





Inclusion: does it matter where pupils are taught? Ofsted, 2006

schools than elsewhere."

visited, but there was more good and outstanding provision in resourced mainstream "Effective provision was distributed equally in the mainstream and special schools

Source: Segregation trends – LEAs in England 2002-2004. CSIE, 2005

segregated setting.

In 2004 0.82% of 0-19 year olds in England (101,612 pupils) attended a special school or other

What is the national picture?

Removing Barriers to Achievement; The Government's Strategy for SEN (2004) background or ability." schools should play their part in educating children from their local community, whatever their "All teachers should expect to teach children with special educational needs (SEN) and all

Inclusive Schooling: Children with Special Educational Needs (2001) learning and participation." "Schools, local education authorities and others should actively seek to remove barriers to

What guidance has been issued for schools?

make "reasonable adjustments" to avoid placing disabled pupils at a disadvantage. potential, less favourably than another for a reason related to their disability, without attempting to promote disability equality. It renders it unlawful for schools to treat a disabled pupil, actual or The Disability Discrimination Act 2005 places a duty on all public bodies, including schools, to

that is incompatible with (a) the wishes of the parent or (b) the provision of efficient education for that if a statement is maintained then the child "must be educated in a mainstream school unless a "duty to educate children with special educational needs in mainstream schools" and further states The Special Educational Needs and Disability Act (SENDA) 2001 specifies that Local Authorities have







Useful Resources

Implementing the Disability Discrimination Act in schools and Early Years settings

- One free copy per school in England
- Available from www.teachernet. gov.uk/publications or 084560 222 60 quoting ref 0160-2006DOC-EN
- Short version (CD and DVDs only) available from: Stationary Office (£15 +VAT)
- customer.service@tfo.co.uk Disability Equality Education (£20)
- info@diseed.org.uk

Index for Inclusion: developing learning and participation in schools

- Set of materials to support inclusive school development, through a self-review of the school's cultures, policies and practices. Available from www.csie.org.uk or
- fax 0117 3284005 Price: £24.50 each (reductions available)
- for multiple purchases)

Disabling Imagery: A teaching guide to disability and moving image media

- Packed with useful ideas for lessons and information to help promote disability equality in schools. 234 page book & DVD of good portrayal
- Available from info@diseed.org.uk £25+ £5 postage.
- DEE also can provide training for staff on all aspects of disability. Tel 0207 359 2855 Fax 0207 354 3372

All Our Children Belong: exploring the **experiences of Black and Minority ethnic** parents of disabled children

 This report describes the uniquely challenging experience faced by Black and minority ethnic families with disabled children in Britain. It contains



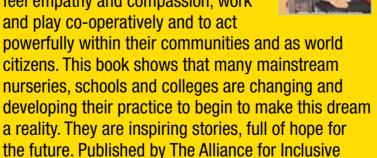
interviews with both parents and disabled children on how racism and disabilism profoundly affect their lives. Available from Parents for Inclusion as full report, or simple text version with pictures. Cost: £10 to professionals, free to parents. Simple text £3. Info@

parentsforinclusion.org www.parentsforinclusion.org

Snapshots of Possibility

Inclusive Education is based on a dream in which

all children are given the safety to develop into whole human beings, able to think and learn, love and understand each other, be creative, feel empathy and compassion, work



- Cost: £8.50 plus £1 postage
- Audio tape, text only on disc or email versions are available at the same cost.

The Inclusion Assistant (Report and Video)

- A consultation with young disabled people and their parents to think about the role of non-teaching assistants in mainstream education, particularly with regard to young people with high-level support needs. This report captures the best thinking of a group of young people and their allies
- who really know what needs to happen. Price: £10 plus £1.50 p&p
- Report without video: £6 plus £1 p&p

who have pioneered in inclusion and

This leaflet was produced in November 2007 by Inclusion UK, a consortium of four









in individualised programmes to facilitate their effective social and academic education.

 Reasonable accommodations should be provided for individual requirements and support provided which disabled people should not be excluded.

This right is to be delivered within an inclusive primary and secondary education system, from

their mental and physical abilities, to their fullest potential. The development by persons with disabilities of their personality, talents and creativity, as well as

this should be an 'inclusive education system at all levels'. All disabled children and young people can fully participate in the state education system and that

It requires all state signatories to ensure, among other things, that:

of the UN Convention say? What does Article 24 (Education)

Vernor Muòoz Villalobos UN Special Rapporteur on the Right to Education

but also change the mentality of children and teachers." We cannot just change the physical setup to eliminate the physical barriers, "If we want to include all children, the whole school must change.

but rather as an opportunity to enrich schools." "Educational systems should stop seeing children with disabilities as problems,

> and 7 have ratified-begun implementation. As of 1st November 2007, 118 countries have adopted the Convention,

from 2002 to 2006, making it the fastest negotiated human rights treaty.

The Convention was negotiated during 8 sessions of an Ad Hoc Committee of the General Assembly highest number of signatures of any human rights convention on its opening day.

On 30 March 2007, 81 Member States and the European Community signed the convention, the

giving rights to disabled people around the world in all areas of life. Article 24 covers Education. It is an international agreement between governments; a new (December 2006) Human Rights Treaty Rights of Persons with Disabilities?

What is the UN Convention on the

Rights of Persons with Disabilities. the United Nations Convention on the inclusive education, under Article 24 of Discrimination Act, and are entitled to labelled disabled, under the Disability million young people in the UK who are e.r gnoms are aliqud asant to AS IIA



What do all of these pupils have in common?

What do all of these pupils have in common?

All 24 of these pupils are among 1.9 million young people in the UK who are labelled disabled, under the Disability Discrimination Act, and are entitled to inclusive education, under Article 24 of the United Nations Convention on the Rights of Persons with Disabilities.

What is the UN Convention on the **Rights of Persons with Disabilities?**

It is an international agreement between governments; a new (December 2006) Human Rights Treaty giving rights to disabled people around the world in all areas of life. Article 24 covers Education.

Source: www.un.org/disabilities

Who is labelled disabled?

The Disability Discrimination Act 2005 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal dayto-day activities." The Act also states that all schools must publish a Disability Equality Scheme and must make reasonable adjustments to avoid placing disabled pupils, actual or potential, at a disadvantage.

Why is this relevant to our school?

The UK government signed this Convention on 30th March 2007, indicating a commitment to abide by the rules set down in it. Legislation and policy guidelines, therefore, must support the human rights of disabled people. All service providers must ensure that disabled people are equally valued and respected.

It has often been assumed that non-disabled adults can make policy decisions affecting the lives of disabled children, without reference to the voice of special school survivors and other disabled adults and children. The message from disabled members of the education community is clear: Nothing about us without us.

This leaflet was produced by Inclusion UK, a consortium of four organisations supporting inclusion. For more information please see inclusion.org.uk













Establish and regularly review a Disability Equality Scheme.

Work with others to develop an inclusive learning environment that benefits all children. This will be easier if facilitated by:

- a 'can do' attitude
- a welcoming and supportive ethos
- forward planning
- strong leadership
- ongoing consultation with pupils and parents
- effective staff training
- good working relationship with outside agencies
- regular review and evaluation of reasonable adjustments

Text adapted from "Implementing the Disability Discrimination Act in schools and Early Years settings" DfES & DRC (2006)

Above all, keep asking: What are we doing to remove the barriers that disabled pupils face in our school?

Where can I find more information?

For more information on the UN Convention on the Rights of Persons with Disabilities see www.un.org/disabilities/ For more information on UK legislation see

http://83.137.212.42/SiteArchive/drc_gb/employers_and_service_ provider/education/schools.aspx.html

For useful resources for schools please see overleaf.

























