

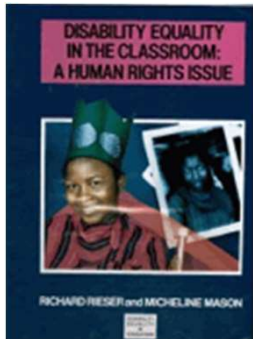
Progress to Inclusive Education?

Richard Rieser

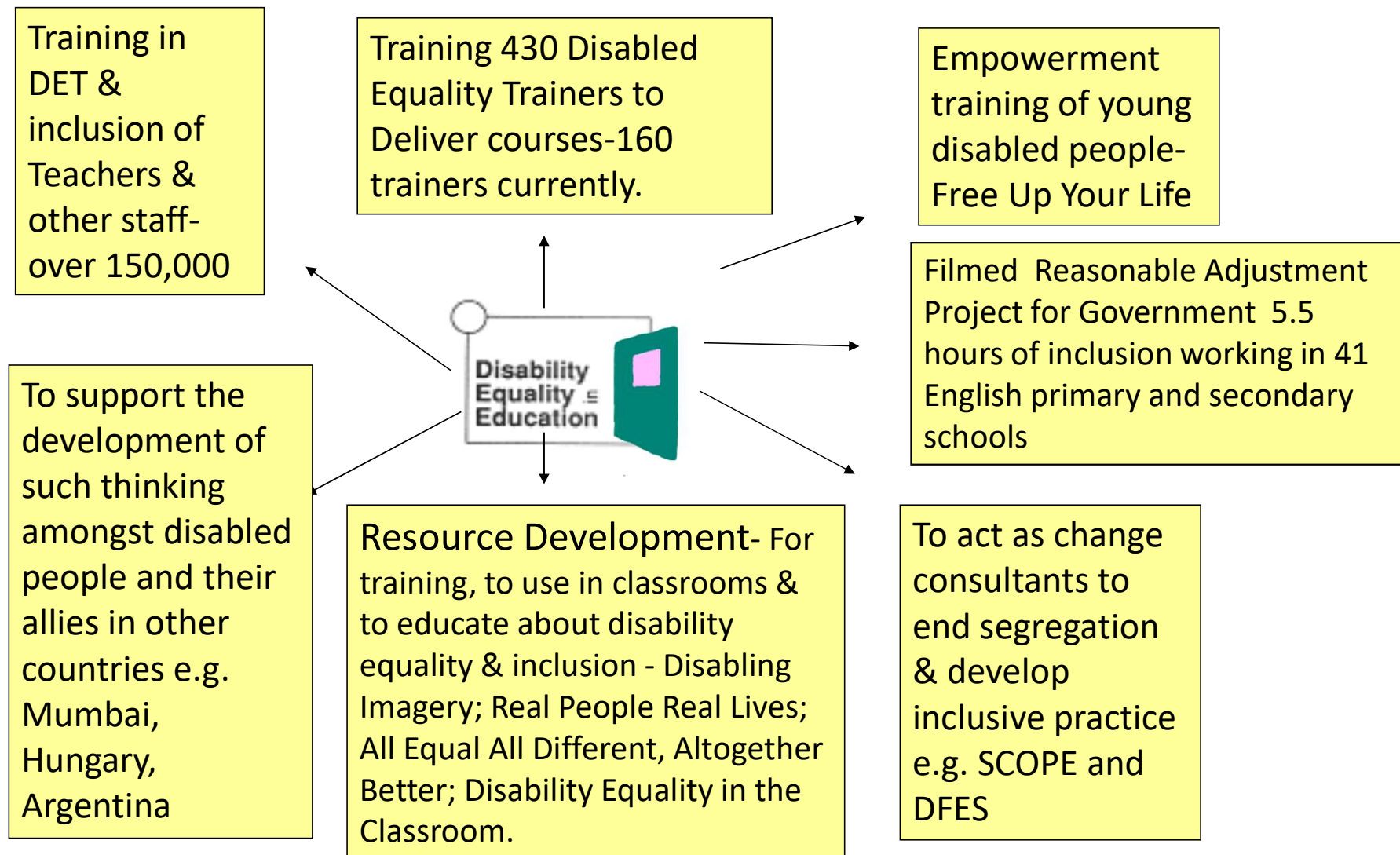
Director World of Inclusion

www.worldofinclusion.com

Where are we coming from



- DISABILITY EQUALITY IN THE CLASSROOM: A HUMAN RIGHTS ISSUE 1990, ILEA Richard Rieser & Micheline Mason 1990
- When we set up Alliance for Inclusive Education in 1990 as a campaigning organisation. We needed a charity to provide training and resources for Inclusion. So Disability Equality in Education was born.
- Trained more than 150,000 Education Professionals on Inclusion from a Social Model perspective and resources 1992-2008
- Training, films and consultancy around the world before following the UNCRPD carried on from 2008 +
- Current hold Secretary of Commonwealth Disabled People's Forum

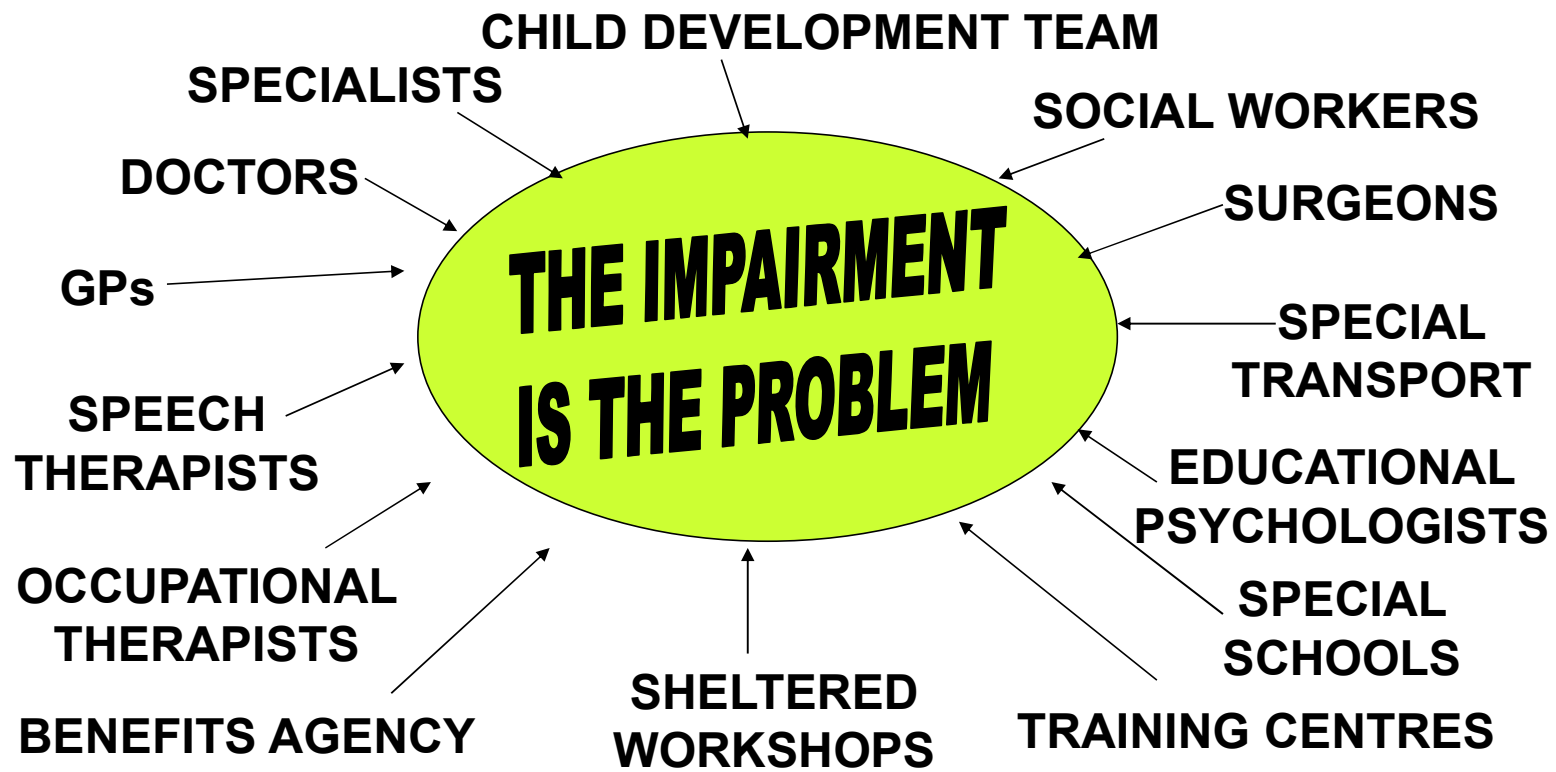


Key Bench Marks on the Journey to Inclusion



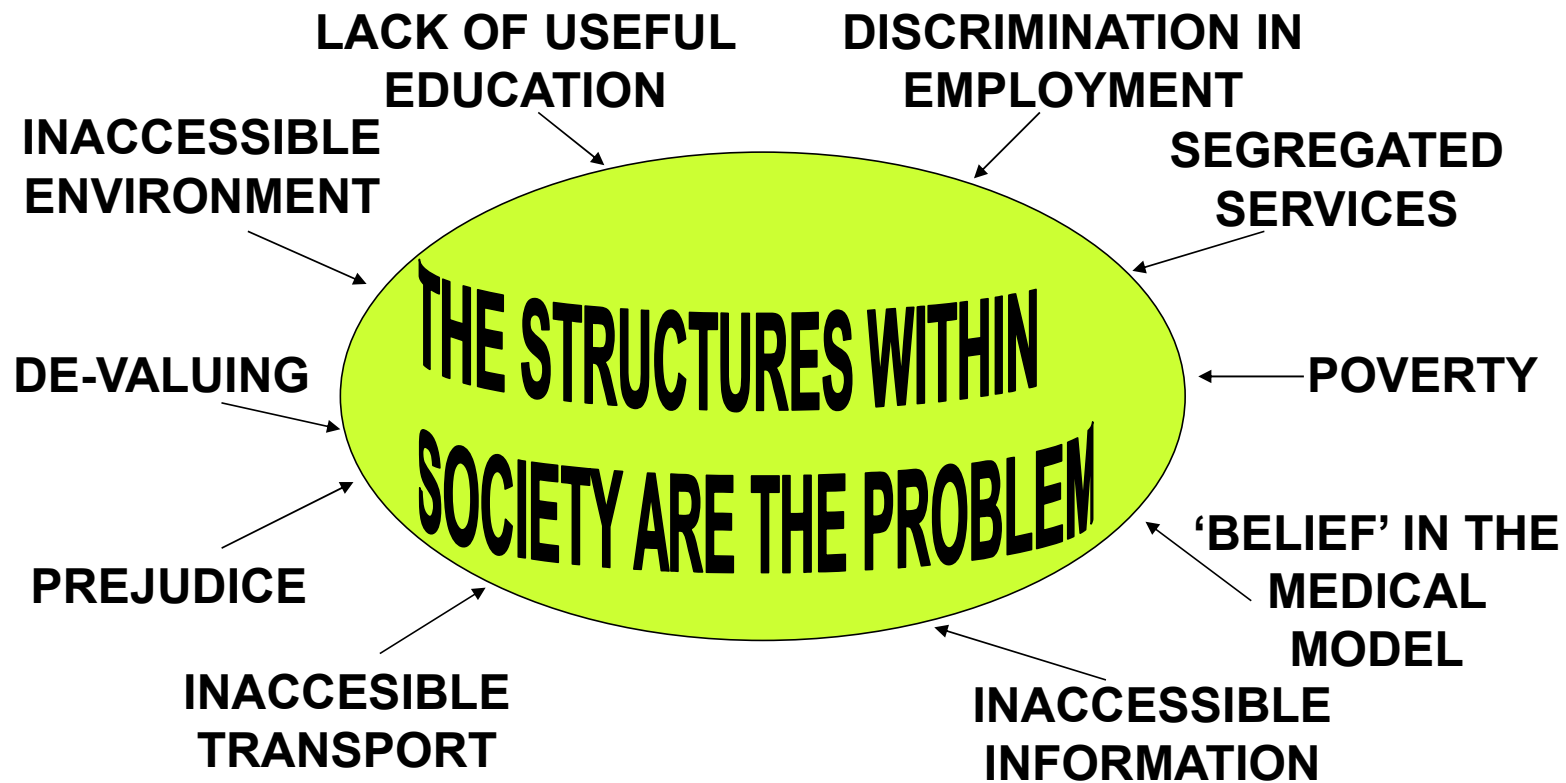
- 1948 Universal Declaration Human Rights - All Children Right to Education Article 26
- 1994 Salamanca Conference - 94 Governments' Inclusive Education Statement
- 2006 Article 24 UN Convention Rights of Persons with Disabilities (CRPD)
- 2015 United Nations Sustainable Development Goal 4 - Ensure **inclusive** and equitable quality education and promote lifelong learning opportunities for **all**
- 2016 UN CRPD Committee General Comment No.4 Article 24 - **Right to Inclusive Education**
- 2020 UNESCO Global Monitoring Report - Inclusive Education
- 2020 International Disability Alliance - Inclusive Education Report

The dominant view is the Medical Model



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

The Social Model of disablement focuses on the barriers



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

Paradigm Shift vital to understanding Inclusive Education



- Inclusion is led by the following change in thinking: from viewing disabled people through a traditional lens leading to exclusion; to a charity/medical/defectology lens leading to segregation/integration; to a social/human rights approach in which the barriers beyond the person with impairments are what disable them.
- “The Convention follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as **"objects"** of charity, medical treatment and social protection towards viewing persons with disabilities as **"subjects"** with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society”. UN DESA

UNCRPD Article 24 Education



- **An inclusive primary and secondary education system, from which disabled people should not be excluded, with support provided and reasonable accommodations and individualised programmes provided to facilitate effective social and academic education for all.**
- **UNCRPD Committee tells UK Government to- withdraw its reservation to article 24 (2) (a) and (b) of the Convention without further delay, and to:-**
- **(a) Develop a comprehensive and coordinated legislative and policy framework for inclusive education and a timeframe to ensure that mainstream schools foster real inclusion of children with disabilities in the school environment and that teachers and all other professionals and persons in contact with children understand the concept of inclusion and are able to enhance inclusive education;**
- **(b) Strengthen measures to monitor school practices concerning enrolment of children with disabilities and offer appropriate remedies in cases of disability-related discrimination and/or harassment, including deciding upon schemes for compensation;**
- **(c) Adopt and implement a coherent and adequately financed strategy, with concrete timelines and measurable goals, on increasing and improving inclusive education.**

Types of thinking about Disabled People in Education.



<u>Thinking/Model</u>	<u>Characteristics</u>	<u>Form of Education</u>
Traditional	A shame on family - based on guilt, ignorance.	<u>Excluded</u> from education altogether.
Medical 1	What we cannot do. Attempt to normalize or if we do not fit the norm we are kept separate.	<u>Segregation</u> Institutions, hospitals, special schools (with 'expert' special educators).
Medical 2	Supported by minor adjustments to function normally and to minimize our impairment. Continuum of provision based on severity and type of impairment.	<u>Integration</u> in mainstream:- a) At same location-in separate class/units. b) Socially in some activities e.g. meals, assembly or art. c) In the class with support, but teaching & learning not adapted. The form of education received is based on what we <u>cannot</u> do.

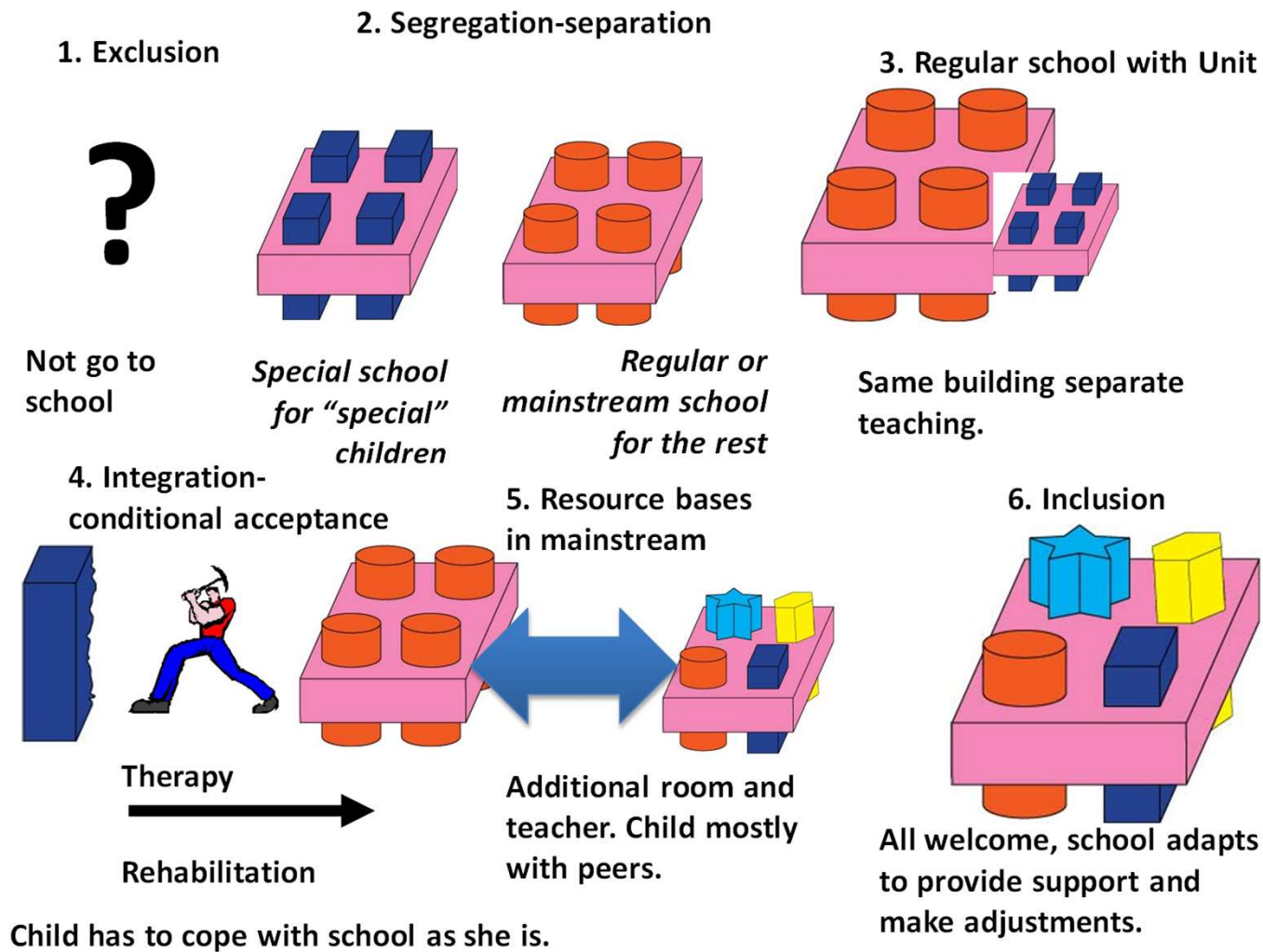
Types of thinking about Disabled People in Education 2



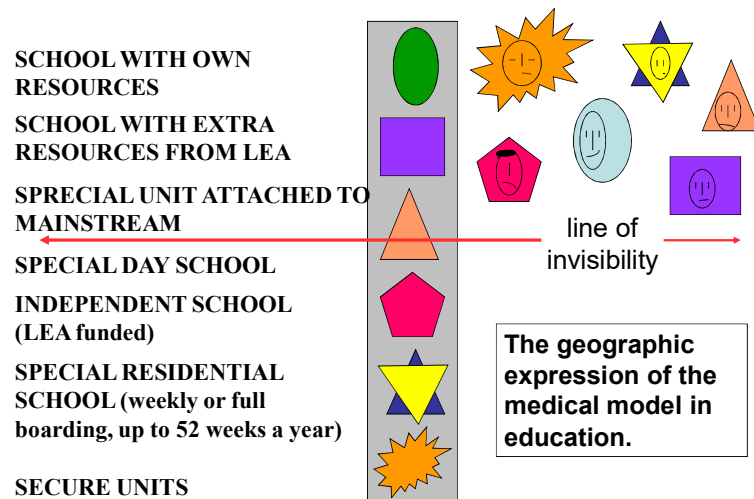
<u>Thinking/Model</u>	<u>Characteristics</u>	<u>Form of Education</u>
Social Model	<p>Barriers Identified - solutions found to minimize them.</p> <p>Barriers of attitude, environment and organization are seen as disabling and are removed to maximize potential of all.</p> <p>All are welcomed and relations are intentionally built.</p> <p>Everyone achieves their potential with a person centred approach.</p>	<p><u>Inclusive education -</u> Schools where all are welcomed.</p> <p>Staff, parents and pupils value diversity.</p> <p>Support is provided so all can succeed academically and socially.</p> <p>Teaching, learning and assessment are reorganised.</p> <p>Peer support is encouraged.</p> <p>Focus on what we can do.</p>



Forms of Organisation of Education for Disabled Children



THE CONTINUUM OF PROVISION

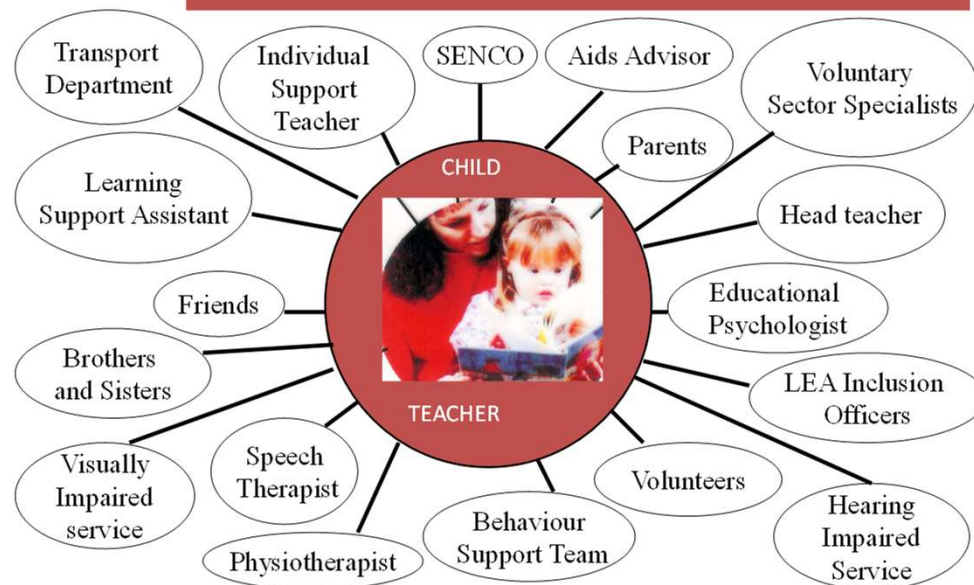


Move from seeing impairment and label as determining no school or special school, to schools and teachers which are flexible and where the support they need is brought to the child.



Develop child centred approach.
Teacher trained in inclusion.
Buildings and learning materials accessible.
Specialist advise and support.
Curriculum flexible.
Peer support.
Community educated for inclusion.
Special schools become resource centres.

The Constellation of Services





Government SEN Data for England 1994 to 2017 - 2020

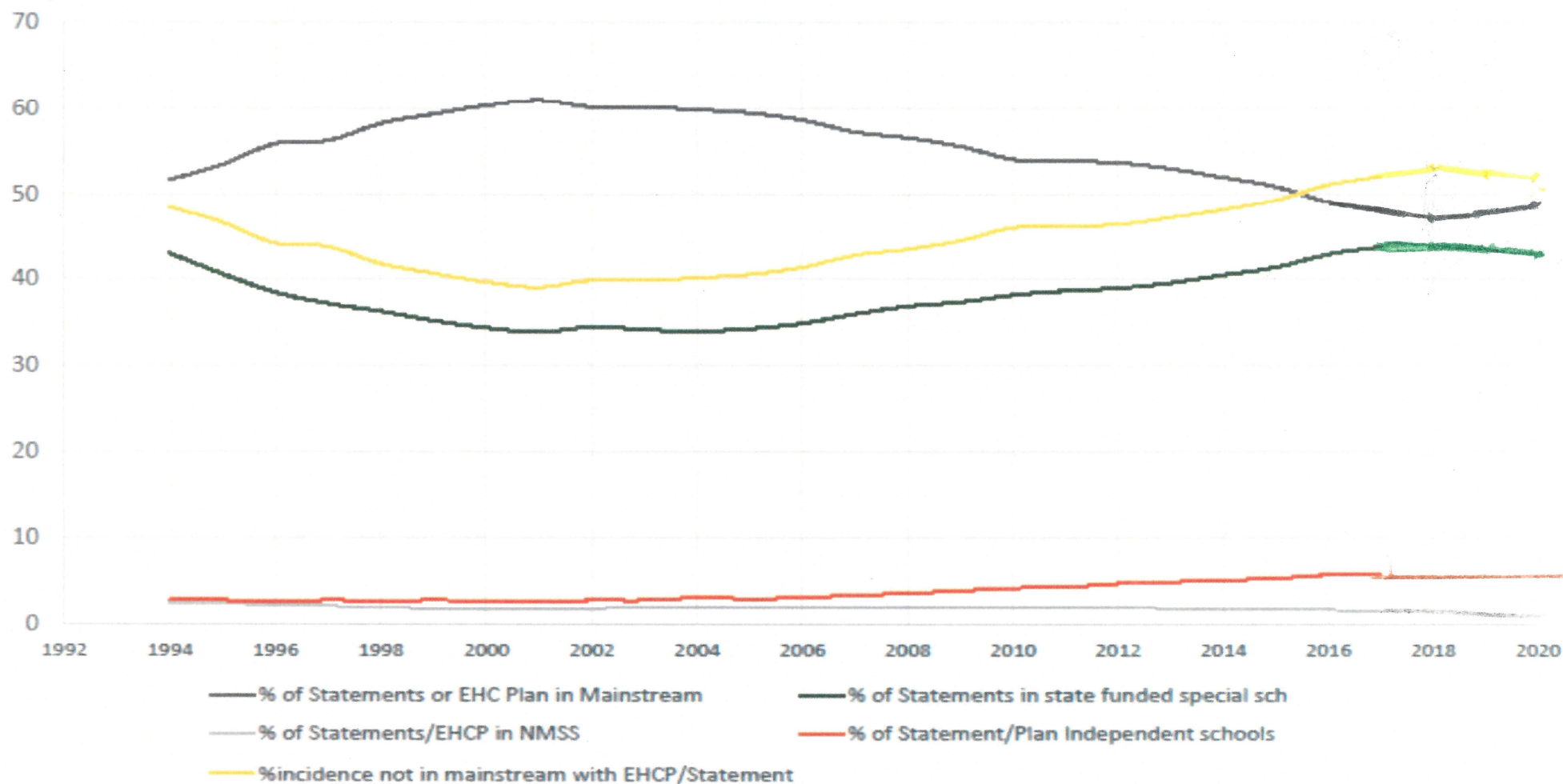


Figure C: The distribution of each primary type of need varies greatly between those who are identified as SEN Support, compared to those with an EHC plan

State-funded primary, secondary and special schools, England, January 2019



Source: School census, January 2019





What is going on with SEND?

- In January 2019, 1.3 million (14.9% of all pupils in England, 5-17 year olds), are identified with SEND:- 270,800 pupils with enforceable EHC plans and 1,041,500 with non-enforceable SEND support.
- 87% of students with SEND are in mainstream schools. They are increasingly not meeting their needs.
- The number of pupils with EHC plans rose by 16.8% from 2014-2019, 231,900 to 270,800.
- The number without plans on SEND support dropped from 1,255,600 to 1,041,500. This does not reflect drop in need, but how recorded and most likely to do with drops in school funding.
- The number of students with SEND in special schools, including a large number of independent special schools, has increased by one third between 2014 and 2018. Funding per student has reduced.
- 50% of exclusions are students with SEND, up to 6 x higher than non-disabled students.
- In 2017-18, 122 local authorities (81.3%) overspent their schools high-needs budgets.
- Government policies of high stakes testing, narrowing of the curriculum and a rush to build free schools and support academies at all costs is seriously impacting on mainstream schools' capacity to include students with SEND.
- Schools have taken real terms cuts in their budgets and this disproportionately impacts on students on SEND support funding, which is not ring fenced, with the loss of 1000s of teaching assistants.
- Since 2010 the Government has had a policy 'against the bias to inclusion' which has meant teachers are not trained effectively to include all students. Reservation on Article 24
- £700m promised by Boris Johnson will not even meet half shortfall.
-

Treasury led Green Paper following SEND Review

Need to Argue :-the reasons for SEND Crisis and solutions

Government Ideology against Inclusion-Medical Model approach

Narrowed Curriculum and Testing culture-needs to change

Insistence that all new provision has to be academies

Academies reduced numbers with SEND and led to run down of LA central support services

Money to schools for SEN Support (£6000 notional) not ring fenced.

Off rolling and unofficial exclusion needs to be reversed-counsellors in every school. Penalties for exclusion.

Schools compensated for keeping SEND students on roll

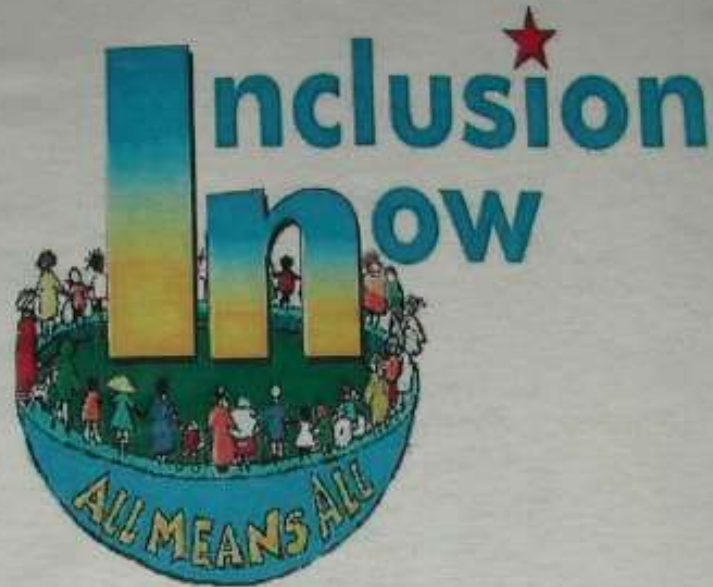
Policy Challenges to Implement Inclusion



1. Introduce primary legislation guaranteeing inclusion
2. Flexible National Curriculum
3. Primary education is free to all
4. Sufficient school places and teachers
5. Pupil centred pedagogy
6. Flexible assessment systems
7. Specialist teachers to support mainstream
8. Sufficient capital for school building and modification
9. A media and public awareness campaign to establish a rights - based approach to disability and inclusive education.

Where is Inclusive Education Globally?

- One in three disabled primary age children compared to 1 in 7 non disabled are not in school.
- Many schools still not accessible a recent crowdsourced survey found 47% of over 30,000 facilities accessible to wheelchair users.
- Lack of assistive devices. Only 66% in LMICs -32% sub-Saharan have electricity.
- 54% disabled people literate compared to 77% of non disabled.
- Those in school spend 2 years less than non-disabled peers.
- 34 Countries out 193 constitutional right to Inclusive Education.
- 41% provide appropriate Communication support compared to 17% in 2013
- Covid 19 with 1.6 billion children out of school has had a big negative impact on disabled children and girls in particular



"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

