opportunities for all pupils

In planning and teaching the national curriculum, teachers are required to have due regard to the following principles. These are set out in three main sections. By giving attention to these principles, teachers will ensure that all pupils have the chance to succeed.

(30) **Setting suitable learning challenges**

Teachers should aim to give every pupil the chance to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, understanding and skills in ways that suit their pupils' abilities. This may mean choosing knowledge, understanding and skills from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of materials from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling, such as may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions.

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the

programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.[1]

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or planning work that draws on the content of different subjects.[2]

(31) Responding to the diverse needs pupils bring to their learning

When planning, teachers should have high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers have a duty to plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.[3]

Teachers should take specific action to respond to pupils' diverse needs by:

- **Creating effective learning environments in which, for example:**
    - the contribution of all pupils is valued
    - all pupils can feel secure and are able to contribute appropriately
    - stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
    - pupils learn to take responsibility for their actions and behaviours both in school and the wider community

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[1] Teachers may find QCA's Guidelines on planning work for pupils with learning difficulties a helpful companion to the programmes of study.
[2] Teachers may find QCA's Guidance on meeting the requirements of gifted and talented pupils a helpful companion to the programmes of study.
[3] The Sex Discrimination Act 1975. The Race Relations Act 1976. The Disability Discrimination Act 1995

- all forms of bullying and harassment, including racial harassment, are challenged

- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

- **Securing their motivation and concentration through, for example:**
    - using teaching approaches appropriate to different learning styles

    - using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed

    - using the flexibilities available to vary subject content and presentation so that this matches pupils' learning needs

    - planning work which builds on pupils' interests and cultural experiences

    - planning appropriately challenging work for those whose ability and understanding are in advance of their language skills

    - using materials which reflect social and cultural diversity and provide positive images of race, gender and disability

    - planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success

    - taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

- **Providing equality of opportunity through teaching approaches which, for example:**
    - ensure that boys and girls are able to participate in the same curriculum, particularly in design and technology, science and physical education

    - take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allow a variety of interpretations and outcomes, particularly in English, design and technology, science, ICT and music

    - avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in physical education, design and technology, science, ICT and music

    - take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in art, design and technology, science and ICT

- enable the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations (see next section).

- **Using appropriate assessment approaches which, for example:**
    - allow for different learning styles and ensure that every pupil is given the chance and encouragement to demonstrate their competence and attainment through appropriate means
    - are familiar to the pupils and for which they have been adequately prepared
    - use materials which are free from discrimination and stereotyping of any type
    - provide clear and unambiguous feedback to pupils to aid further learning.

- **Setting targets for learning which, for example:**
    - build on pupils' knowledge, experiences, interests and strengths and develop areas of weakness to demonstrate progression over time
    - are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

(32) Overcoming potential barriers to learning and assessment for individuals or groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections 1 and 2, which if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

(33) **Pupils with special educational needs**

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see section 3ii). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice[4]. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers should take specific action to provide access to learning for pupils with special educational needs by:

- **Providing for pupils who need help with communication, language and literacy through, for example:**
    - using texts that pupils can read and understand
    - using visual and written materials in different formats, including large print, symbol text and Braille
    - using ICT, other technological aids and taped materials
    - using alternative and augmentative communication, including signs and symbols
    - using translators, communicators and amanuenses.

- **Planning, where necessary, to develop understanding through the use of all available senses and experiences through, for example:**
    - using materials and resources that pupils can access through sight, touch, sound or smell
    - using word descriptions and other stimuli to make up for a lack of first-hand experiences
    - using ICT, visual and other materials to increase pupils' knowledge of the wider world

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[4] From January 2001 it is anticipated that the revised SEN Code of Practice will replace references to school-based interventions with the terms School Action and School Action Plus.

- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

- **Planning for pupils' full participation in learning and in physical and practical activities through, for example:**
    - using specialist aids and equipment
    - providing support from adults and/or peers when needed
    - adapting tasks or environments
    - providing alternative activities, where necessary.

- **Helping pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by, for example:**
    - setting realistic demands and stating them explicitly
    - using positive behaviour management, including a clear structure of rewards and sanctions
    - giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
    - teaching pupils to value and respect the contribution of others
    - encouraging and teaching independent working skills
    - teaching essential safety rules.

- **Helping individuals to manage their emotions, particularly trauma or stress, and take part in learning by, for example:**
    - identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
    - providing positive feedback to reinforce and encourage learning and build self-esteem
    - selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
    - creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
    - allowing time for the pupil to engage with learning and gradually increase the range of activities and demands.

(ii) Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must

take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- **Planning sufficient and appropriate amounts of time to allow for the satisfactory completion of tasks through, for example:**

    - taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required

    - being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result

    - allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes

    - being aware of the intense effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

- **Planning opportunities where necessary for the development of skills in practical aspects of the curriculum through, for example:**

    - providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity, equivalence to the prescribed curriculum and enable pupils to make appropriate progress;

    - providing alternative or adapted activities in science, art and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials;

    - ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

- **Identifying key aspects of programmes of study and attainment targets which may present specific difficulties for individuals and taking action through, for example:**

- using approaches to enable hearing impaired pupils to learn about sound in science and music

- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology

- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and the singing requirements in music

- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

(iii) Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning will take account of such factors as the pupil's age, length of time in this country, previous educational experience and their skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and aim to provide the support they need to take part in all subject areas.

Teachers should take specific action to help pupils who are learning English as an additional language by:

- **Developing spoken and written English through, for example:**

  - ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms

  - explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects

  - providing a variety of reading material (for example, pupils' own work, the media, ICT, literature, reference books) that highlight the different ways English is used, especially those that help pupils to understand society and culture

  - ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects

  - where appropriate, encouraging pupils to transfer their skills, knowledge and understanding of one language to another, pointing out similarities and differences between languages

- building on pupils' experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

- **Ensuring access to the curriculum and to assessment through, for example:**
    - using accessible texts and materials that suit pupils' ages and levels of learning
    - providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
    - using home or first language, where appropriate.

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30. AIMS OF THE SCHOOL CURRICULUM.

The school curriculum covers the totality of children's experience in, or connected with schools.

1. The school curriculum should aim to provide opportunities for <u>all </u>pupils to learn and achieve.

2. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare <u>all</u> pupils for the opportunities, responsibilities and experiences of life.

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31. PLANNING TIME AND LEARNING SUPPORT ASSISTANTS

PLANNING TIME FOR ALL WHO WORK WITH PUPILS UNDER THE DIRECTION OF THE CLASS TEACHER IS ESSENTIAL

1. Headteacher or SENCO release teacher on a regular basis to meet with support staff.

2. Headteacher or deputy take extended assembly to provide planning time for class teacher and support staff.

3. Time-tabled non-contact time with cover teacher.

4. Extend lunchtime with activities and extra midday supervisor hours for regular planning time (must be in addition to one-hour lunch break).

5. Late start or early finish by changing the length of the school day.

6. Augmenting LSA hours so that they can meet with class teacher after school day.

32.	MODELS FOR LSAs IN CLASSROOMS

A. Top Down

Teacher

↓

LSA

↓

Pupil

B. Co-operative Top Down

Teacher

Pupil ← LSA
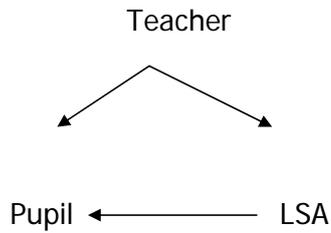
C. Co-operative Responsive

Teacher

Pupil → LSA
←

D. Collaborative

Teacher

Pupil → LSA

Class peers
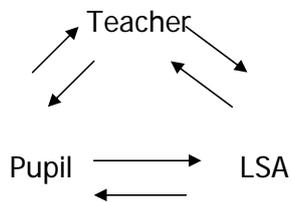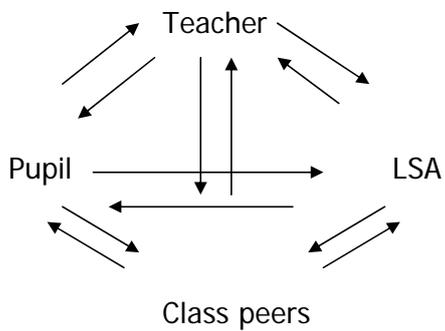
Line of influence

Learning Support Assistants are crucial to making inclusion work. However they need a proper contract, remuneration and training. The class or subject teacher needs to be given sufficient non-teaching time within the school day to meet with Learning Support Assistants and feedback on class activities and plan future ones. The LSA properly briefed, cannot only support the disabled child, but other learners in the class. They can also take whole class activities while the teacher works with a smaller group. The curriculum planning for all pupils is the teacher's responsibility but the LSA can play a crucial role in implementing the teaching and learning objectives for the disabled student and their peers. The distinction needs to be made between Learning Support Assistants who can support the learning of a whole range of pupils with learning and behavioural difficulties and those with more specific facilitation and personal assistance needs. The Inclusion Assistant: Report and Video (Alliance for Inclusive Education, 2001) explains what young people with higher level needs want from their Inclusion or Learning Support Assistants. Learning Supporters and Inclusion (CSIE 2001) examines the role of the LSA in inclusion. Learning Supporters and Inclusion: Next Step Forward (CSIE) examines how the LSA role needs to be developed.

Section E: Intentional Building of Relationships

33. Courage

A small thing once happened at school
That brought up a question for me
And somehow it forced me to see
The price that I pay to be cool.
Diane is a girl that I know
She's strange like she doesn't belong
I don't mean to say that that's wrong
We don't like to be with her though.
And so, when we all made a plan
To have this big party at Sue's
Most kids in the school got the news
But no one invited Diane.

The thing about Taff Junior High
Is, secrets don't last very long.
I acted like nothing was wrong
When I saw Diane start to cry.
I know you may think I'm cruel
It doesn't make me very proud
I just went along with the crowd
It's sad, but you have to in school
You can't pick the friends you prefer
You fit in as well as you can.
I couldn't be friends with Diane
'Cause then they would treat me like her.

In one class at Taff Junior High
We study what people have done
With gas chamber, bomb and gun
In Auschwitz, Japan and My Lai.
I don't understand all I learn
Sometimes I just sit there and cry
The whole world stood idly by
To watch as the innocent burned.
Like robots obeying some rule
Atrocities done by the mob
All innocent doing their job
And what was it for? Was it cool?

The world was aware of this hell
But nobody cried out in shame?
No heroes and no one to blame?
A story that no one dare tell.
I promise to do what I can
To not let it happen again
To care for all women and men
I'll start by inviting Diane.

(Words & music by Bob Blue, 54 Wainut St
Apt B2, Waltham, Mass. 02154)

34. CIRCLES OF FRIENDS: A TOOL FOR INCLUSION

They technique is based on a model that identifies four different levels of relationship. (See Jack Pearpoint, Marsha Forest and Judith Snow)

Circle 1 Circle of Intimacy. This is made up of those who are our Anchors-people who are closest to us and whom we could not imagine living without. They will typically be members of our immediate family. They may be pets or people who are dead. Looked After children do not usually have secure angers and are the mot vulnerable.

Circle 2. Circle of Friendship. This consists of those who are our Allies-people who are friends or close relatives who did not quite get into Circle One. These are people we would confide in and would expect to be on our side and support us in a difficult time. If Circle two has few people we are prone to feelings of isolation, anger and depression.

Circle 3. The Circle of Participation. This is made up of all our Associates-people we are involved with because we see them regularly ion school class, in the staffroom, at clubs, organisations, church, line dancing. Also our extended family and neighbours. Identify by number in each sphere of live rather than name. We hang around with these people and they come and go. Our friends and partners are usually chosen from people we meet in this circle.

Circle 4. The Circle of Exchange. This consists of people who are paid to be in our lives- doctors, teachers, dentists, social workers, therapists, consultants. They are paid by us or the state to provide us with services. Disabled children often have a large number of people in this circle. The Quality of relationship is different as the service provider is their in a professional capacity and can go at any time.

Once all participants have completed their own Circle of Friends they can empathise with the isolated or segregated who will have a very different circle.

We can ask for volunteers to be part of the circle. We would only do this with the focused child's and their parent's permission.

The Senior Management in the school would need to support the Circle and make timetable space for it. The Circle would need an adult facilitator and 6-10 volunteers. The Ground Rules would need to be supportive.

The focus child would have a veto. The other children get a great deal out of these circles. We cannot make children be friends, but Circles have been shown to create the conditions of friendship and peer support.

See **Circles of Friends** by Colin Newton and Derek Wilson, Folens, Dunstable 1999.

35. MARESA'S STORY

My name is Maresa and I live in Nottingham. I have an impairment which affects the circuits in my brain and leads to uncontrollable movement and muscle spasms. I can't talk using my mouth, but I communicate by using my Light Writer, a keyboard that illuminates words and sentences and speaks the words I spell out.

When I was small I started out at Special School. It was frustrating because people didn't know how much I understood or how to help me communicate. Then when I was nine I started going to ordinary Junior School one day a week. At first it was great. I had an assistant who was learning to help me communicate. But I got depressed because I missed so much. I did make some good friends, but when I left it all crumbled.

When I was 11, I got a place at a Secondary Comprehensive School. I was so excited. We bought the uniform and I had a new pair of glasses. But on the first day, the Head said I couldn't start because the special toilets weren't built. It made me feel awful. When I did start it was just in the mornings. The lessons were good, but most of the time I was in the Special Needs Room with people who didn't know how to 'talk' to me. Then at the end of the second term I started full time.

I decided I wanted to invite some kids home, so I wrote some notes to them, and my mum wrote a note to the teacher to ask her to give them out.

The teacher wrote back saying she wouldn't give them out because the kids weren't ready to come to my house. So I asked the Young and Powerful group for help.

Young and Powerful is a group of disabled and non-disabled young people who go to mainstream schools. They support each other and campaign for all children to be included in schools together. They're supported by the Alliance for Inclusive Education, but they decide what they are going to do.

We got together in the summer holidays and decided to organise a demonstration to ask the Director of Education in Nottingham to change things. We discussed our plans, what we wanted to say and sent a press release to the local paper and TV.

When we arrived at County Hall we were led straight into a big room. The Director of Education was very stern and didn't seem to listen much. He said he didn't have the power to change things without an investigation. So we agreed to meet again in a month. The evening after our meeting we were on the radio

five times, there were two pieces on TV news and we made the front page of the Nottingham Post too.

A month later, we met again. At first the Director of Education said he couldn't do anything and we felt very disappointed. Something had to happen, and it did! Halfway through the meeting Katie Caryer, another member of Young and Powerful, gave him a heart-felt message on her talker:

"Please…just…make…it…better…for…Maresa…not fantastic…but… better…"

That's when the real negotiation began.

In the end we didn't get all we asked for, but they did agree I should never be without someone who can communicate with me and that my timetable would be rewritten with help from my mum.

Now I have started at another Comprehensive School, with my own personal assistants. It has been so much better, and I am doing GCSEs in 2001. A group of Year 10 girls have also volunteered to be a part of my 'Circle of Friends.' It's brilliant because now we can go out and talk together without adults around.

(The girls all worked out their own circle of friends and realised how isolated Maresa was. They all decided that they needed to learn to enable Maresa to communicate.)

I think all kids need to be together, and then they can learn from each other. Schools need to change, to be kinder to kids who need a lot of help or get tired. When will people realise that all kids are worth thinking about? Both disabled and non-disabled kids need help of different kinds, not just help with work.

[Postscript: In the Summer of 2001 Maresa did her GCSE's. She got 6 passes-1A* 1 A's and 3 B's. She is now at College doing her A' Levels.]

36. THE LANGUAGE WE USE

AVOID / OFFENSIVE	USE / PREFERRED
Victim of	Person who has Person with Person who experienced
Crippled by	Disabled person Person who has Person with
Sufferer Suffering from	Person who has Person with
Afflicted Afflicted by	Person who has Person with
Wheelchair bound	Wheelchair user
Invalid	Disabled person
Handicap	Disability / impairment
Handicapped person	Disabled person
Disability	Condition / impairment
Spastic	Someone with cerebral palsy
The disabled	Disabled People
The blind	Blind person Visually impaired
The deaf	Deaf people
Deaf and dumb Deaf mute	Deaf or deafened Hearing impaired
Mongol	Someone with Downs Syndrome or Learning Difficulty
Mental handicap	Learning Difficulty
Retard / idiot / imbecile / feeble-minded	Learning disabled
Mute / dumb / dummy	Speech difficulty
Mad / crazy / insane	Mental Health System User/Mental health survivor
Mentally ill	Mental Health Survivor or system user
Mental	Disabled person
Stupid	Foolish / thoughtless
Dwarf Midget	Short person Short stature
Deformed	Disfigured
Congenital	Disabled Person
Disabled toilet	Accessible toilet

37. LONDON BOROUGH OF NEWHAM AND INCLUSION

"The London Borough of Newham believes in the inherent equality of all individuals irrespective of physical or mental ability. It recognises, however, that individuals are not always treated as equals and that young people with disabilities experience discrimination and disadvantage. The Council believes that segregated special education is a major factor causing discrimination. We therefore believe desegregating special education is the first step in tackling prejudice against people with disabilities and other difficulties. They have been omitted from previous Equal Opportunities initiatives, and it is now obvious that our aim of achieving comprehensive education in Newham will remain hindered while we continue to select approximately 2% of school pupils for separate education.

"It is also the right of pupils without disabilities or other difficulties to experience a real environment in which they can learn that people are not all the same and that those who happen to have a disability should not be treated differently, any more than they would be if they were of a different ethnic background. It is their right to learn at first hand about experiences which they will possibly undergo in future, either themselves or as parents.

"Desegregating special education and thus meeting the needs of statemented children in mainstream schools will also contribute, by the entry of expert qualified staff into mainstream schools, to improved provision for the considerable number of children who already experience difficulties." (London Borough of Newham, 1987)

Percentage of Pupils with Statements in Different Kinds of Provision

Placement	1986(%)	1996(%)	2001 (%)
Newham Special Schools	68	9	1
Out-Borough Residential Schools	11	3	6
Out-Borough Day Schools	6	5	7
Mainstream Schools	7	63	79
Resourced Mainstream Schools	8	20	7

The London Borough of Newham (Jordan and Goodey, 1996) provides a useful indicator of how such moves towards inclusion can occur in a poor, multi-cultural, inner city area.

In 1984 a group of parents of disabled children ran for and were elected onto the Council with the express wish of wishing to see the ending of segregated special education. They achieved their aim in a Council policy which recognised the rights of children, whatever their needs, to learn together.

The Borough's latest policy has a goal of making it possible 'for every child, whatever special educational needs they may have, to attend their neighbourhood school'. In the 12 years, 1984-1996, the number of special schools in the borough has been reduced from 8 to 2 (now 1) and the number of children segregated in special education has dropped from 913 to 206. Parents are becoming increasingly confident in the ability of their neighbourhood school to meet diverse needs and teachers have signed an agreement on inclusive education.

This was achieved in an educational and political climate that was hostile to this process. Resourced schools were set up to meet certain needs in mainstream schools as a response to parental concerns. These are now planned to be phased out as Newham moves to inclusive neighbourhood schools.

The process from the start envisaged radically changing mainstream schools rather than fitting children with SEN into the existing system. An independent report commented that having to cater for children with serious learning difficulties helped schools make better provision for all pupils. This is born out in 1997-2000. Newham schools have the biggest improvement nationally in the GCSE results of all pupils in grades A-G. Many children labelled as having severe learning difficulties are now passing exams. In addition the numbers of exclusions have been falling whilst they have been rising in most other areas of the country. The process is continuing with some schools inclusive, others realising they have a long way to go and some struggling. The LEA has now appointed four monitoring officers to pro-actively address this process of developing inclusion from integration.

Newham schools have also had the lowest levels of exclusions in London.

[Jordan, L. and Goodey, C. (1996), "Human Rights and School Change: The Newham Story," CSIE, Room 2S 203, S Block Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU. Tel: 0117 344 4007]

38. CLEVES PRIMARY SCHOOL, NEWHAM

(From Learning and Inclusion: The Cleves School Experience, 1999, edited by Priscilla Alderson, David Fulton)

In 1992 Cleves was opened as a primary school in a new building. Cleves is an inclusive mainstream school in an inclusive LEA. Newham has closed nearly all its special schools. Cleves has 420 children plus 102, mainly part time in the early years wing. One in 10 of the children have severe or profound impairments and needs. 53% are on free meals and 58 % speak English as an additional language.

Aims of the School

The Staff and Governors of Cleves Primary School have adopted agreed aims. These are reviewed annually. The school has a shared vision of developing relationships and curriculum that ensures that everyone feels valued, respected and reaches high levels of achievement.

1. Access to learning

- to provide an environment where each child of every race, gender, class and learning need is truly recognised, accepted and valued;
- to create an environment where there is a place for everyone and there is a feeling they belong;
- to develop high positive self-esteem in all children and adults;
- to enable children to be aware of their interdependency on each other.

2. Curriculum

- to have an approach to the curriculum that promotes high levels of achievement and which enables children to reach their potential;
- to enable children to have access to and experience of the whole curriculum (including the National Curriculum and Religious Education (RE);
- to have a recording and assessment system that demonstrates children's achievement, their development and progression.

3. Process of learning

- to acknowledge that all children are decision makers and to enable them to become active participants in their own learning;
- to ensure learning to start from the child's needs;
- to ensure that all the experiences for the children are positive and rigorous;
- to provide smooth transition from the Early Years to Year 6;
- to prepare children for the transition from Primary to Secondary school successfully and confidently.

4. Working co-operatively

- To ensure that everyone, teachers, children, parents, governors, and other members of the community, works co-operatively and collaboratively to enable the achievement of all.

A Resourced Mainstream School: Cleves Primary School is one of the 17 Resourced Mainstream Schools in Newham. It is a purpose-built inclusive school with funding for 36 statemented children with Severe and Profound Learning

Difficulties. In addition they have 6 other statemented children from their catchment. It is a school with 59.6 of children on free meals with a multi-cultural intake.

The school is organised around 4 wings; Nursery & Reception – 120; Year 1 & 2 – 120, Year 3 & 4 – 120; Year 5 & 6 – 96. The additional teaching staff are organised in teams with the class teachers to give 6 teachers in each wing.

In Key Stage 1, there are also 6 support staff who work as part of the team. The children choose when and what they will do each day, though they must do reading, writing and maths everyday. They keep their own diaries and these are used as the IEP (Individual Education Plan) for statmented children. In each wing there is a practical room, a reading room, a writing room, a finding out room for science, geography, history and a quiet room. There are no breaks but all children do a PE activity everyday, including various sports and physio. The lunchtime is a continuous sitting and there are many clubs at lunchtime. The children all seem engaged in learning and are very pleasant to each other.

The support staff are deployed across the teams to meet particular needs. All staff change children and administer medicines if parental permission is given. Each team has a team leader. In the wings one teacher is responsible for one part of the curriculum for the week for all 120 children in Year 5 & 6. This is for half a term. The Additional Resourcing allows for shaping teams to meet the needs of all the children. The school has 8 extra teachers and 14 extra support staff, giving a staff of 50.

39. SOMERSET INCLUSION PROJECT

Thomas, Walker and Webb (1998)* in The Making of the Inclusive School chart through a literature review inclusive practice that works and then go on to examine this against the reality of the Somerset Inclusion Project. Lady Margaret School for Physically Disabled Pupils moved over 5 years (1992-97) from a day and boarding special school to closing with the vast majority of pupils successfully included in local mainstream schools. In addition 90 staff had to be retrained and relocated to support the children in mainstream. The study gives many insights into the management of change not least as one of the authors Dave Walker was the head teacher of Lady Margaret's who effectively oversaw the process of working himself out of a job. The inspiration for the Somerset Project came from Canada and in particular the Waterloo School Board in Ontario which transformed its resourced units to inclusion of all children in regular classes from 1988-1991.

The following points are emphasised in the conclusion of the study.

School culture

- work with the healthy parts of the system;
- cultivate the host culture;
- negotiate that the inclusion co-ordinator in the host school is a member of SMT;
- suggest and initiate continual review of the school SEN policy;
- initiate a development forum with inclusion project staff and key staff of host school;
- consider a more gradual time-scale in future projects.

Neighbourhood schools

- Sympathetic school culture is more important than a physically accessible building.

Communication

- Written definitions of roles and procedural guidelines are necessary for host school and inclusion team;
- Time for meetings should be timetabled for key staff and budgeted;
- All staff should use the same staff room;
- Mobile phones are relatively inexpensive way of linking with peripatetic staff;
- In secondary schools where flexibility in the work of LSAs is especially important, pagers should be routinely used.
- There is a benefit to keeping project small and maintaining team ethos.

Work of Learning Support Assistant

- It is legitimate and desirable for LSAs to work with a wider group of pupils.
- The team approach to LSA deployment was effective and should be used in future.
- Pay scales for LSAs should be rationalised to a 'common spine' on which all are paid.
- The title of LSA should stress the educational role they play not pejorative term carer.
- LSA Training should stress educational rather than care role.
- Continuing Professional Development.

- One of the differences between inclusion and integration lies in staff preparation for the process. There should be preparatory practice and training backed by reading.
- There should be ongoing training for mainstream staff on the practicalities of making inclusion work.

'Purchaser Provider' Relationship

- The purchaser the LEA must make sufficient funds available from segregative services to make the above inclusive service feasible.
- Contractual arrangements to be secure from the outset of the project.

The Curriculum

- Non-contact time for frequent joint planning between class/subject teacher and inclusion co-ordinators;
- There should be a minimum of withdrawal from the classroom;
- Group work and student partnering must be well thought out and structured to be beneficial;
- Teachers and LSAs to use a system to structure co-operative working such as 'room management';
- LSAs can provide on the spot differentiation;
- Imaginative use of IT to facilitate inclusion;
- Unified policies on marking and amanuenses should be established and used widely;
- Additional therapeutic activities such as horse riding should not necessarily transfer to mainstream;

Social

- Families should be able to choose a well-supported place at their neighbourhood school as opposed to resourced schools;
- When child is transferring from special to mainstream regular pre-visits to mainstream are important;
- Informal contact that comes over lunch can be usefully encouraged;
- Staff supporting pupils should seek opportunities to leave pupils alone with their peers;
- Routine aspects of classroom practice should be examined to make child feel more at home i.e. position of name on the register;

- Some evidence that some pupils would benefit from simple social skills training;
- Inclusive culture communicates from staff to pupils so it is important to have well-understood and unequivocal equal opportunities and diversity policies.

General

- There is strong support from schools for inclusion co-ordinators to have a 'hands on' role in the classroom.
- Parents of children being included should be encouraged to have direct contact with host school not inclusion team.

In conclusion the authors state, "with vision and careful planning special schools can successfully change their work in such a way to enable their mainstream partners to include children even with serious disabilities. One of our clearest findings has been that while many mainstream staff were highly sceptical about the inclusion project before it started, they had changed their views entirely after several months of seeing it in practice and were fulsome in their support of inclusion".

(*Thomas, G, Walker, D, and Webb, J. (1998), 'The Making of the Inclusive School', Routledge, London)

40.   COUNT ME IN

Count Me In was made in six primary and six secondary schools in England and Wales, which had and were developing inclusive practice. They were made for Channel 4 by Arcadian producer /director Sally Wells and Richard Rieser was associate producer.

The films, 2 x 30 minutes – The Big Picture and Teachers – were jointly funded by the DfEE and Channel 4. The films are aimed a mainstream teachers and others with an interested in inclusion. By talking to teachers, pupils, parents and educationalists about their experience of inclusion and filming in schools where it is happening, they develop the understanding of the audience that inclusion is happening in many schools and that it is nothing out of the ordinary. Inclusion is seen to be more than addressing barriers in teaching and learning, the physical environment, or developing sensory or communication support. Inclusion is seen to be about addressing existing attitudes and prejudices and to be an opportunity to restructure teaching and learning so all children can participate in the full life of the school and learn. The importance of developing emotional intelligence is also highlighted in effective ways of including children with challenging behaviour and those who are isolated or vulnerable to exclusionary pressures. A number of the most common concerns teachers raised are answered with examples of good practice from the schools we visited.

Rawthorpe High School, Huddersfield

Rawthorpe High School is a small secondary school with just under 500 pupils and about 60 have statements of SEN. Thirty of these pupils were labelled as having learning difficulties. Kirklees LEA and Barnardos ran an inclusion project at the school to include pupils with learning difficulties as very few pupils with learning difficulties were successfully transferring from primary to secondary schools. Debbie Rolls head of inclusion says: "At first it was more integration because it was conditional upon the Learning Support Assistant being there for a particular child. We've now moved to a model where the support is there, to support the curriculum (LSAs are attached to different subject areas). Children are able to access learning through the support being in place. In our last OFSTED inspection (2 years ago) this was seen as a real strength and the LSAs were praised for the way they were able to differentiate work and meet the needs of a large variety of pupils in the classroom. Standards at the school have gone risen since the inclusion project. The number of pupils gaining 5 A*-G grades has reached 95% with all Year 11 pupils on the project getting 6 GCSE's. The feeling across the school is that the presence of more support has been beneficial to all children in the school.

Lister Community School in Newham

Lister is a secondary school which is resourced for deaf students. The school has groups of deaf pupils in one class in each of Years 7, 8 and 9. There are sign interpreters in every one of these class lessons. The school also employs deaf adults as sign language instructors do develop the deaf students' Sign Language. All pupils get some basic Sign Language in modern languages and there are clubs at lunch-time and after school for hearing pupils to learn Sign Language. Jill Kirk, the teacher for the Deaf at the school, says: "It is really important we don't ignore the whole thing around deaf culture and the deaf community. Here deaf pupils are getting the benefit of being together as sign language users and at the same time they feel a home in the hearing world."

Brookside School, Stockport

Stockport decided to move towards inclusion and has additionally resourced a number of primary schools to meet the needs of pupils with 'severe and profound learning difficulties'. The building was adapted for physical access and additional teaching and support staff were appointed. The school currently has seven such pupils in five different classes. The children remain in their peer groups as they move up the school with their friends. The pupils are an essential part of making the inclusion work by supporting and accepting the disabled pupils as equals. Again achievement in the school has gone up and the pupils with learning difficulties are achieving things they would never have done in the old school for severe learning difficulties.

Hogarth Primary School, Nottingham

The school welcomes all pupils from its diverse inner city catchment. Through individual programmes of work, counselling, additional support and circles of friends a wide diversity of pupils are included. School policy states:

" We will, through carefully planned programmes of work, help each child realise his or her true potential within an environment which nurtures spiritual, moral, emotional, intellectual, aesthetic, cultural and physical growth.

"We will educate and develop all our pupils whatever their sex, colour, origin, religion, social status, ability or disability through equality of opportunity.

"We will encourage, through the learning opportunities provided, the development of skills and attitudes to enable each individual to contribute to society in a positive way.

"At all times we shall seek to foster a partnership with parents, carers and the local community.

"We will encourage everyone within our school community to treat each other with respect and good manners and show concern for the environment."

Aaron, who has a learning difficulty and autism, is shown with his circle of friends. It was clear he had made significant progress in taking part in class activities and playing with other children due to the school ethos.

'Count Me In' - £10 plus £1.50 postage from Disability Equality in Education, Unit GL, Leroy House, 436 Essex Road, London N1 3QP.

SECTION E: BEHAVIOUR

41. CHALLENGING BEHAVIOUR

DfEE Research on Emotional & Behavioural Difficulties in Mainstream Schools by University of Birmingham

Found Successful Inclusive practice of pupils with EDB was supported by:

An emphasis on values. Five common features were found underlying good practice.

- Leadership – Head teacher and senior management teams who provided effective leadership.
- Especially in Values
- Ethos & Aspirations for the school

Sharing Values – A core of staff who work together to promote values of the school. Working with all pupils in ensuring these aspirations are realised in practice.

Behaviour Policy & Practice – A consistent and well-monitored behaviour policy where approaches taken with EDB pupils are an extension of the behaviour policy for all pupils.

Understanding EDB – Key members of staff understand the nature of EDB and distinguish it from sporadic misbehaviour.

Teaching Skills and the Curriculum – Effective teaching skills for pupils with EDB are the same as those for all pupils, including learning from one's actions and teaching an appropriately challenging curriculum.

In good practice schools, behaviour policies are periodically reviewed and revised by the majority of staff (DfEE Research report 90).

42. THE WAY FORWARD TO INCLUSION FOR CHILDREN WITH BEHAVIOURAL DIFFICULTIES

An Inclusive school must have an inclusive approach to challenging behaviour. Far too many schools see exclusion, either permanent or fixed term, as the answer. In reality, in all but a tiny number of cases, where the young person is a danger to themselves or others, this is and admission of failure. Schools have to develop systems that will prevent the need for exclusions. Educationalists need to see challenging behaviour in a wider context. The statement below puts the rise in challenging behaviour in this context of developing a 'Social Model' of Behaviour.

"The Alliance for Inclusive Education is of the view that the increasing poverty, long term unemployment, longer working weeks, greater individualism & commercialisation of life have all helped cause the increase in disruption and disaffection of young people. This has been exacerbated in education by the introduction of market forces over the last 14 years and annual cutbacks over the 20 years until 2 years ago. These have led to resources once available to schools to enable them to support the whole child such as Education Welfare, Support Teachers, Individual Tuition, Child Guidance and Counselling being drastically reduced or withdrawn. At the same time we have experienced an unprecedented growth in class sizes only reducing in the last two years in primary schools. The meagre resources available have been redirected to achieving "results" of a very narrow kind- SATs and GCSE grades A*-C.

"The Alliance recognises that a disruptive child is nearly always a hurt child and that a disaffected, withdrawn child, who seldom turns up at school is also a hurt child. There are parents who do not have the economic, social and emotional resources or support to carry out their parenting role. Furthermore, violent children have often experienced violence, abuse, or neglect in their lives. There are a growing number of young people who once excluded are being denied their right to education. PRUs are a form of segregated provision. Nor does their referral to a special school for emotional and behavioural difficulty necessarily resolve matters. The outcome is often unsatisfactory with many young people leaving with no qualifications, a label which devalues them, a circle of friends who feel as hopeless as each other, a loss of confidence and self-esteem and often a rejection of society's values as they feel they have been rejected by society. The result is more juvenile crime, unsociable behaviour and disaffection.

"The Alliance is committed to inclusive education. This means developing teaching and learning strategies in all mainstream schools that meet a wide diversity of needs, creating school communities where all children are valued and systematically transferring resources to mainstream schools to support a widening variety of need including those children exhibiting disruptive and disaffected behaviour. This does not mean all children stay in their class all the time, but it does mean their place is guaranteed on the school roll. It means involving the pupils in developmental discipline through circle time, circles of friends, pupils councils and giving pupils responsibility for their behaviour and effective support from adults when they fail. It also requires a recognition from teachers that their behaviour towards pupils is an important factor. The evidence from LEAs with an inclusive education policy such as Newham is of a decreasing exclusion rate and increased achievement for the whole cohort. Where there is a behaviour support team working on whole school behaviour policy such as in Merton the exclusion rate is down and they have closed their Pupil Referral Unit."

This means schools have to:

- Develop a shared whole school set of values and policies about valuing difference.
- Involve pupils in developing clear rules.
- Have a developmental discipline policy
- Have an effective anti-bullying policies.
- Good quality teaching and learning for all.
- An appropriately challenging curriculum.
- Each school to have teachers able to identify and work with EDB children.
- All teachers to have training on dealing with challenging behaviour.
- Develop strong links with parents and the community.
- On-site support outside classroom.
- Zero permanent exclusions policy.
- Link with a surrounding family of schools to provide support.
- Use techniques of peer mediation, circle time, circles of friends, buddy systems and collaborative learning.
- To have on-site counselling.

LEAs to:

- To have an effective and responsive behaviour support plan reviewed annually with schools.
- To have behaviour support teams of experienced support and advisory teachers.
- To work with initiatives such as Sure Start to develop parenting skills.
- To plan to close EDB schools and develop support teams and / or on-site provision.
- To develop anti-racist policies to challenge the institutional racism within the school system that leads to a disproportionate number of Afro-Caribbean boys being excluded.
- To encourage the development of inclusive education.

43. MACPHERSON REPORT ON THE MURDER OF STEPHEN LAWRENCE, FEBRUARY 1999

"67 That consideration be given to amendment of the national Curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society.

68 Local Education Authorities and school governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include: that schools record all racist incidents; that all reported incidents are reported to the pupils' parents/ guardians, school governors and LEAs, that the number of racist incidents be published annually on a school-by-school basis; and that the self-defined ethnic identity of excluded pupils be published annually on a school-by-school basis.

That OFSTED inspections include examination of the implementation of such strategies."

44. INCLUSION AND THE RACE RELATIONS AMENDMENT ACT 2001

All schools and LEAs, as public authorities, have a duty to promote race equality, to have plans in place by 31 May 2002 to meet their requirements under the Race Relations amendment Act 2001. This effectively means schools have to take a lead in promoting equality of opportunity and good race relations, and preventing unlawful discrimination. With exclusion rates of between 4 and 6 times the average for Black pupils of Afro-Caribbean decent, reducing exclusion and improving achievement will have to be a major priority for many schools.

There are further specific duties on schools to prepare and publish a race equality scheme. These are:-

- Assess whether their functions and policies are relevant to race equality;
- Monitor their policies to see how they effect race equality;
- Assess and consult on policies they are proposing to introduce;
- Publish the results of their consultations, monitoring and assessments;
- Make sure that the public have access to the information and services they provide;

- Train their staff for the new duties.

In addition there are specific duties placed on schools

Schools must:-

- Prepare and publish a race equality policy
- Monitor and assess how their policies affect ethnic minority pupils, staff and parents; the emphasis here is on pupil achievement.

The above can be met using existing arrangements and administrative systems.

Promoting race equality will improve services for everyone and create more inclusive schools.

For more information see www.cre.gov.uk/duty

Section G: Resources

45.	Recommended Reading

Resource List for Inclusion

Action for Inclusion by John O'Brien & Marsha Forest with Judith Snow, Jack Pearpoint & David Hasbury. This book provides a clear presentation of the values that underpin full inclusion and outlines a sensible series of actions that can be followed to make full inclusion a reality. Both parents and educators will find R to be an extremely helpful handbook that can guide them in their efforts toward building inclusive schools. ISBN 0-921031-07-6 Published by Inclusion Press. Order from Inclusion Distribution, 29 Heron Drive, Stockport SK12 1QR.

All My Life's a Circle - Using the Tools: Circles, Maps & Path – by Mary A. Falvey, Marsha Forest, Jack Pearpoint & Richard L Rosenberg. Published by Inclusion Press 1993. Order from Inclusion Distribution, 29 Heron Drive, Stockport. SK12 1QR.

Altogether Better by Micheline Mason & Richard Rieser. This is a pack containing a booklet and video which explains clearly why it is important to educate disabled children in mainstream schools. The statutory regulations in the 1993 Education Act require that every school in the UK have a Special Needs policy to deal with the special educational needs of statemented and non-statemented pupils. 'Altogether Better' is perfectly timed to help schools understand the issues and face the challenge of implementing the Code of Practice for Special Needs. Produced by Charity Projects. Available through DEE, £7.50.

Changing Our School: Promoting Positive Behaviour by Highfields Junior School, Plymouth. How the school transformed itself and the behaviour of its pupils through inclusive methods. Available through DEE, £17.

Circles of Friends by Colin Newton and Derek Wilson (1999). The book describes a simple but powerful technique for reintegrating children with behavioural problems into the life of their school and class. Available through DEE, £15.

Developing An Inclusive Education Policy For Your School Published by CSIE. Order from CSIE, Tel: 0117 344 4007. Available from DEE, £6

Disabled People in Britain and Discrimination by Colin Barnes (1991), Hurst, London. General position disabled people. Chapters on education and history very relevant.

Disability Equality In the Classroom - A Human Rights Issue by Richard Rieser & Micheline Mason . A handbook for teachers which complies some of the best thinking of disabled people about our history, our current issues, language, images, and culture. Many ideas, as to how to bring disability into the classroom as an issue of equality. Available through DEE, £12.

Disaffection & Inclusion: Merton's Mainstream Approach to Difficult Behaviour. Giles Barrow, CSIE. Excellent account of how Merton shut PRUs And used the resources released for supporting the development of wholeschool approaches to challenging behaviour. Available through DEE,£7.50

Diversity in Education and **Curricular for Diversity in Education** for the Open University Course 'Learning For All' by Booth T, Swann W, Masterton M and Potts P (1992). Provide a rich variety of readings on the detailed issues of integrating children with all sorts of impairments and needs into mainstream schools. Published in paperback by Routledge, London. Order from your local bookshop.

Dreaming the Dream, Inclusion and Social Justice. Parents for Inclusion, 2001. The voice of Young Disabled People, Disabled Adults, Parents and Allies working together to change Lambeth. Excellent resource. Available from DEE, £5.

Education Equality and Human Rights. Edited by Mike Cole, 2000. Routledge, London. Covers Gender, 'Race', Sexuality, Disability and Social Class. Two chapters from Richard Rieser on History and Inclusion. Available from DEE, £15.

Everyone Belongs - by Ken Jupp. The book systematically examines the effects of special segregated systems and offers practical and positive replacement. It makes the case that all children can and should attend their local mainstream school, irrespective of the degree of disability or special needs they may have. It is a lively, forthright, positive book that is both thought-provoking and easy to read. Published by Souvenir Press - Human Horizons Series ISBN 0-285-65093-9. Order from your local bookshop.

Human Rights and School Change - The Newham Story by Linda Jordan and Chris Goodey. This new CSIE publication provides a detailed account with pictures, diagrams and charts of the de-segregation of the education service in the London Borough of Newham. Written by two of the leading figures in the process, it shows how the authority moved towards closure of most of its separate special schools and units over a 12-year period, 1984-96, while at the same time improving mainstream provision for all pupils. Available from DEE, £6.50.

The Inclusion Papers - Strategies to Make Inclusion Work by Marsha Forest & Jack Pearpoint. The book confronts prejudice, bigotry, social injustice

and apathy within our human services and replaces them with true equal opportunity, a diversity of giftedness and the excitement of being able to facilitate change for the better. Published by Inclusion Press. Order from Inclusion Distribution, 29 Heron Drive, Stockport. SK12 1QR.

Incurably Human. Written and Illustrated by Michelene Mason. Excellent essay on why the development of inclusion is essential drawing on insights of the author as a disabled parent of a disabled child. Available from DEE, £8.

Index for Inclusion. CSIE Excellent Self Review tool for schools to find out how inclusive they are and monitor their progress towards greater inclusion. Available from DEE, £24.50.

Invisible Children. Conference Report Editor: Richard Rieser. How media images stereotype or exclude disabled children within books, TV, films and even toys. A report of a conference organised by the Alliance for Inclusive Education in collaboration with the Save the Children Fund (Publications). Available at DEE. Limited.

Invisible Wall: Niki's Fight for Inclusion, Stewart Brandon, Parents with Attitude. Account of one family's fight against Lancashire LEA for the inclusion of Niki. Available from DEE, £5.

It is our world too : A Report on the Lives of Disabled Children for UN General Assembly September 2001. Gerison Lawson for Disability Awareness in Action. Account of what is happening to disabled children world wide. Excellent resource. Available from DEE, £10.

Learning Supporters and Inclusion: roles, rewards, concerns and challenges Linda Shaw for CSIE Available from DEE, £5

Learning and Inclusion: The Cleves School Experience by Priscilla Anderson**,** David Foulton ,London Written by staff and pupils of the school in Newham, London. An excellent account of school change of teaching and learning for inclusion. Available through DEE, £13.

Let Our Children Be - A Collection of Stories compiled by Pippa Murray & Jill Penman. Our disabled children are often not accepted as the individuals they are. They are often denied human rights. We want all our children to belong in their local communities and to have ordinary lives. Our disabled children are teaching us how to be their allies. This book is a collection of stories about our lives. Available from DEE, £5.

The Making of The Inclusive School by Gary Thomas, David Walker and Julie Webb (1998), Routledge. ISBN 415-15560-6. Excellent summary of research in Part 1 followed by an evaluation of the Somerset Inclusion Project in Part 2.

Pride Against Prejudice by Jenny Morris, London Women's Press 1991. ISBN

0-70434-286-3. Order from your local bookshop.

Starting Small by Bob Blue and Friends, featuring 'Courage' and other songs by young people. Order from Inclusion Distribution, 29 Heron Drive, Stockport, SK12 1QR.

Take up thy Bed and Walk: Death, Disability and Cure in Classic Fiction for Girls. By Lois Keith, Excellent read. Full of useful curriculum material. Available from DEE, £12.

Telling Our Stories: Reflections on Family Life in a disabling world. Edited by Pippa Murray and Jill Penman, Parents with Attitude, Sheffield. 'Neither our upbringing nor the world around us seemed to offer a picture of the ordinary lives we wanted for our families'. This collection lets families with disabled children tell their own stories in this context. Available from DEE, £8.

Videos

The Inclusion Assistant - Video and Report. Young disabled people's views of what support they need when they have high level needs. Excellent resource produced by Alliance for Inclusive Education. Available from DEE, £10.

Count Me In - Video of 6 primary and 6 secondary schools in England and Wales that are developing inclusive practice. Excellent resource. First screened on Channel 4; 55 minutes. Available from DEE, £10.

Inclusion in Newham - Features 3 Newham Schools: Cleves, Lister and Plashett and shows how they are implementing Newham's Inclusion policy. Available from DEE, £10.

Including all Children – 20-minute video made by Parents for Inclusion, giving parents views on why they want inclusion for their disabled children. Available from DEE, £10.

Posters

Planet – Tel: 01926 650165- 7 posters in colour of disabled adults in positive roles; £9 a set.

Jigsaw – Positive Image Posters. Trinity Centre, Wesleyan Row, Clitheroe, BB7 2JY. Tel: 01200 444345. Designed by and featuring Young Disabled People.

Inclusive Children's Books

Race You Franny by Emily Hearn, Women's Press of Canada.

Good Morning Franny by Emily Hearn, Women's Press of Canada

Franny and the Music Girl by Emily Hearn, Women's Press of Canada Adventures of a Wheelchair-using Girl. Ages 3-8.

Come Sit By Me by Margaret Merrifield, Women's Press of Canada. HIV/AIDS. Ages 4-8. (Letterbox Library, Tel: 020 7241 6063).

Letang's New Friend; Trouble for Letang and Julie; Letang and Julie Save the Day - all by Beverley Naido (set of three books). Letang's just arrived from Botswana befriends wheelchair using Julie. 3-8years. Available from DEE. £15 for set of three books.

Mama Zooms by Jane Cowen-Fletcher, Scholastica, London. Early Years Excellent and well illustrated as first reader. Available from DEE, £6.

Boots for a Bridesmaid by Verna Wilkins, Tamarind. Features a disabled parent. Story of Nicky and her wheelchair-using mum. Ages 4-9. Available from DEE, £5.

Are We There Yet? By Verna Wilkins. Amy and Max and wheelchair using Dad on outing. Great illustrations. Ages 3-8. Available from DEE, £5.

Seal Surfer by Michael Foreman. As the seasons change we follow a special relationship between a disabled boy his grandfather and a seal. Available from DEE, £5.

Friends at School by Rochelle Bunnett. Beautifully photographed images capture warmth of an inclusive classroom as children play together. From this book adults can experience inclusion from a child's perspective. Great in early years settings. Available from DEE, £9.

Sachiko Means Happiness by Kimiko Sakai. Sachiko's acceptance of her grandmother's Alzheimers with warm and gentle illustrations. Ages 3-7. Letterbox Library Tel: 020 7241 6063.

Dad and Me in the Morning by Patricia Larkin, Albert Whitman, Illinois. Lovely book of deaf boy and his dad. Signing, lip-reading and squeezing hands as they share a dawn walk. Ages 4-10. Letterbox Library.

Learning Together ABC: A Finger-spelling Alphabet with Signs for Deaf and Hearing Children by Dorothy and Jack Dowling. 18 Blackstock Drive, Sheffield S14 1AG. Tel: 0114 264 2914.

Spot Goes to School by Eric Hill £ 7.99. National Deaf Children's Society Sign Language book. 45 Hereford Road, London W2 5AH.

Blabbermouth Morris Gleitzman. Macmillan Children's Books London 1995. Told in first person Rowena is unable to speak. Both books are honest about impairment and disability without being tragic. 8-13.

Sticky Beak Morris Gleitzman, Macmillain Children's Books, London 1995.

Waterbound by Jane Stemp, Headline Hodder, 1995. Written by a disabled

author. A great read of a time in the future when eugenics has triumphed. Or has it? The discovery of their outcast disabled siblings beneath the city leads to revolution with a good bit of understanding. Excellent. Ages 10-16.

Mustn't Grumble by Lois Keith (1994), Women's Press. Thirty-six disabled women write about their lives. Excellent. Ages 13+. Available from DEE, £7.99.

A Different Life by Lois Keith (1997), Live Wire/Women's Press. An excellent novel about a 15 year-old girl faced with adjusting to not walking and how she learns to be strong. Ages 12+. Available from DEE, £6.

Down All the Days and ***My Left Foot*** by Christy Brown, Pan, ages 13+. (Letterbox Library)

Let's Talk about Sex by R. H. Harris, Walker Books, London (Letterbox Library)

Me and My Electric Edited by Elizabeth Laird, 1998. Eight disabled children work with 8 authors to tell semi-autobiographical short stories. Available from DEE, £5.

Websites

Disability Equality in Education – www.diseed.org.uk

CSIE – http://inclusion.uwe.ac.uk

Alliance for Inclusive Education – ALLFIE@btinternet.com

ENABLE – Network, 40 poor world countries for inclusion – www.eenet.org.uk

DfEE Inclusion Website – http://inclusion.ngfl.gov.uk

Parents for Inclusion – www.parentsforinclusion.org

Network 81 – Network81@tesco.net

Section H: Activities

| 46. Images of Disabled People |

List below examples of negative and positive images of disabled people in the following categories:

CATEGORY	DEFINITELY POSITIVE	NOT SURE	DEFINITELY NEGATIVE
1. Literature you read as a child			
2. Fiction you have read as an adult			
3. On the cinema screen			
4. On your TV screen			
5. In advertising			

47. REPRESENTATION OF DISABLED PEOPLE

Children's Stories

Hansel and Gretel   Peter Pan
Snow White and the Seven Dwarfs   Treasure Island
Rumpelstiltskin   Rapunzel
Heidi   Letang & Julie
Secret Garden   Seal Surfer

Adult Literature

Moby Dick   The Old Curiosity Shop
Gridlock   The Bible
Skallagrigg   "Dr. No" James Bond
Lady Chatterley's Lover   Born on Fourth July
A Christmas Carol   Jane Eyre

Television

Coronation Street   The Unknown Soldier
Ironside   See Hear
Crossroads   From the Edge
Eastenders   Emmerdale Farm

Films

Hunchback of Notre Dame   Children of a Lesser God
Coming Home   Phantom of the Opera
Four Weddings and a Funeral   Batman
Hear No Evil, See No Evil   Dick Tracey
Goldeneye   Wait Until Dark

Adverts

Drink and Drive Campaign 1996/7   MS Campaign
Coca Cola Eat Football, Sleep   Scope
Football   Co-op Bank
Beneton   (See the Person
Nike   Not the Disability)
Virgin Mobile(on bus)   One-2-One (library)

48. DISABILITY DISCRIMINATION IN SCHOOLS – ACTIVITY

For each example, which is based on a real situation, say whether you consider the pupil has been subject to disability discrimination and what reasonable adjustments could be made to include them and what would be good practice.

1. Two boys who used wheelchairs wished to be admitted to an accessible secondary school. The school was built on 7 levels with lift access. Some of the teachers felt it would be unsafe to admit the pupils to the school as the lifts had to be shut down in case of fire. They said the pupils should not be admitted to the school.

    a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

    b) What would a reasonable adjustment be?

    c) What would be Good Practice?

2. A secondary school does not want to take back a pupil who has had meningitis and has developed a significant hearing impairment but has learnt to lip read. They say they cannot be responsible for his safety as he will not hear the fire alarm.

    a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

    b) What would a reasonable adjustment be?

    c) What would be Good Practice?

3. A girl who used a wheelchair, but was not able to weight bear, wanted to come to a secondary mixed school that had been adapted and was additionally resourced for physically disabled pupils. The school said that on grounds of safety to conform with the lifting regulations it could only take pupils who could weight bear. The school refused to admit the girl despite her having 2 Learning Support Assistants (LSA) and a mobile hoist on her statement. The school also argued the hoist would be a hazard to other pupils.

    a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

    b) What would a reasonable adjustment be?

    c) What would be Good Practice?

4. A girl in a primary school uses a wheelchair, but cannot get in and out independently. She wants to get down and be on the carpet with the rest of the children to feel part of the class. Under the lifting procedures the staff are not prepared to lift her in and out of her wheelchair as the hoist is in the medical room/ accessible toilet. The girl's mother comes to school to lift her daughter in and out of the wheelchair, as she thinks it is important her daughter feels part of the class. Being at the school prevents her getting a job.

    a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

    b) What would a reasonable adjustment be?

    c) What would be Good Practice?

5. Staff at a primary school were concerned about admitting a pupil who occasionally

needed to have rectal Valium administered by a pessary. They feared that they might be liable if anything went wrong and that they might be in breach of child protection procedures.

a) Do you consider this Disability Discrimination? Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

6. A child with diabetes, who was only diagnosed at age 8, has to test her blood sugar level and then inject insulin on a regular basis. The school do not wish to take responsibility for this, but are in loco parentis.

a) Do you consider this Disability Discrimination? Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

7. A primary child with severe asthma, leaves her puffer with the school secretary and is able to go and use it when she needs it. The secretary keeps a peak flow meter and monitors the child's breathing on a daily chart. The asthma seems to be worse after literacy and numeracy hours. It transpires that the class are still using a blackboard and the chalk dust is exacerbating the child's asthma, when sitting near the board.

a) Do you consider this Disability Discrimination? Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

8. Incontinence - A nursery has a policy of not taking children until they are toilet trained. The parents of a child, who is incontinent because of an impairing condition, seek admission but are turned away.

a) Do you consider this Disability Discrimination? Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

9. A year ten secondary pupil has severe dyslexia, but the school has found him to be very able at Art and Drama, in particular. Arrangements are made for the mock GCSE's that he should have a teacher to act as an amanuensis from the schools learning support staff. They read him the questions and write down his answers. The school consider it reasonable to provide him with an amanuensis from their own resources. He has to do his exams in a separate room as his support could effect other students and he is also granted extra time. He does well and the Exam Board is approached by the school for similar arrangements to apply. The Exam Board which the school use are not helpful.

a) Do you consider this Disability Discrimination? Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

10. A student in Year 9 of a girls secondary school has significant learning difficulties. The school is provided by the LEA with the resources to employ a full time Learning Support Assistant. The girl is isolated from her peers and the LSA is left to adapt the work for her in each subject lesson. Her parents complain that she is getting less favourable treatment than her peers, who are getting the benefit of the subject teachers' experience and are not isolated. The schools attention is drawn to the requirements of Curriculum 2000 and in particular that all teachers need to have regard to The General Inclusion Statement in planning and teaching.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

11. A mixed secondary school is additionally resourced to take 30 pupils with learning difficulties. In the first years the school uses an individual support model with LSAs supporting individual pupils across all their subjects. It is observed by OFSTED that the pupils with learning difficulties are not accessing the various subjects effectively and are therefore getting less favourable treatment.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

12. A Severe Learning Difficulty School catering for pupils from 3 to 19 has developed an outreach programme for pupils in the primary years. This has been very effective with a few pupils transferring to a primary school full time. Many others had benefited socially and academically. However, the outreach programme to the local Secondary Schools has failed and secondary age pupils no longer take part. The reasons given were bullying from peers and lack of co-operation from the teachers in the mainstream. A number of secondary age pupils at the SLD school complain that it is not fair that they can't go to the Secondary school any more.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

13. A child with a weak heart following glandular fever attends a secondary school. He is often breathless and it is assumed by the PE Department he is excused from PE. Following a Year 8 parent's meeting the parents complain their son is being discriminated against. The PE department are adamant that it would be a risk to the child and others if he participated and would also affect the high standards of sport achieved by the school. The parents argue that at the Youth Club, their son does table tennis and that they take him swimming. The father is an instructor in Japanese Marshall Arts and suggests a

focus on physical control which can be carried out at your own pace. The school argues that it cannot change its whole PE Curriculum for one pupil.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

14. A secondary school, which a number of physically disabled pupils attend, do not allow any wheelchair users to go on the Year 9 French trip. This has been the case ever since an LSA developed a permanent back injury after lifting a boy, who used a wheelchair, all the way up the front steps of Notre Dame, so he could be included in the trip.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

15. A primary school holds an annual trip for the Year 6 pupils to an outdoor pursuits centre. They have a regular booking. Year 6 this year includes a girl who uses a wheelchair. Some months before the trip the class teacher approaches the girl's mother and tells her the accommodation is inaccessible. The best that can be arranged is that she will have to come and visit for a day.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

16. Some pupils from a moderate learning difficulty school are selected to go to the theatre. When a parent queries why her son has not been allowed to go the school says it is not suitable and that he would not understand the play. The parent responds that her son goes to the theatre a lot with her and loves drama. It transpires that the decision to exclude him had been taken because he sometimes makes noises and that the Theatre had asked that no pupils who would disrupt the performance should come on the trip.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

17. A secondary pupil with Aspergers Syndrome has behaved inappropriately in a lesson several times and been told as a punishment he will not be allowed to go on the class outing to Alton Towers. The pupils Learning Support Assistant complains to the headteacher that this is unreasonable, as his behaviour is a consequence of his impairment and that the outing is part of the class curriculum.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

18. A Year 8 pupil who uses a wheelchair is keen to be auditioned for the school play. She has been in a number of drama productions out of school. The Head of English producing the play does not want her in the play as it will lower standards and 'it will make the production look less professional' she confides to a colleague, the child's Form Tutor. However, she tells the child the reason is that there is no lift up to the stage. The colleague complains to the headteacher about this as disability discrimination. The headteacher backs his Head of English and warns the colleague to keep out of it.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

19. A pupil in Yr. 9 has been permanently excluded twice from other schools for disrupting lessons. Since then he has spent six months at a Pupil Referral Unit. Here it was identified that he was having clinical depression for which he is now on a drug regime and receiving counselling. He now wants to get back to a mainstream secondary school so he can do his GCSEs. The school when approached drags its feet not wishing to admit him saying he will affect the learning of other pupils and affect standards at the school.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

20. A Year 2 pupil is identified as having ADHD and is on Ritalin, but was permanently excluded from his last school. The primary school does not want to take him at first. The LEA points out that there are a number of pupils in mainstream primary schools with his condition who with a well structured Individual Education Plan are progressing well, provided the schools makes allowances for the behaviour that arises from their condition. The Governors refuse to admit the pupil.

a) Do you consider this Disability Discrimination?   Yes / No / Not Sure

b) What would a reasonable adjustment be?

c) What would be Good Practice?

49. IDENTIFYING BARRIERS IN SCHOOLS

What barriers do your schools pose for pupils who:

    (1)   Are Blind or have a visual impairment

    (2)   Are Deaf or have a hearing impairment

    (3)   Have a mobility impairment and/or use a wheelchair

    (4)   Have a significant Learning Difficulty

    (5)   Have been labelled as EBD, and

    (6)   Have hidden impairments?

Consider the following areas:

Physical Barriers – Lack of access:

In the building environment...

In communication...

In equipment...

Barriers in people's attitudes:

Staff...

Pupils...

Parents...

Other professionals...

Governors...

Barriers in organisations:

Curriculum   a) Content

                 b) Diversity

Employment of staff

Whole-school Policies e.g. behaviour, bullying, equal opportunities

Testing

Barriers created by disabled people's resulting low self-esteem and poor self-image

51. SEGREGATION, INTEGRATION, INCLUSION (10 STATEMENTS)

51. A deaf girl who is a BSL user attends her local primary school. Her LSA has learned BSL to Level 1. A teacher of the deaf who can sign visits about once a fortnight and she mainly relies on lip reading but misses a good bit of lessons.

51. A blind child is part of the class at a local secondary school. All staff have had disability equality training. The girl uses a Brailing machine to work on. This interfaces with all her teachers Personal Computers & translates to standard English and back to Braille. Each week the SENCO makes sure any maps or diagrams or readings needed the following week are available in an accessible format. The girl has a circle of friends and is in the school swimming team.

51. A child with diabetes was made fun of for being a 'junky' at her mainstream primary school. She was always getting into fights and arguments with the other children so she was expelled and labelled as EBD (Emotional and Behavioural Difficulty) and because she had made little progress on learning was labelled as MLD (Moderate Learning Difficulty) and was sent to an MLD school. Here the same name calling occurred and her behaviour got worse. Eventually she was sent to a residential EBD school. Here she made some progress as the staff stopped bullying. The EBD school was closed by the Council and the girl had nowhere to go.

51. A boy who uses a wheelchair attends his local secondary school and is in Year 10. He has not been allowed to do Design and Technology GCSE, which he wanted to do as he wants to be an architect. The D&T teacher has decided that because of weakness in his arms and the lack of adjustable height work benches & machines that it will not be safe.

5. A girl with a learning difficulty attends her local primary school. The girl has her own circle of friends at the school. Her lessons are planned each week by her LSA and teacher and if you visit her class you may well find the LSA directing the class while the teacher works with a group including the girl on an activity. Another time she is working with her peer tutor & at other times she takes part in whole class discussion. Nobody laughs when she confuses two words in her answer.

51. A child who has a visual impairment has his lessons at a unit attached to a mainstream school because this is where the teacher of visually impaired is based, and the mainstream teachers don't know how to read Braille.

51. A child has specific learning difficulties or dyslexia. He has been in mainstream but not made progress. The LEA want him to remain in the school but with a statement, support & access to a specialist teacher. The parents want him sent to a private boarding school that specialises in dyslexia. They win the Tribunal & he goes off to the boarding school. He makes progress with the small classes & specialist support, but in holidays has difficulty making friends locally.

51. The school is organised so that each child is responsible for their own learning through a diary. Each week the 120 children in the base area have to do reading, writing, maths, science and the project they are currently working on. There are 13 adults – teachers and LSAs working with the children. 10 have a label of Severe Learning Difficulty but they work with the others on their targets as well as taking part in group and class activities.

51. A boy with a learning difficulty and difficult behaviour has a full time Learning Support Assistant in his mainstream primary classroom. The teacher expects the LSA to adapt the lesson to meet the needs of the boy and checks his work every week.

10. A child with haemophilia is attending a mainstream secondary school. He does not do PE, Dance, Drama or Swimming because of the fears that his parents have that he may have a bleed. During these times he goes to the Learning Support Department where he gets help with his homework. He does not have a learning difficulty.

51. EXERCISE TO EXPLORE PARENTS OPPRESSION-TARGET GROUP PROFESSIONALS AND OTHER ALLIES.

Ask those who are parents or in parenting role to identify themselves.

Remind everyone that we are all ex-children, even if we are not currently parents. Set up the group to have an opportunity to explore the effects of parent oppression on themselves. In pairs or small groups for 10 minutes:

Questions

- Were your parents on your side when you were a child?

- What did they do? Why?

- What would you have liked them to have done? What stopped them?

Feedback

- Summarise each point. E.g. "My parents had no backing or support", "They always asked me first" ,"They were afraid to make waves"

- Bring together the issues in the overheads 'Parents Oppression' and 'What parent **should** mean'.

Learning objectives

1. Remembering one's own perspective as a child reminds how vital it is to understand that perspective.

2. Parents' intentions are constrained by the sense of powerlessness that the oppression feeds.

3. A disabled child has exactly the same need for a parent to be on their side as any other. An Ally.

4. To be an ally to a disabled child parents need the support and information of disabled adults to break out of the oppression that threatens their relationship with their child.

5. A professional can be an ally by bringing in DET –

   the voice of the disabled child –

   into his or her own planning.

6. A professional can understand why some parents

   find it impossible to believe that practice

   and attitudes in mainstream will change to allow

   inclusive practice.

MEDICAL MODE ASSESSMENTS

What can't he do?
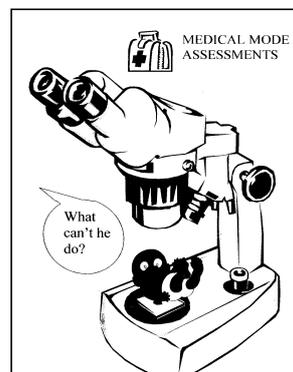
52. DEVELOPING AN INCLUSIVE CLASSROOM

Brainstorm what are the barriers that prevent us meeting the needs of all pupils in our classrooms?

What are the barriers that prevent us meeting the needs of all pupils beyond the classroom?
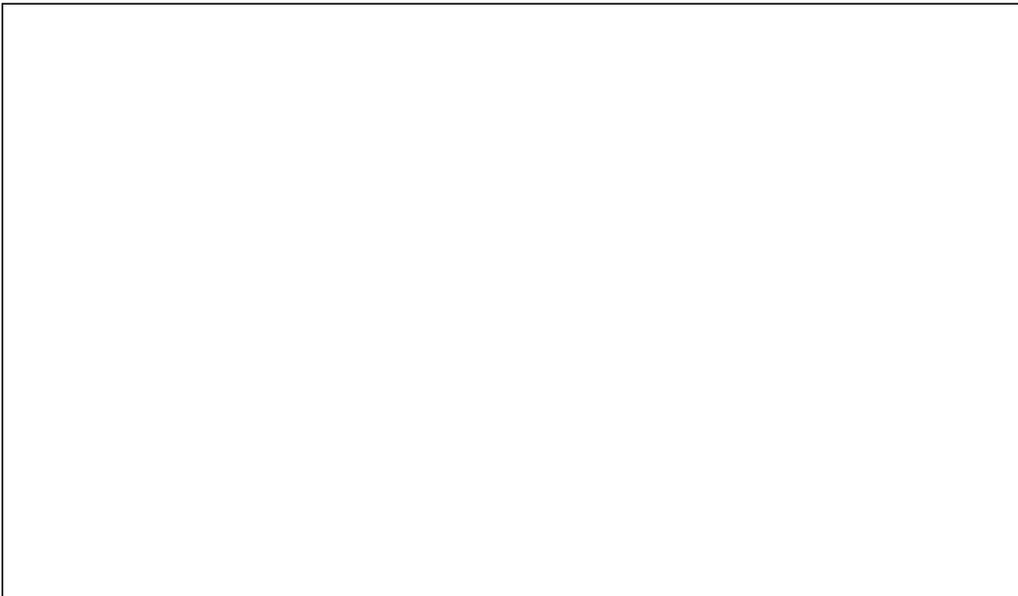
53. CIRCLES OF FRIENDS
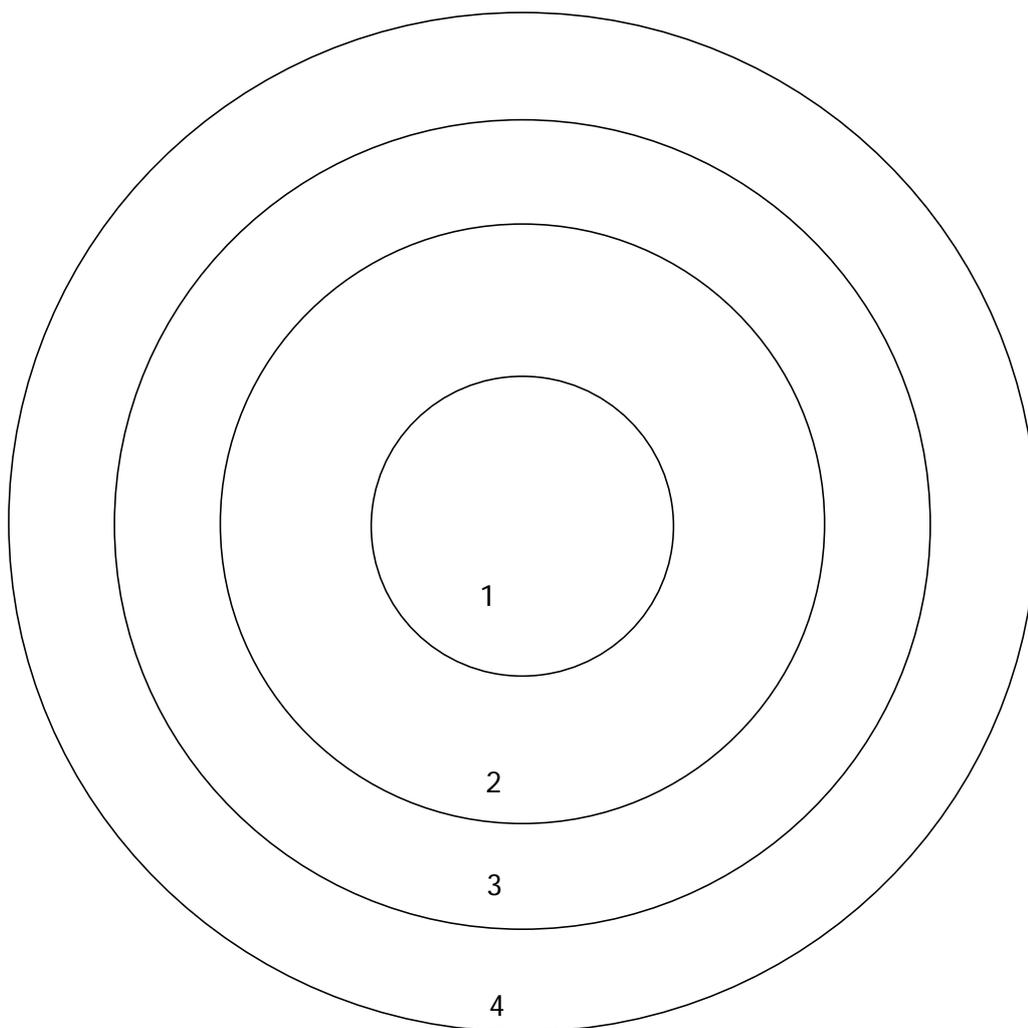
1 Circle of Anchors or Intimacy

2 Circle of Friends

3 Circle of Participation or Associates

4 Circle of Exchange

54. WORD POWER

The issue of language, disablement and disabled people is important. Much of the language we use is crystallised in past ideas and attitude towards disabled people.

Look at the following word and phrases and indicate whether they imply a positive, negative or neutral image.

Wheelchair-bound	positive / neutral / negative
The disabled	positive / neutral / negative
People with disabilities	positive / neutral / negative
Disabled person	positive / neutral / negative
Deaf People	positive / neutral / negative
Crippled	positive / neutral / negative
Invalid	positive / neutral / negative
Person with cerebral palsy	positive / neutral / negative
Spastic	positive / neutral/ negative
People with learning difficulties	positive / neutral / negative
Mentally handicapped	positive / neutral / negative
Handicapped	positive / neutral / negative
The blind	positive / neutral / negative
Blind people	positive / neutral / negative
Mongoloid	positive / neutral / negative
Person with Downs Syndrome	positive / neutral / negative
Mental	positive / neutral / negative
Mentally distressed	positive / neutral / negative

55.	WORKING WITH CHILDREN WHO HAVE EMOTIONAL & BEHAVIOURAL DIFFICULTIES

Discuss the following with your partner. Take turns to listen to each other carefully. Do not interrupt each other or offer each other advice. This task is designed to help you think about your reactions to individual children with Emotional & Behavioural Difficulties, and to help you develop your own strategies for dealing with particular individuals and particular situations.
(work in pairs)

1. When you were a child what did you learn about bad behaviour?

2. What happened to children who behaved badly?

3. How did you feel when you saw other children behaving badly?

4. How did you feel when you saw other children being punished or humiliated by adults?

5. How did you feel when you saw other children being treated unfairly?

6. How did you feel when you saw other children being sad?

7. Did you ever behave badly yourself?

8. How did you feel about the way you were treated when/if you behaved badly?

Now think about your present situation with regard to children with EBD.

1. What children do you know that behave in a way that annoys/distresses you at the moment?

2. Describe one child that annoys you – include all your negative feelings about the child's behaviour – what particularly drives you mad, frustrates you, makes you want to punch his/her lights out?

3. Tell your partner who that child reminds you of (sister, brother, other child you have met, etc.) and remember how that person made you feel at the time.

4. Try to list the differences between that old situation and the present one, include differences between the person you are reminded of and the child you deal with on an everyday basis.

5. Talk about anything you like about the child. Remember there is always something likeable about every child. Say what you know about the child as a person (not his/her behaviour, rather what kind of person she is, what

she/he likes, what makes him/her tick).

6. Now think about the strategies you use to control the child's behaviour at the moment. What are they? Do they work? If so, is this for the long term or short term? What works best long term?

7. What could be different about the way you currently interact with the child that would bring about a more positive outcome?

8. Say one thing that you are going to do to improve your personal relationship with the child within the next week.

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56. DISABILITY DISCRIMINATION IN SCHOOLS - RESPONSES

These responses are only indicators of the way the law may be interpreted.

1. **Yes - Reasonable Adjustment** The fire officer was asked to visit and agreed it was safe for the boys to be admitted to the school as there were several fire doors on each floor and in the event of a fire the boys would withdraw to these areas and wait for the fire brigade to get them. The school office would keep a timetable of which floor the boys were on to provide for the fire brigade in an emergency. On this basis the boys were admitted to the school. This was a reasonable adjustment.

    Good Practice Evac Chairs to be purchased and staff trained on use.

2. **Yes - Reasonable Adjustment** It is agreed he can sit at the front in lessons and all his teachers are informed of the need to alert him to any emergencies. The LEA, under its duties to provide aids, will next term provide a mobile induction loop. A vibrating pager is purchased for the boy to wear which will alert him of the need to evacuate.

    Good Practice The head thinks it reasonable that all staff should have deaf awareness training at the next INSET day. In the next re-wiring of the school it is agreed that flashing lights linked to the fire alarm will be installed in all classrooms. This will be funded by the LEA from Schools Access Initiative.

3. **Yes - Reasonable Adjustment** Eventually after the matter was taken to court, the school admitted the pupil as a good will gesture. The feared problems with lifting did not materialise, as the risk assessment of the two LSAs who had been trained to use the hoist was satisfactory and it was not a hazard to others as it was placed out of the way when not in use.

    Good Practice Wholeschool staff to have Disability Equality Training and develop a school policy on inclusion.

4. **Not Sure - Good Practice** The teacher and LSA could have manual handling training to help the girl in and out of her wheelchair with the girl holding a fitted upright support by the carpet. This could conform to a satisfactory risk assessment.

5. **Yes - Reasonable Adjustment** Volunteers were asked for from the staff for training by a school nurse. The headteacher, deputy and several staff were trained. The procedure to be followed was displayed on a checklist in the medical room and staff were reassured that they were indemnified by the Authority's insurance policy.

6. **Yes - Reasonable Adjustment** The school nurse does a staff meeting

explaining diabetes and that the girl is capable of testing her blood and injecting her insulin and just needs to be reminded and supervised. This procedure is adopted and works well. However, some children at the school find out that she is injecting and start bullying her, calling her 'junky'. She is getting less favourable treatment.

Good Practice Following a discussion at a staff meeting it was decided it was reasonable to run an assembly on diabetes and follow it up in each class with discussion to get the children to agree that this bullying is not acceptable to the school community. As this is done well, the bullying soon stops and the children become supportive.

7. **Not Sure - Good Practice** It is decided that it is a reasonable adjustment to replace the blackboard with a white board and non-toxic pens.

8. **Yes - Reasonable Adjustment** The nursery had to change their policy, otherwise it would be seen as less favourable treatment. It was argued that staff cleaned children up if they had a 'accident' when going to the toilet and so it was not unreasonable to change the disabled child on a regular basis. The cost of a supply of nappies and changing equipment was not excessive.

Good Practice Staff were won over to changing the child as an equal opportunities issue, on the basis that if they did not the child would be not able to attend the nursery.

9. **Yes - Reasonable Adjustment** The school puts pressure on the exam board and QCA to change practice. Exam Boards are not covered by DDA, but much can be achieved by pressure and school developing inclusive approaches.

10. **Not Sure - Reasonable Adjustment** The school considers this reasonable and holds a staff meeting on this. The head agrees to release subject teachers of the pupil once a term during Year 9 Games (when the pupil does not need LSA support) so they can meet with the LSA and plan and monitor progress. Teachers also take responsibility for differentiating the work for the particular pupil, as it is the Qualifications and Curriculum Authority requirement.

Good Practice The Form Tutor works with the class on friendships and asks for volunteers to set up a 'circle of support' to overcome the isolation of the pupil. An LEA Educational Psychologist helps set this up and facilitates the circle meeting during PHSE every fortnight. Big changes are reported in motivation and achievement in the terms that follow.

11. **Not Sure - Good Practice** The following year after staff consultation, the LSAs are allocated to different subject departments and the LEA

extends the LSAs contractual hours by 2 hours a week so they can attend departmental and staff meetings. Now as pupils move around the school to different subjects there are different LSAs in the classes who know what is to be learned and how, as they have been part of the planning. Each LSA has a number of focus pupils in each class, but they can also support other pupils. In the years that follow this change, pupils with learning difficulties make more progress and achieve significantly more and achievement generally rises.

12. **Not Sure - Reasonable Adjustment** The teachers at the SLD school are told by the LEA that this could be considered less favourable treatment under the DDA. The LEA holds a meeting of staff at the SLD school with representatives of the Senior Management of several local secondary schools. The secondary schools argue that the teacher time required was affecting the interests of other pupils and could affect standards at their schools. It is resolved to start up the outreach programme again in selected curriculum area:- Art, Drama, Technology and Sport.

    Good Practice To facilitate outreach running more smoothly, the Secondary schools will hold disability equality training sessions for all staff, hold assemblies and follow this up in PHSE on equality and rights. The LEA allocates some time of an advisory teacher for inclusion to work with the subject teachers on more inclusive styles of teaching and learning.

13. **Yes - Reasonable Adjustment** Eventually a compromise is reached with a group in Year 8 going swimming during PE. Good Practice an after school club is started in which the father is hired as an instructor.

14. **Yes - Reasonable Adjustment** It is suggested by the French Advisor that this is less favourable treatment and that they need to re-examine the policy.

    Good Practice The French Department decides to go on a weekend trip to France to plan an accessible trip for Year 9's that does not require lifting. The school considers it reasonable to pay the teacher's expenses. The next trip was more successful than previous ones as all pupils benefited from the extra planning that went into it.

15. **Yes -** The mother contacts the LEA with a complaint about less favourable treatment. She argues that the school should have anticipated the need for an accessible venue, as her daughter has been at the school for some years. The PE Advisor provides the school with a list of accessible Outdoor Pursuits Centres. SENDIST may order school to re-run trip.

    Good Practice Luckily one has had a cancellation and the school is able to take up the booking. The original outdoor pursuits centre wants the school to pay a large cancellation fee. Under the advice of the LEA the

school files a complaint under Part III of the DDA that the Centre had made no attempt to conform with legal requirements. In exchange for the school dropping the case the Centre withdrew its demand for a cancellation fee.

16. **Yes -** The mother complains to the LEA about less favourable treatment. The LEA lawyer writes to the Theatre that they are in breach of Part III of the DDA. The case is settled when the Theatre backs down and the boy is allowed to go on the trip. Good Practice. The LEA issues a circular to all schools reminding them of their duties under the DDA and also the duties of providers of goods and services.

17. **Yes - Reasonable Adjustment** The headteacher decides to over-rule the teacher and let the boy on the trip and allocates an extra member of staff. On this basis the teacher is willing to accept the boy on the trip.

    Good Practice He also decides to aid the boy's inclusion to implement a time out system when the pupil can come to his office when things are getting too difficult in the class.

18. **Yes - Less Favourable Treatment** Not deterred, the Form Tutor writes to the Chair of Governors complaining about the discrimination. The Chair seeks advice from the LEA and is told to investigate and seek further advice. Reasonable Adjustment On the basis of the advice, the Chair instructs the Headteacher to cast the pupil in the play and to rearrange the seating so the play can be performed in 'the round' on the school hall floor, as this is reasonable. The Chair warns the head and asks them to give the Head of English a warning for Disability Discrimination and instructs them not to victimise the Form Tutor. Good Practice. The Chair also asks the Head to arrange disability equality training for all staff.

19. **Not Sure -** After the intervention of the Borough Admissions Officer who points out that he is disabled under the DDA and that his work since his condition was diagnosed has much improved and is of high quality, it is agreed to put him on the roll of the school and to monitor closely his behaviour. It is also agreed as good practice that the school will provide him with a mentor who he will see every day.

20. **Not Sure** - The case goes to SENDIST who order the school to admit the pupil and the LEA to provide 15 hours a week Learning Support Assistant. The pupil's inclusion is now working well.

| 57.   INCLUSIVE SOLUTIONS – ACTION PLANNING |

In groups, discuss the barriers and identify the things that should change to make inclusion happen.

| **A.   In the short term (over the next term).** |
| |
| |
| |
| |
| |

| **B.   In the medium term (over the next 6 to 18 months)** |
| |
| |
| |
| |
| |

| **C.   In the long term (over the next 3 – 5 years)** |
| |
| |
| |
| |

(Prioritise two in each section and hand in one copy per group.)

SECTION I: DISABILITY EQUALITY IN EDUCATION (DEE)

58. DEE TRAINING FOR INCLUSION: EVALUATION

DISABILITY EQUALITY IN EDUCATION [Reg: Charity No. 1055287]
Unit GL, Leroy House, 436 Essex Road, London N1 3QP
Tel: 020 7359 2855 Fax: 020 7354 3372   E-Mail: r.rieser@btinternet.com

Name of School/Organisation_____

Date of Training: _____

Did the course live up to your expectations? If so, how? If not, why?

What was the most useful part of the course?

What changes or improvements would you have liked in the course?

What would you like included in a future course?

How would you rate this Training overall?

Excellent ▭   Satisfactory ▭

Good   Poor

Please fill in and return form to DEE Trainer or fax / mail to DEE

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