

# INCLUSION WHY WOULDN'T WE?

**SARAH LE-GOOD**  
**DIRECTOR OF INCLUSION AT DCG**

# INCLUSION – EAT IT, SLEEP IT, BREATHE IT ...

- ✓ Adjustments in practice – start with anticipation of need
- ✓ We are responsible for our own management
- ✓ Your voice in this discussion **is valid**
- ✓ **Compassionate agitation** will win the day
- ✓ There are NO daft questions



01

**SEND CENTRES FOR  
EXCELLENCE**

# About ETF – Education Training Foundation

SEND home page <https://send.excellencegateway.org.uk/>

SEND Centres for Excellence <https://send.excellencegateway.org.uk/centres-for-excellence>

Three colleges leading on our Community of Practice:

**People** led by Weston College –

How to ensure organisations take care of their staff and all learners with a particular focus on their mental, social and emotional needs.

**Curriculum** led by Derby College –

How to ensure organisations develop the curriculum with a clear purpose so learners with SEND are enabled to achieve, exceed potential and meet their aspirations.

**Community** led by City College Norwich –

How to ensure that learners with SEND are progressing into and being present within communities who recognise and embrace their potential.

***Year 2 of the Centres for Excellence Project ...***

***People, Curriculum, Community leading to Employability and Progression***

02



# THE DCG APPROACH

## DCG - OUR INTENTION ...



**“Sharing what we have found has worked for us”**

Our Community of Practice is about **us all sharing**, it's a safe space to ask for



**We are not there yet;** we adopt a managed change approach,  
using Kaizan and Design Thinking.

## **Inclusion allies ...**

# THE DCG PROJECT TEAM ...



**We are Inclusionists – are you?**

*We work with young people, their support teams, teachers, leaders and businesses to help them deliver excellent personalised inclusive curriculum in all Post 16 settings.*

[Make Your Pledge for Inclusion](https://spreadtheword.global)  
 [\(spreadtheword.global\)](https://spreadtheword.global)



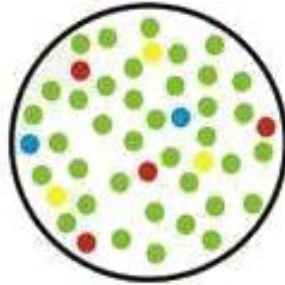
## Enabling Everyone!

**03**

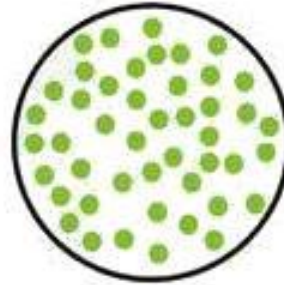
**SO WHY WOULDN'T  
WE?**



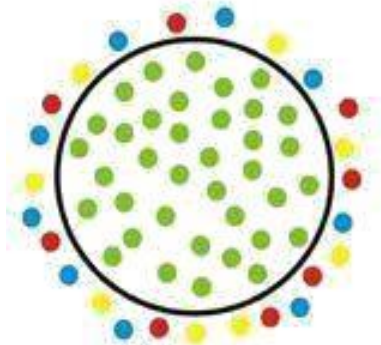
# INCLUSIVE EDUCATION



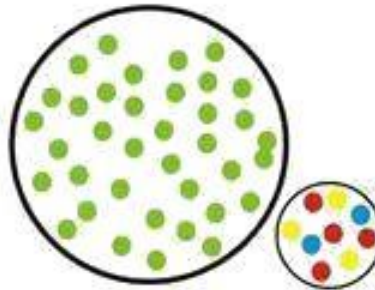
**Inclusion**



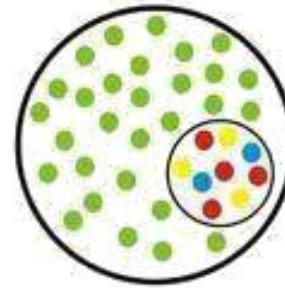
**Assimilation**



**Exclusion**



**Segregation**



**Integration**

# IN HISTORY

## A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

**ARTICLE 1 (definition of the child)**  
Everyone under the age of 18 has the rights in the Convention.

**ARTICLE 2 (non-discrimination)**  
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or feel, whatever their family background or birth.

**ARTICLE 3 (best interests of the child)**  
The best interests of the child must be a priority in all decisions and actions that affect children.

**ARTICLE 4 (implementation of the Convention)**  
Governments must do all they can to make sure every child can enjoy their rights by promoting systems and passing laws that promote and protect children's rights.

**ARTICLE 5 (general guidance and a child's evolving capacities)**  
Governments must respect their rights and responsibilities of parents and others to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognizes the child's increasing capacity to make decisions.

**ARTICLE 6 (life, survival and development)**  
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**ARTICLE 7 (birth registration, name, nationality, child)**  
Every child has the right to register, namely, to have a name and nationality, and, where possible, to know and be cared for by their parents.


**ARTICLE 8 (protection and preservation of identity)**  
Every child has the right to an identity. Governments must respect and protect their rights, and preserve the child's name, nationality or family relationships from being unlawfully changed.

**ARTICLE 9 (separation from parents)**  
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is harming or neglecting a child). Children, however, may be separated from their parents if they agree in contact with both parents, unless the child shows their parents.

**ARTICLE 10 (family reunification)**  
Governments must respect quickly and comprehensively if a child or their parents are separated from each other. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both parents.

**ARTICLE 11 (abduction and non-return of children)**  
Governments must do everything they can to stop children being taken out of their countries. People by their parents or other relatives, or being prevented from returning home.

**ARTICLE 12 (input for the views of children)**  
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. The age applies at all times, for example during emergency circumstances, leaving decisions in the child's day-to-day hands.



**ARTICLE 13 (freedom of expression)**  
Every child must be free to express their thoughts and opinions and to receive all kinds of information, as long as it is within the law.

**ARTICLE 14 (freedom of thought, belief and religion)**  
Every child has the right to think and believe what they choose and also to change their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**ARTICLE 15 (freedom of association)**  
Every child has the right to join with other children and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

**ARTICLE 16 (right to privacy)**  
Every child has the right to privacy. The law and customs of the child's privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.

**ARTICLE 17 (access to information from the media)**  
Every child has the right to access information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help children learn to protect themselves from material that harms them from.

**ARTICLE 18 (parental responsibilities and child support)**  
Both parents share responsibility for bringing up their child and should always consider one another as best for the child. Governments must support parents by providing them with the help they need to raise their children, and the environment.

**ARTICLE 19 (protection from violence, abuse and neglect)**  
Governments must do all they can to protect children from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**ARTICLE 20 (children unable to live with their family)**  
Governments must make sure that when their immediate family, the government must take steps to ensure protection and assistance. This includes making sure the child is provided with education care that is continuous and respects the child's culture, language and religion.

**ARTICLE 21 (adoption)**  
Governments must ensure the process of adoption is made sure it is safe, lawful and if a parent's children's best interests.

**ARTICLE 22 (children of refugees)**  
Children of refugees must be treated with the same protection and assistance as other children. If a child is seeking refuge or has refugee status, governments must provide that with appropriate protection and assistance.

**ARTICLE 23 (refugee children)**  
Governments must provide that with appropriate protection and assistance to help them cope with the rights to the refugees children who are separated from their parents to be reunited with them.

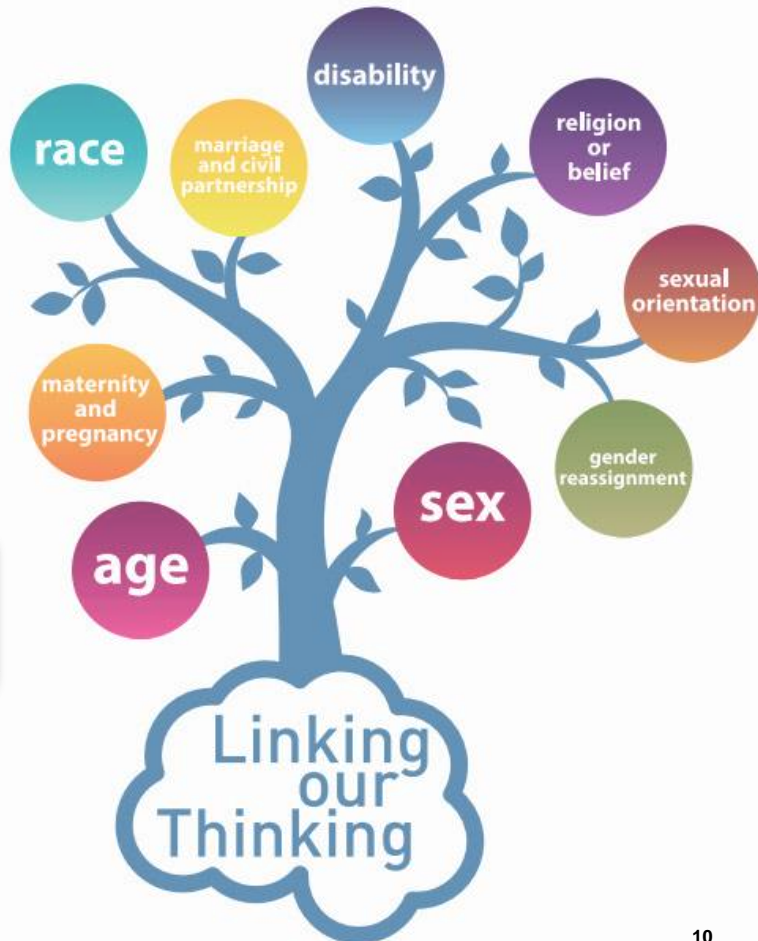
**ARTICLE 24 (children with a disability)**  
A child with a disability has the right to live and be accepted in the community. Governments must do all they can to support disabled children and their families.

## VALUING LIVES

WOLF WOLFENBERGER AND THE PRINCIPLE OF NORMALIZATION

Historical documentary | 56 min

## LANGDON DOWN MUSEUM OF LEARNING DISABILITY



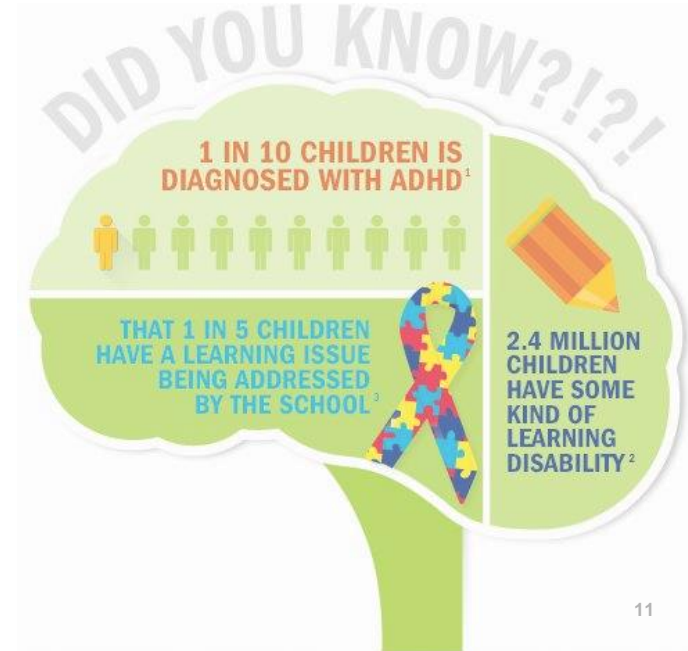
# LEARNING DISABILITY STATISTICS

Approximately 1.5 million people in the UK have a learning disability.

In England in 2011 1,191,000 people identified as having a learning disability.

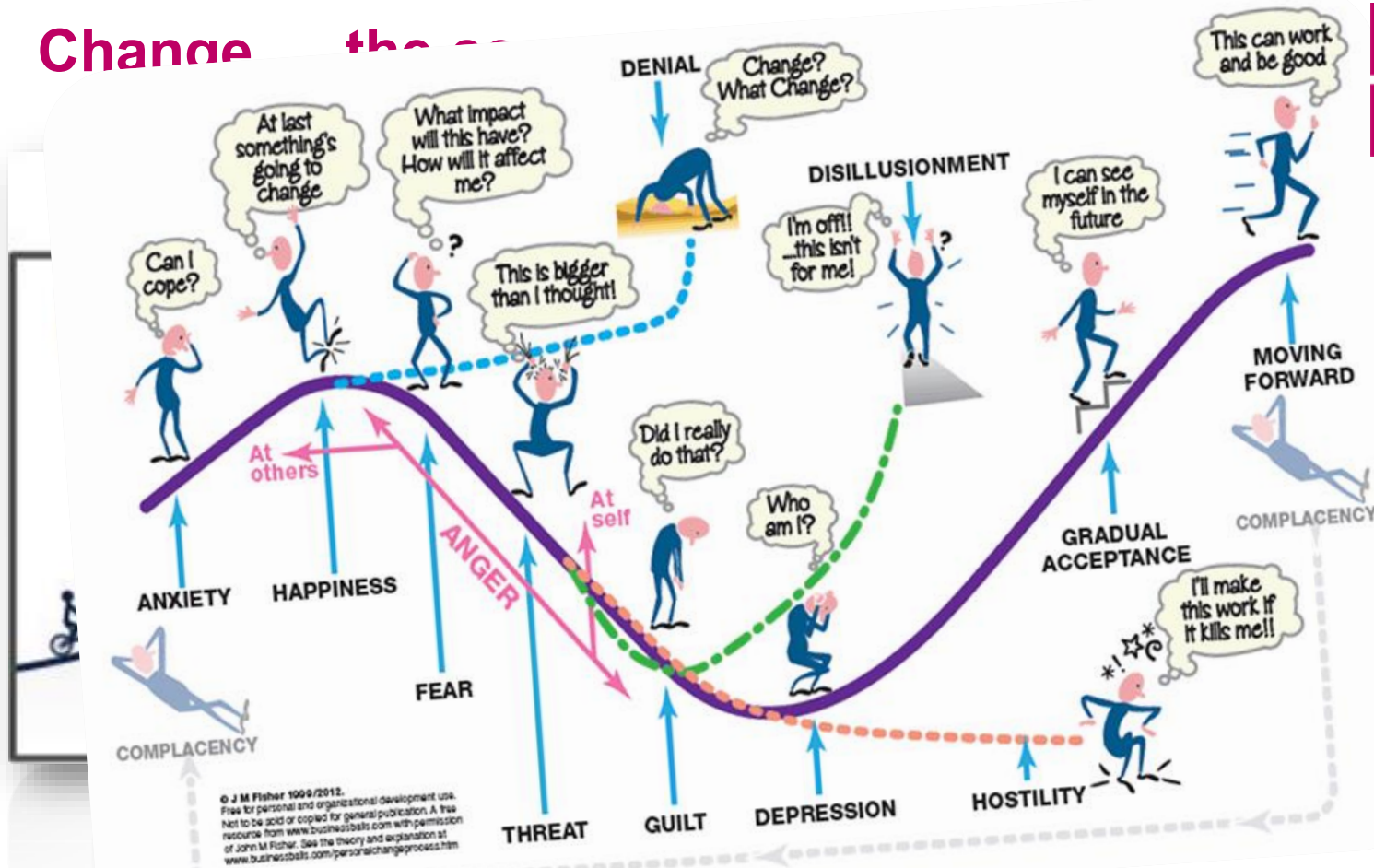
This includes 905,000 adults aged 18+  
(530,000 men and 375,000 women)

(Source: People with Learning  
Disabilities in England 2011).



# Change the ...

EDUCATION & TRAINING  
FOUNDATION



# OUR FUTURE STUDENTS...



**65%**

of today's

**12-year-olds**

will have jobs

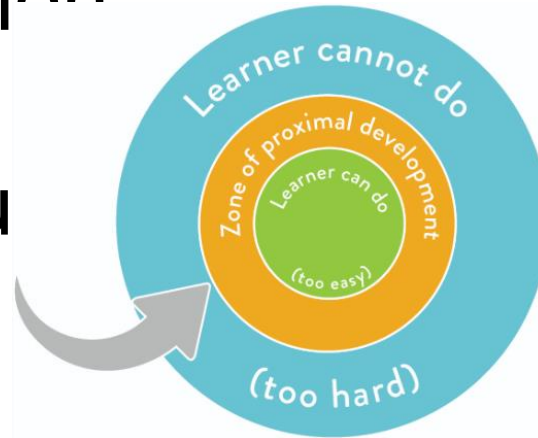
**that don't yet exist.**

**LearnED**  
by PEARSON



# LEADERSHIP @ EVERY LEVEL AND FIRST FOLLOWERS

- 4th I in the Education Inspection Framework – ***Inclusion***
- Allyship approach to all inclusion needs
- Why wouldn't we... what one action might you take...
- How might we... questions for qu



**04**

**BEYOND GUIDANCE**

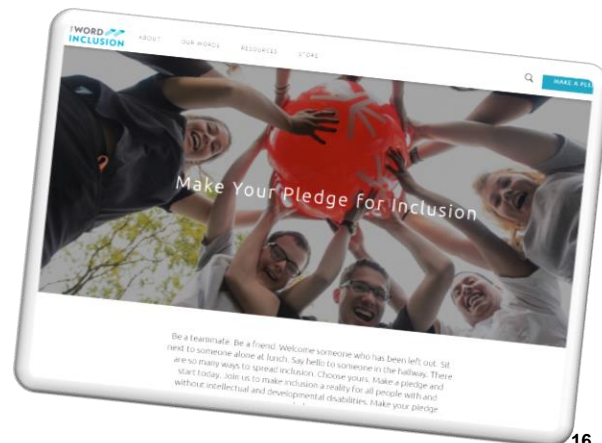
# WHAT'S YOUR PLAN?

- Become an #inclusionist
- Create or sign a pledge
- “Nothing about us without us” approach
- Compassionate agitation in all we do
- Bravery
- [Make Your Pledge for Inclusion \(spreadtheword.global\)](https://spreadtheword.global)

## Inclusion maturity model



Inclusive Employers





**05**

**ANY QUESTIONS?**

# WHAT'S NEXT?



**What will you do as a result of this session?**

**Want to learn more?**

**Join our monthly Community of Practice discussions (register via the ETF website)**

**<https://booking.etfoundation.co.uk>**

**Look out for upcoming webinars**

**Or contact us to develop personalised sessions for your organisation!**

**[cfesend@derby-college.ac.uk](mailto:cfesend@derby-college.ac.uk)**

**DERBY COLLEGE GROUP CFE TEAM**

**[CFESEND@DERBY-COLLEGE.AC.UK](mailto:CFESEND@DERBY-COLLEGE.AC.UK)**

**ETFOUNDATION.CO.UK**

**THANK YOU  
ANY QUESTIONS?**