Inclusion, Empowerment and the vital role of disabled people and their thinking

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For thousands of years peoples lives were ruled by superstition and interpretations of the nature which depended on all powerful deities, fate or Gods.
'The earth does not argue, 
Is not pathetic, has no arrangements, 
Does not scream, haste, persuade, threaten, promise, 
Makes no discriminations, has no conceivable failures, 
Closes nothing, refuses nothing, shuts none out.'

Walt Whitman, poet.
Where did the idea of separating children adults by their Impairments come from?

- A history of oppression towards disabled people
- Social Darwinism and the need to compete
- Eugenics to develop more ‘intelligent’ people
- Negative attitudes, stereotypes, prejudice and discrimination towards disabled people.
- Medical model thinking
“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.
The sad history of segregation and oppression-disabilism

Part of extensive DET. Include in the school Curriculum. Produce resources.
Since 1990 DAA have recorded 680 disabled people have lost their lives because of disabilism in the UK.
Segregation damages lives.

Disabled pupils in special schools in England, on average, achieve 100 times less in examinations than all pupils in secondary- GCSE -5A*-C 0.4% special 53.4% All-2004

At KS 4 in 2002 average point score was 38.55. For non-statemented pupils with SEN, in mainstream, it was 21.85. For statemented pupils in mainstream it was 16.99, For pupils in special schools it was 2.4 points- 7 times worse.

DfES
Over the last 30 years disabled people have begun to organise a Movement demanding full Civil Rights.
Inclusion is a struggle for human rights

'Impairments can be endured, but the lack of human rights, the marginalisation and exclusion, the deprivation of equal opportunities and the institutional discrimination that disabled people face cannot be endured and can no longer be tolerated.'

Maria Rantho, disabled woman.
“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
Alliance for Inclusive Education

We need to build alliances with :-

• Parents
• Disabled Young People
• Disabled Adults
• Professionals-teachers, support staff etc.
• Politicians and Administrators

These 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 IS THE ONLY THING THAT EVER HAS”  

Margaret Mead
It's the barriers that disable!

Negative Attitudes
Inaccessible Environments
Bullying
Use of Resources
Inflexible Curriculum
Poor Peer Support
Lack of Communication
Lack of Role Models
Ignorance
Poor Teaching
Fear
Low Expectations
Medical Model Thinking

She'll Never Walk

She needs urgent medical attention

She should be shut away

How can she go to an ordinary school?

She'll always be a burden

No one will marry her

Segregation or Integration
Social Model Thinking

Remove the barriers
Find solutions
Intentionally build relationships
Value Difference
Inclusion
Empowerment

Challenge your fear
Inclusive Education = the Social Model of disability applied to education.

Inclusive education requires the restructuring of the education system so that all pupils and students achieve their potential and value each other, with sufficient training and resources to enable this transformation process to occur.
## Medical and Social Model Thinking in Schools

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<tr>
<th>MEDICAL MODEL THINKING</th>
<th>SOCIAL MODEL THINKING</th>
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<tr>
<td>Child is faulty</td>
<td>Child is valued</td>
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<tr>
<td>Diagnosis</td>
<td>Strengths and Needs defined by self and others</td>
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<tr>
<td>Labelling</td>
<td>Identify Barriers and develop solutions</td>
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<tr>
<td>Impairment becomes Focus of attention</td>
<td>Outcome based programme designed</td>
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<td>Assessment, monitoring, programmes, of therapy imposed</td>
<td>Resources are made available to ordinary services</td>
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<td>Segregation and alternative services</td>
<td>Training for Parents and Professionals</td>
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<td>Ordinary needs put on hold</td>
<td>Relationships nurtured</td>
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<td>Re-entry if normal enough OR Permanent Exclusion</td>
<td>Diversity Welcomed Child is Included</td>
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<td>Society remains unchanged</td>
<td>Society Evolves</td>
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(Adapted from Micheline Mason 1994, R. Rieser 2000)
Nothing About Us Without US

Rights Not Charity
General Duty to anticipate in making Reasonable Adjustments to Policies, Practices and Procedures

Factors to be taken into account

Detriment of disabled pupil

Reasonable Adjustments for individual disabled pupil.
Year 8 Science practical. Peer support and a teacher who has challenged her prejudices.
Yr 5 Two pupils with Downs Syndrome. Circle of peer support, a can do attitude and flexible curriculum
Twins with epilepsy. Year 1- Training to administer rectal diazepam, flexible curriculum and sleeping area.
Carl was not verbal and violent. Now with Friends, Primary, Stockport modeling his learning on peers with adult support.
Highfield Junior School, Plymouth.

Failing school pupils behaviour poor and not learning.

Involve pupils in setting up rules and enforcing them.
Zone Hockey

Disabled students in PE at same school

40 wheelchair users out of 1200 at school. Access, vary curriculum to include all students
Student with Autism enjoys trampoline in special sports, which enable students with severe communication needs to fully participate in PE and Games with Tutor Group in mainstream school of 2000
Vary the rules and equipment so all can take part

Cricket club, Primary in West Midlands.
Deaf pupils included in French at Secondary, Newham

Bilingual with British Sign Language in the mainstream class.
A blind pupil in Yr 11 SCIENCE who is feeling vibrations and describing what feels to the class. Notes and diagrams have to be provided a week in advance to be transformed to Braille and raised diagrams.
A west London Primary have a trips policy where everyone goes on trips. They hold a data base of accessible venues and have purchased an adapted mini-bus.
School residential trip to Essex. Staying on Barge. Preparation and forward planning the key to success.
BANES primary. A girl has significant learning difficulties. She has a social skills programme visiting local shops with peers. When there is an issue the whole class works on it as here not finishing her sentences for her.
Yr 9 Maths Set. Copying out activities from text book to save time and energy for a girl who has CP.
Terri was badly burnt in a fire and has facial disfigurement and lost her finders and toes. Terri attends her local Primary school in Ipswich. The biggest adjustment needed was in the attitudes of the teachers. Although she has a support worker she prefers to be independent.
Non-verbal pupil in Yr.10 with communication aid which is programmed for different parts of the curriculum. Kate will be completing an ASDAN – alternative qualification.
West Midlands Secondary–Head of Science- Access to Work adjustments have made it possible for wheelchair using students to attend the school.
What makes for good adjustments in 41 schools across England?

- A can do attitude from the staff
- An inclusive ethos-valuing pupil and parent knowledge
- Respect for difference encouraged/peer support
- Identifying barriers and finding practical solutions
- Good teaching is inclusive teaching
- Strong leadership
- Resources allocated by need-equality.
Snapshots of possibility Alliance for Inclusive Education

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

A teaching guide to disability and moving image media

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www.diseed.org.uk
Free Up Your Life

East London Mentoring Project
End of Project Report March 2003

Report by Christine O'Mahony

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YOUNG DISABLED PEOPLE DO IT TOO!

Disabled People, - probably the greatest lovers in the world!
'You have to be the change you want to see in the world.'

Mahatma Gandhi
Towards a Global Alliance for Inclusive Education

'Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.'

Paulo Freire, Brazilian educator 'for social change.'
2020 Campaign Launched for the end of segregated education in the UK

- No more special schools are opened or built
- Teachers and staff in ordinary schools are trained and supported to include all children
- All school buildings are made accessible
- School work is adapted for each child’s needs
- Money spent on special schools is spent instead on helping disabled children in ordinary schools
- Deaf children are taught in Sign Language as well as English

Already the largest disability organisation in the UK - SCOPE have signed up as part of their Time to Get Equal Campaign
The World Trade Organisation is seeking to bring all public services into the global market through GAT. What criteria will be used to give services? Which way for the world? Collaboration or Competition? Developing Inclusion will make a lasting shift in power for people around the world.