

# The Challenge of Developing Inclusive Education

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Training in  
DET &  
inclusion of  
Teachers &  
other staff-  
over 60,000

To support  
the  
development  
of such  
thinking  
amongst  
disabled  
people,  
educators and  
allies in other  
countries.

Training Disabled  
Equality Trainers to  
Deliver courses-160  
trainers currently.



Empowerment  
training of  
young  
disabled  
people-Free  
Up Your Life

Resource Development-  
For training, to use in  
classrooms & to educate  
about disability equality &  
inclusion - Disabling Imagery;  
Real People Real Lives; All  
Equal All Different, Altogether  
Better; Disability Equality in  
the Classroom.

To act as  
change  
consultants to  
end  
segregation &  
develop  
inclusive  
practice.



All the X-  
Men

(Women)

Mutants  
or  
Disabled  
People

# Daredevil- Blind Superhero



NOW AVAILABLE ON DVD



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# Every Time You look At Me

BBC 2 9.00 14<sup>th</sup> April 2004



# UNESCO SALAMANCA STATEMENT

- 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.
- 1994 Endorsed by 92 countries 20 NGO's supported by world leaders DAKAR 2000.

# What do Disabled People Say

- Education is a human right.
- Inclusion is fundamental to providing education for all.
- We live in a world full of prejudice and negative attitudes that need challenging.
- We are all more human if we develop the capacity of our schools to include all disabled children.
- All means All.





DAIL.

**Over the last 30 years disabled people have begun to  
Disabled People have organised a Movement  
demanding full Civil Rights.**



# Fundamental Thinking 1

Nothing About  
Us

Without Us

# Fundamental Thinking 2

Rights  
Not  
Charity

# Fundamental Thinking 3

On our own we  
are weak.

Together we are  
Strong!



# Fundamental Thinking 4

- We need to build alliances of :-
- Parents
- Education Professionals
- Politicians and Administrators
- Young people
- Such Alliances need to be led by the thinking of Disabled People.

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.”

Margaret Mead  
Anthropologist

# Fundamental Thinking 5

- **Disability is a socially created oppression and is separate from our impairment.**
- **For our impairment we need medication, aids and support and resources.**

**To challenge Disabilism we need changes in society's attitudes and structures.**

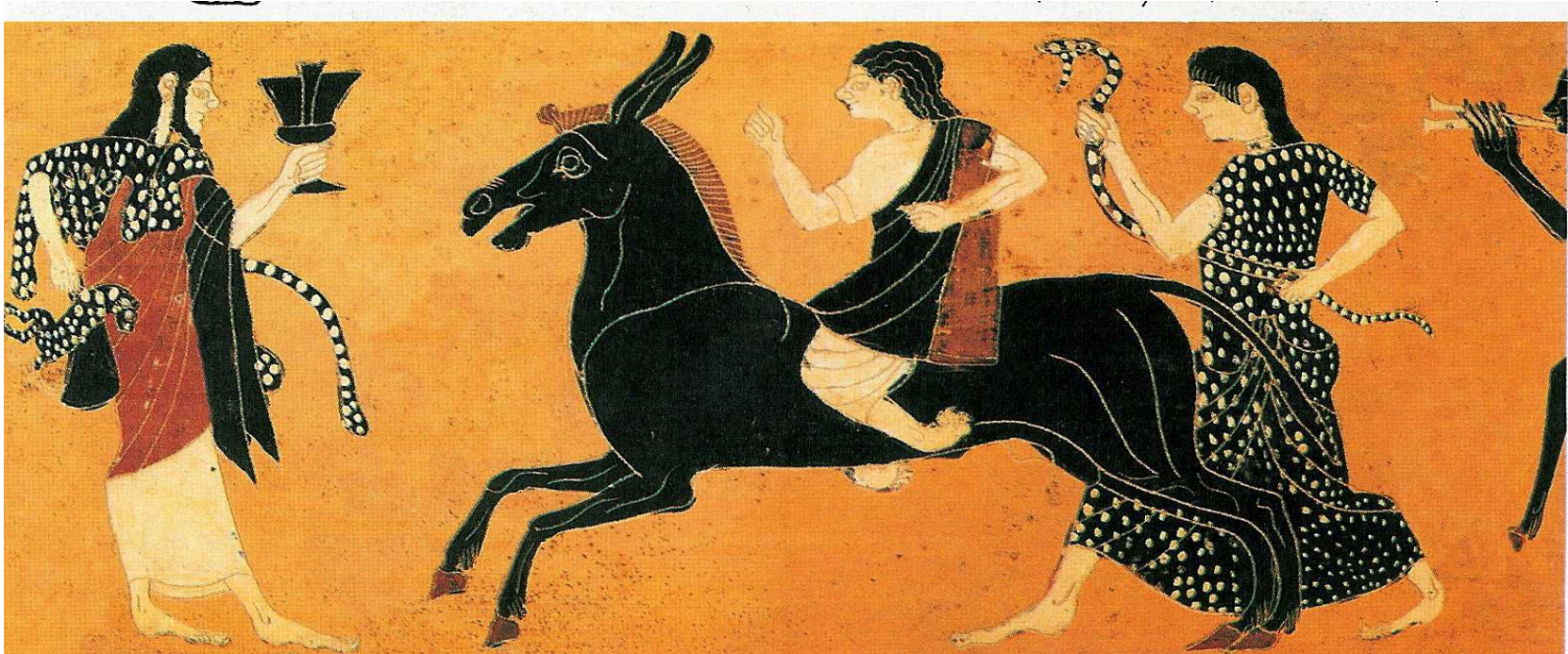


# Traditional Model of Disability

- **For thousands of years peoples lives were ruled by superstition and interpretations of the nature which depended on all powerful deities or Gods.**



- **Hephaestus was a Greek god who lived on Mount Olympus. Son of Zeus and Hera he was the blacksmith. He was disabled. His parents tried to drown him, but he was immortal. He married Aphrodite goddess of love and was a great lover, but the butt of jokes.**





# EUGENICIST THINKING

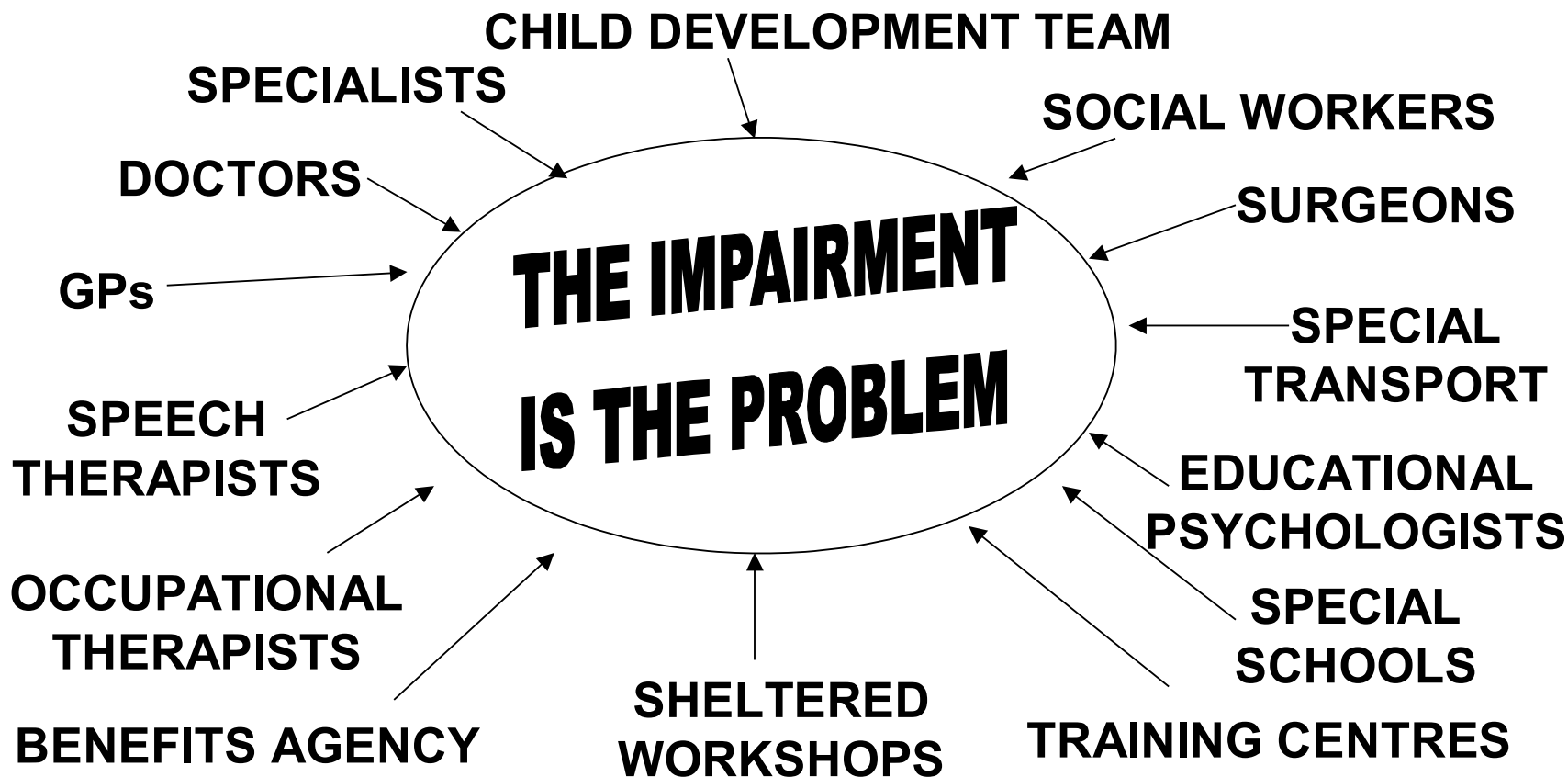


**“The unnatural and increasingly rapid growth of the feeble minded classes, coupled with a steady restriction among all the thrifty, energetic and superior stocks constitutes a race danger. I feel that the source from which the stream of madness is fed should be cut off and sealed up before another year has passed.”**

**Winston Churchill MP**, Home Secretary at the time the Mental Deficiency Act of 1913 became law.



# The dominant view is the Medical Model.



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

# DEFINITIONS

**“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 CONTINUUM OF PROVISION

**SCHOOL WITH OWN  
RESOURCES**

**SCHOOL WITH EXTRA  
RESOURCES FROM LEA**

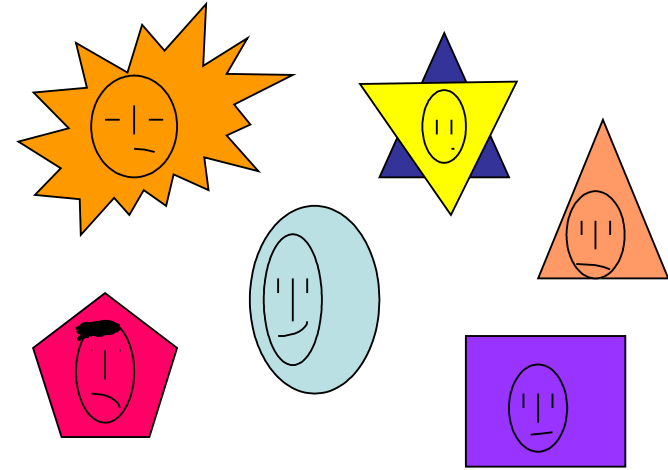
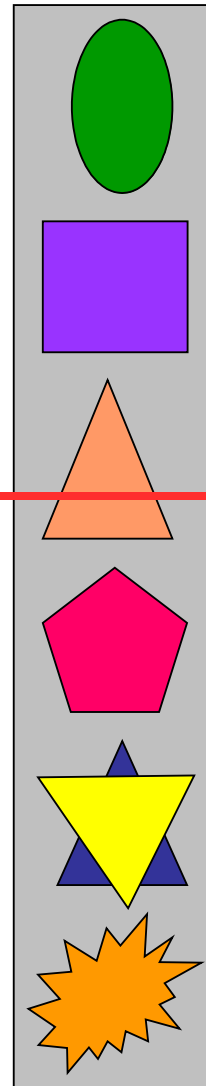
**SPECIAL UNIT ATTACHED  
TO MAINSTREAM**

**SPECIAL DAY SCHOOL**

**INDEPENDENT SCHOOL  
(LEA funded)**

**SPECIAL RESIDENTIAL  
SCHOOL (weekly or full  
boarding, up to 52 weeks a year)**

**SECURE UNITS**



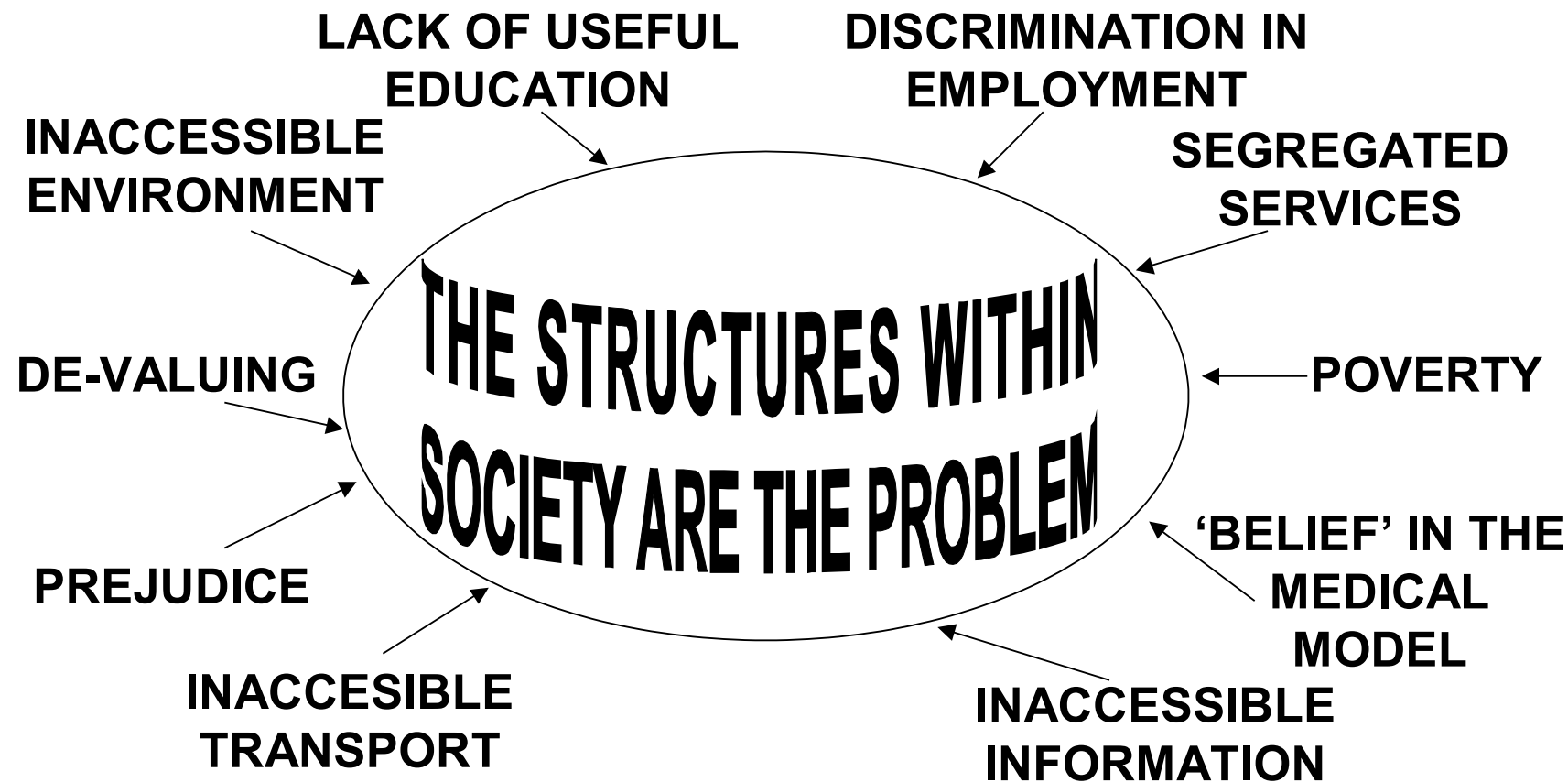
line of  
invisibility

**The Geographic  
expression of the  
medical model**





# The Social Model of disablement focuses on the barriers



**DISABLED PEOPLE AS ACTIVE FIGHTERS FOR EQUALITY  
WORKING IN PARTNERSHIP WITH ALLIES.**

# **MEDICAL MODEL THINKING**

**Child is faulty**

**Diagnosis**

**Labelling**

**Impairment becomes Focus of  
attention**

**Assessment, monitoring,  
programmes, of therapy imposed**

**Segregation and alternative  
services**

**Ordinary needs put on hold**

**Re-entry if normal enough OR  
Permanent Exclusion**

**Society remains unchanged**

# **SOCIAL MODEL THINKING**

**Child is valued**

**Strengths and Needs defined by  
self and others**

**Identify Barriers and develop  
solutions**

**Outcome based programme  
designed**

**Resources are made available to  
ordinary services**

**Training for Parents and  
Professionals**

**Relationships nurtured**

**Diversity Welcomed Child is  
Included**

**Society Evolves**

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

# It's the barriers that disable in school!

**Negative  
Attitudes**

**Inaccessible  
Environments**

**Bullying**  
**Use of Resources**

**Poor Peer Support**

**Inflexible Curriculum**

**Lack of Communication**

**Lack of Role Models**

**Ignorance**

**Poor Teaching**

**Fear**

**Low Expectations**

# **Inclusive Education is a Human Right**

- **Inclusion is neither segregation nor integration, but the restructuring of mainstream education to support the educational and social needs of all learners.**
  - **The Social Model of disability applied to education is Inclusion.**
  - **Inclusion is a process.**
  - **The intentional building of relationships**
  - **Integration is a matter of location.**
- Integration is not inclusion.**



# Segregation, Integration or Inclusion?

## Segregation

tends to  
emphasise:

- **Services** to disabled people
- **Categories** of disabled people
- **Special treatment**
- **Disability** - a **Problem** to be fixed
- **'Special'** therapies

## Integration

tends to  
emphasise:

- **Needs** of disabled people
- **Changing** disabled people
- **Equal** treatment
- **Benefits** to the disabled person

## Inclusion

tends to emphasise:

- **Rights** of disabled people
- **Changing** organisations
- **Equality** - support to achieve potential
- **Gifts** of everyone
- **Ordinary** experiences

# Segregation, Integration or Inclusion?

## Segregation

tends to

emphasise:

- **Marginalisation**
- **Competition**
- **Inputs**
- **Separate curriculum**
- **best solution for some people**

## Integration

tends to

emphasise:

- **‘Helping’** disabled people
- **Technical interventions**
- **Process** – how do we integrate this person?
- **Curriculum delivery**

## Inclusion

tends to emphasise:

- **Assertiveness**
- **Relationships**
- **Outcomes**
- **Curriculum content**
- **Must be struggled for**



**A reasonable Adjustment or an accident waiting to happen? Children support each other in Secondary Science**



**The Guided Reading Group is made possible for two pupils with Downs Syndrome by using resources for inclusion 10 year olds**



**Twins with epilepsy – 6 year olds in small town primary**





Image Copyright of Disability Equality in Education 2004

**Carl who has Attention Deficit Disorder with Friends,  
Primary School**



**This girl, who  
is dyslexic,  
uses a Tablet  
PC to take  
minutes of the  
School  
Council**



## Peer Mentoring

**Primary School: 11 year old is paired with 6 year old for play, mentoring and reading**





**Wheelchair user  
accessing  
Secondary School  
PE lesson playing  
Rounders with  
badminton racket.**



## Zone Hockey



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**Disabled & non  
disabled students in  
Physical Education club**



**A student with Autistic Spectrum Disorder enjoys trampoline in special sports, which enable students with severe communication needs to fully participate in Physical Ed. and Games with their Tutor Group.**





# Adjustments for Sports Day at primary school for 6 year old



Image Copyright of Disability Equality in Education 2004



**Secondary School Group work with  
British Sign Language Interpreter and  
Teaching Assistant in Secondary English**





**This primary school is resourced to take Deaf pupils who use British Sign Language.**



**They use simultaneous translation to access this mathematics lesson.**

Image Copyright of Disability



**A blind primary pupil who is CCTV, Zoom on Computer and an enlarged keyboard to work with peers.**



**A blind pupil in a 16 year olds Science class is feeling vibrations and describing what he feels to the class.**



**Notes and diagrams have to be provided a week in advance to be translated into Braille and raised diagrams.**

**This primary school has a trips policy that states everyone goes on trips.**

**They hold a data base of accessible venues and have purchased an adapted mini-bus.**



# Using a simple, lightweight word processor/laptop for a pupil without fine motor control.



Image Copyright of Disability Equality in Education



**At a Catholic Secondary, the Head of Science is a wheelchair user. His Access to Work adjustments have also made it possible for wheelchair using students to attend the school.**





Severely burned this 8 year old had a support assistant , but her new teacher encouraged her to work with her peers



Cleve primary Newham-  
Peer support 45





14 year old Mathew in French with support and adapted activities



18 year old Chris doing a-level Design and Technology with Cadcam. He is now at university



**Thomas is in Year 9 of the local foundation comprehensive school.** Issue. Thomas has cerebral palsy, speech and language needs and learning difficulties and in Science lesson pupils have to mix and heat various substances and record the observed colour changes.





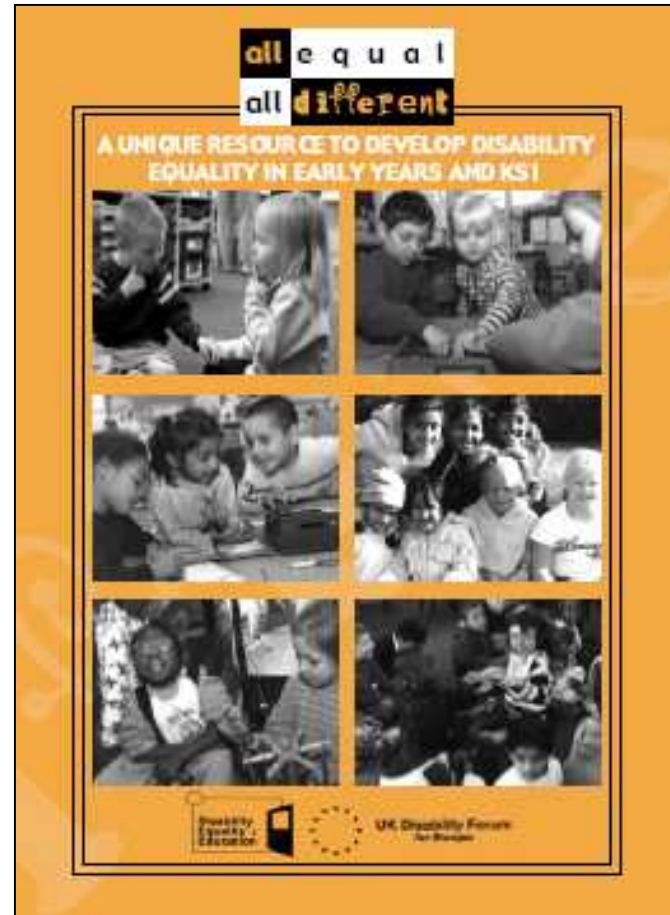
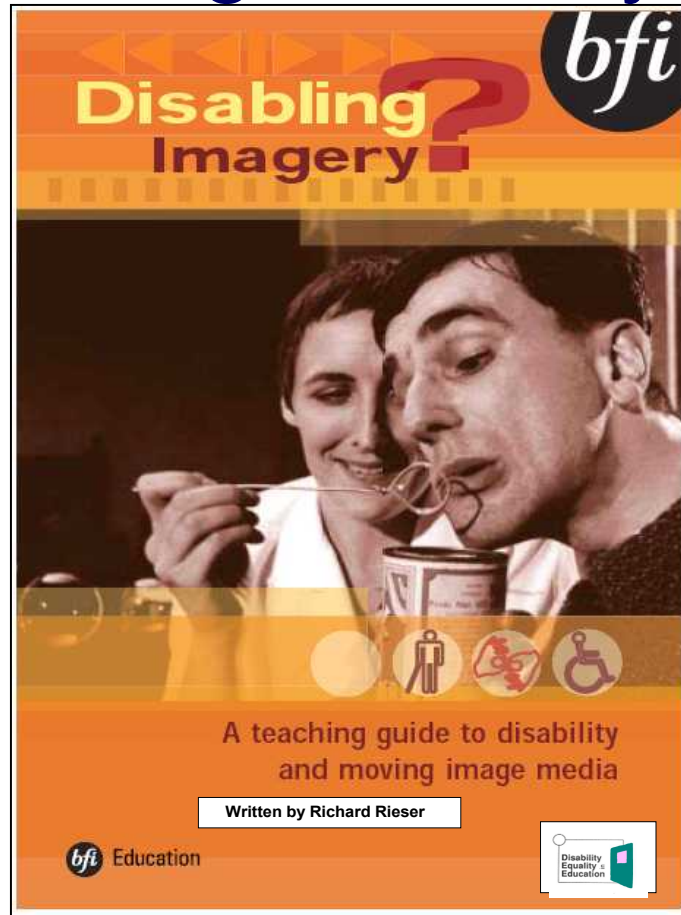
Jenna is in Year 10 and attends a resourced secondary school. Jenna has significant learning difficulties and has opted for Design and Technology GCSE, Food Technology.

# Free Up Your Life- Mentoring Project 50





# Raising Disability in the Curriculum



Work with disabled people to develop resources for raising disability issues in the curriculum

# What makes for good adjustments?

- **A can do attitude from the staff**
- **An inclusive ethos**
- **Respect for difference encouraged/peer support**
- **Identifying barriers and finding practical solutions**
- **Good teaching is inclusive teaching**
- **Strong leadership**
- **Resources allocated by need-equality**
- **Involving pupils and parents.**

# Snapshots of Possibility

## - Alliance for Inclusive Education

### **Visited 21 schools. They found that Inclusive Schools:**

- believe that all children need to feel wanted and belong
- believe that all children can think and learn
- build on what children can do
- believe children need help, not punishment, when their behaviour gets out of control
- believe difference is something to welcome and learn from
- respect young people
- empower young people
- involve parents
- do not think treating people equally means treating them all the same.
- apply thinking about inclusion to the staff
- see schools as resources to families and the local community

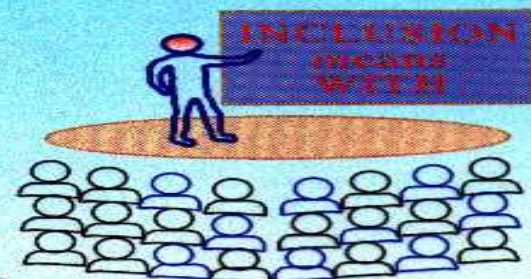
**Tell Me;**

**I'll Forget!**



**Show Me;**

**I May Remember...**



**INVOLVE ME;**

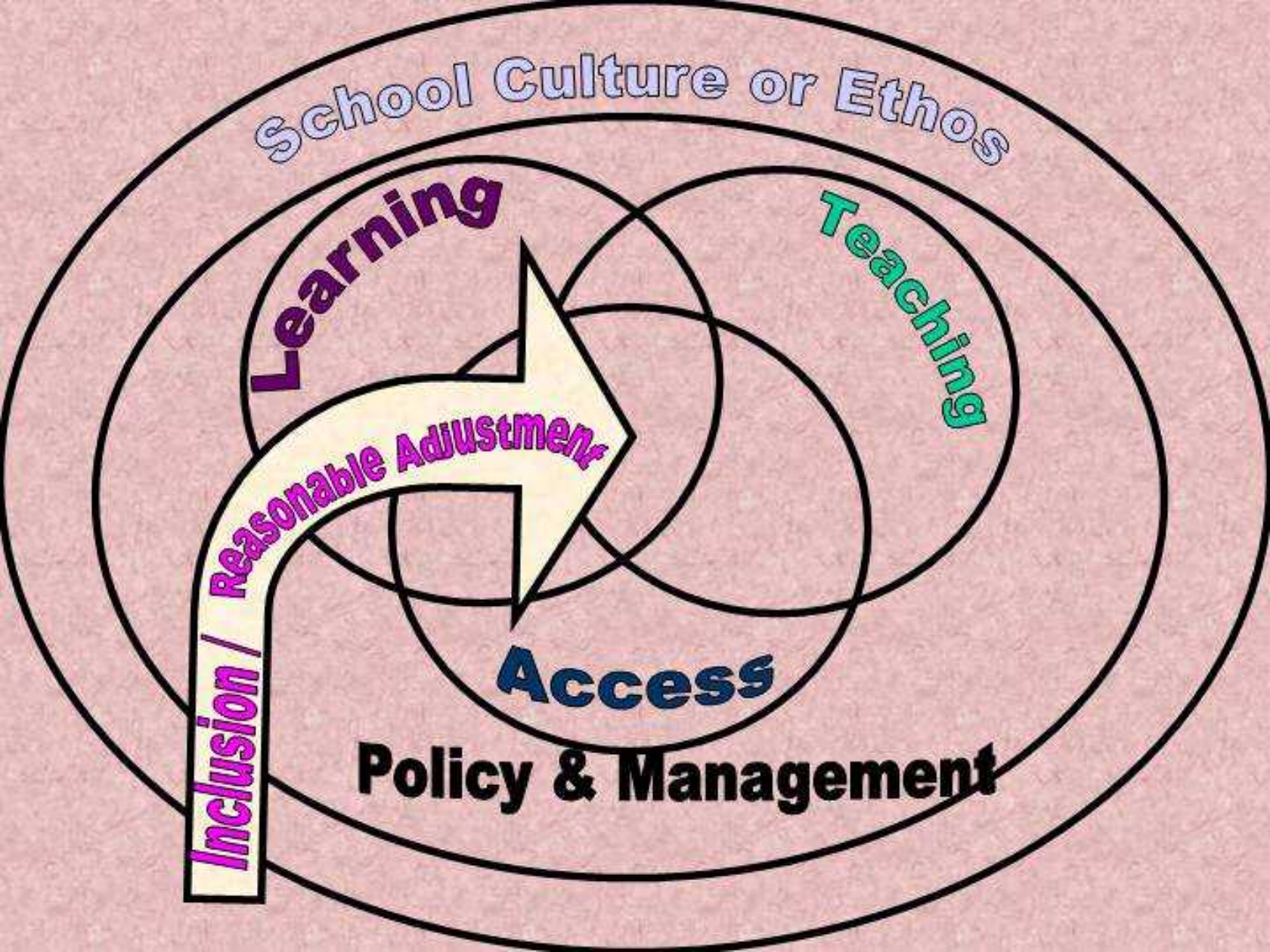
**and I'll UNDERSTAND!!!**





# Develop an Inclusive Pedagogy

- Fundamental Questions for Lesson Planning
- What is the essential knowledge to be gained?
- How will my students learn best in this lesson?
- What modifications to this lesson are necessary?
- How will my students show their learning?
- Courtesy Gary Bunch York Toronto



# The *Index* for inclusion

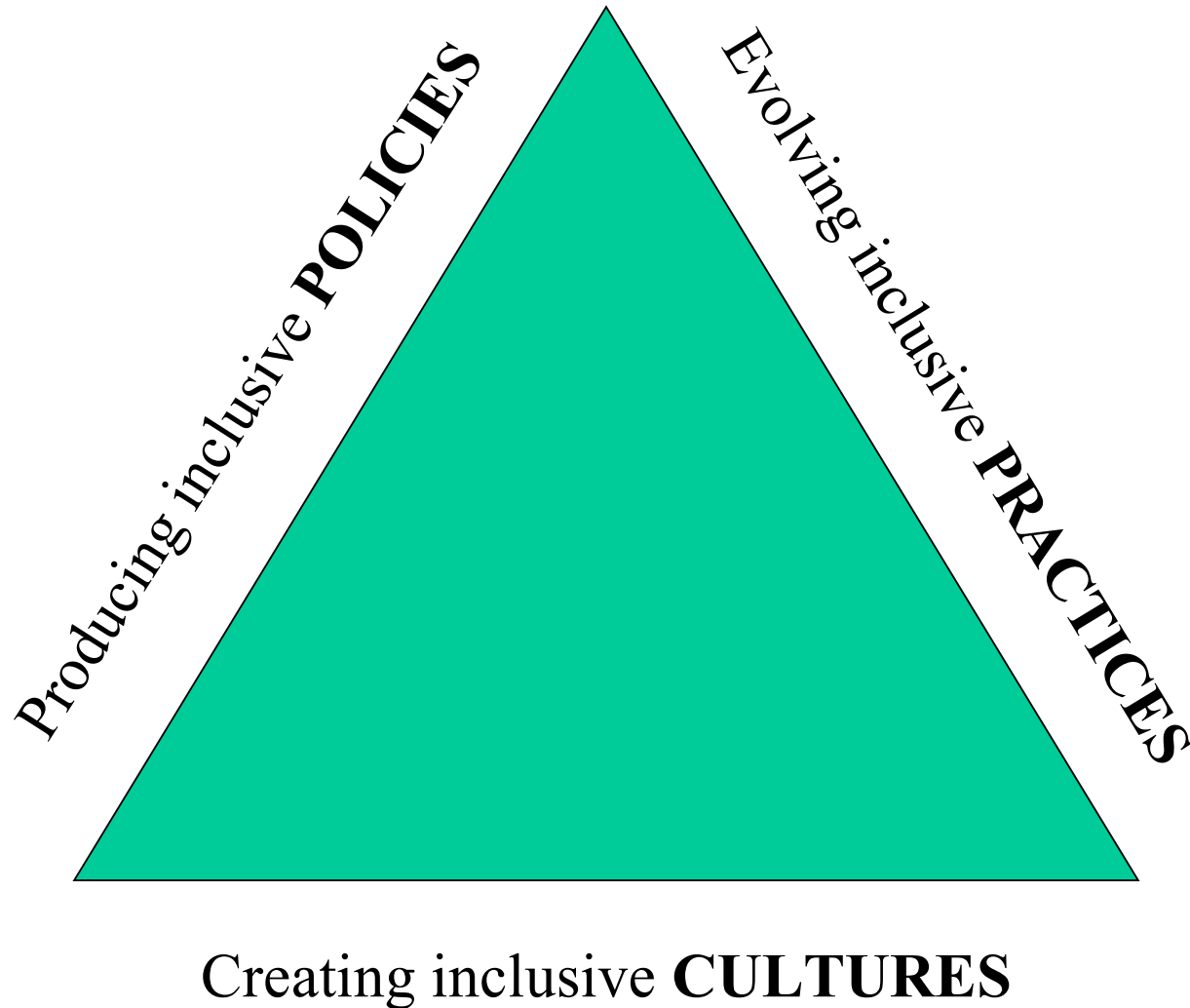
Developing learning and participation  
in schools

# Inclusion

- Valuing all students and all staff
- Increasing the participation of all
- Minimising all forms of exclusion
- Acknowledging a right to a local mainstream education
- Restructuring schools to respond to the diversity of students in the locality
- Viewing differences between students as resources to support learning
- Fostering relationships between schools and communities



# The Index dimensions



# Dimensions and Sections

## **Dimensions A: Creating inclusive CULTURES**

1. Building community
2. Establishing inclusive values

## **Dimension B: Producing inclusive POLICIES**

1. Developing the setting for all
2. Organising support for diversity

## **Dimension C: Evolving inclusive PRACTICES**

1. Orchestrating learning
2. Mobilising resources

# Indicators/Questions

- Staff and students treat one another with respect.
- There are high expectations for all students
- All new staff are helped to settle.
- ‘Special educational needs’ policies are inclusion policies.
- Activities encourage the participation of all.
- Staff expertise is fully used.

# Intentional Building of Relationships

- Teach respect for difference
- Challenge name calling and bullying
- Support collaborative learning not competition
- Encourage peer support
- Deal with isolation
- Build circles of friends
- Set up school councils involving pupils.



## Maresa now at University Studying English

**“ I was in a special school until I was eleven and then in a unit for 2 years. Nobody learnt to communicate with me. When I went to a comprehensive it was just ordinary teachers who decided to have a go. So I got my GCSE’s . At college they believed in me. The University said I could submit essays for admission instead of exams which are exhausting.”**

# INCLUSION

is



# JUST

# EDUCATION



**Which way for  
the world?**

**People or  
Profits!**

**Developing  
Disability  
Equality &  
Inclusion will  
make a lasting  
shift to people.**

The World Trade Organisation is seeking to bring all public services into the global market through GATS. What criteria will be used to give services?