

## inclusion in education developing inclusive schools

Overcoming barriers to learning and participation requires on-going efforts to:

- challenge exclusionary pressures
- resist segregation
- support and develop inclusion
- end discrimination
- reduce competition and privilege

Developing inclusive schools requires:

- policy commitments to reduce segregation and exclusion
- restructuring mainstream schools to respond to pupil diversity
- reforming the curriculum, teaching, support work, funding mechanisms and the built environment
- greater pupil representation in decision making
- rejecting the medical model of disability and responding positively to the social model

Inclusion needs to become a matter of routine entitlement guaranteed by law. Reform of education and discrimination legislation is required to make appropriate mainstream provision for all pupils in their local areas without resort to current assessment and statementing procedures to obtain necessary support.

# CSIE

Centre for Studies on  
Inclusive Education

[www.csie.org.uk](http://www.csie.org.uk)

## inclusion in education the Index for Inclusion

The *Index* is a set of materials to help support inclusive school development for 100% of pupils. It is being used by many schools across the UK and overseas.

The materials in the *Index* are designed to build on the wealth of knowledge and experience that people already have in their schools and to challenge all schools to move forward from their own particular circumstances. The *Index* rejects the language of 'special educational needs' in favour of the ordinary language of 'barriers to learning and participation'.

The *Index* encourages schools to reduce those barriers by gathering information about their cultures, policies and practices and setting new priorities for development. It offers a self-review process to scrutinise everything that makes up the life of the school and calls on schools to secure the views of pupils, parents/carers, staff, governors and others in this undertaking.

The Government placed the *Index* in every school and LEA in England in 2000. CSIE has since endorsed its translation for use in schools in a dozen other countries, sold a further 5,000 copies and in 2002, published a revised and updated edition based on feedback from schools, LEAs, universities and organisations in the UK and overseas.

developing inclusion  
means ending segregation

### Further information about CSIE

CSIE is an independent centre, set up in 1982, working in this country and overseas to promote inclusion and end segregation. It is funded by donations from trusts and foundations and LEA grants.

### Publishing

CSIE produces a range of information on inclusion in printed format and on its website – [www.csie.org.uk](http://www.csie.org.uk). CSIE's publications include:

- law summaries
- surveys of trends in LEA segregation/inclusion
- inclusion guides and packs
- case studies
- discussion papers
- commentaries
- arguments supporting inclusion.

See the Centre's website and full publications list for details.

### Key CSIE publications include:

- *The Index for Inclusion*
- *Social and Educational Justice: The Human Rights Framework for Inclusion*, a new report on the national and international context
- *Framework for Change* describing the international human rights arguments supporting inclusion
- *LEA Inclusion Trends in England 1997–2001*, a new statistical report
- *Learning Supporters and Inclusion*, a report on roles, rewards, concerns and challenges from the perspective of the learning supporters
- *The Inclusion Information Guide*, a major new reference document covering key topics with extensive contacts and websites to assist all those concerned with inclusion
- *Disaffection and Inclusion* explaining a radical and effective response to disaffection in the London Borough of Merton
- *Human Rights and School Change. The Newham Story*, describing the de-segregation of the London Borough of Newham's education service
- *Money for Inclusion*, outlining for schools and LEAs the central Government sources of funding for inclusion

The Centre has also produced sets of audio tapes and teachers' packs featuring examples of inclusion in action and children's views on inclusion and their schooling.

### A networking centre

CSIE works as an information exchange for developments in inclusion as well as a monitoring and lobbying group. These activities include:

- organising conferences and meetings on inclusion in education and related issues
- monitoring LEA trends in inclusion and segregation
- providing a contact point for those working towards inclusion in the UK and overseas
- consultancy and presentations on inclusion for organisations, LEAs and Government
- working with other organisations who are committed to inclusion
- submitting evidence and commentaries to central and local government

### Key projects include:

- co-ordinating the *Index* Team's Government-funded development work 1996–2000 to produce the *Index for Inclusion*
- publishing and circulating the Inclusion Charter in 1989, instigating a national movement to place inclusive education on a human rights platform in the UK
- organising Inclusion Weeks in 1992 and in 2002
- regular conferences on:
  - school policy and inclusion
  - human rights and inclusion
  - disaffection and inclusion
  - the *Index* process in schools
  - learning supporters and inclusion

### Contacting CSIE

If you would like more information about the work of CSIE, access to all our free material and a publications list, visit our website at [www.csie.org.uk](http://www.csie.org.uk). You can also write to us for the Centre's free *Inclusion Pack* at:

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inclusive education



the right to belong to the mainstream  
developing inclusion means ending segregation

# CSIE

Centre for Studies on  
Inclusive Education

an independent education centre

- supporting inclusion
- challenging exclusion

## inclusion is ...

- a basic human right
- equal membership
- restructuring the mainstream
- about cultures
- comprehensive schooling
- non-discrimination
- participation
- diversity
- belonging in communities

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## definitions of inclusion in education

Inclusion is a fundamental human right for every child and young person.

The *Index for Inclusion*, written by Tony Booth and Mel Ainscow, and published by CSIE in 2000, offers a number of definitions of inclusion in education, including: 'Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools' (see page 7 for further information on the *Index*).

The Government defined inclusion in 2001 as '... a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils;' it also called on schools, local education authorities (LEAs) and others to '... actively seek to remove barriers to learning and participation' (see *Inclusive Schooling* Statutory Guidance, DfES, 2001). Both phrases are taken from the *Index*.

Developing processes of inclusion – in pre-school, school and college/university settings – means responding to diversity. Each belongs and everybody is welcome.

Processes of inclusion are wide-ranging, dynamic, and varied. They consist of:

- forging relationships
- building community
- increasing participation

Inclusion in education is concerned with breaking down barriers to learning and increasing participation for all students, treating all learners on the basis of equality and non-discrimination. Inclusive schools are an integral part of an inclusive society.

In educational and social settings of all kinds, working towards inclusion entails celebrating differences of:

- culture
- ethnicity
- gender
- sexual orientation
- needs and abilities

## inclusion in education the struggle goes on

Despite progress in the last 20 years towards more inclusive education, segregation persists as institutional discrimination.

The fundamental human right to inclusion of many thousands of children and young people in the UK is routinely violated by placement in separate special schools and pupil referral units.

The overall goal of CSIE is the phasing out of segregated educational settings and the development of a restructured, inclusive mainstream system capable of providing appropriate support for all pupils in their local areas.

Law reform and school development are needed to realise inclusion for all children and young people in the UK. Now is the time for the UK to set targets to end segregated education.

## inclusion in education exclusionary pressures

Pressures to exclude come from divisions in society as well as from central and local government policies and law.

Exclusion and segregation depend on:

- negative labelling
- stereotyping
- stigmatising

Exclusion and segregation are strengthened by:

- fear
- ignorance
- prejudice

Exclusion and segregation are sanctioned by:

- selection
- competition
- privilege

Investments in a separate 'special' system may make the transition from segregation complex but are no justification for continuing it. The outcome for many thousands of children, young people and adults is an experience of isolation, away from mainstream life and opportunities. Status and self-esteem are undermined. Groups and individuals become categorised as 'other' and their segregation justified.

## inclusion in education ending segregation

Ending segregation in education requires law reforms removing the remaining constraints on access to the mainstream as well as removing LEA powers to run separate special schools.

At present deep contradictions within Government policy and legislation undermine progress to full inclusion. For example:

**The Government has a programme for increasing access to mainstream schools and for tackling discrimination in education ...**

**yet** it continues to allow schools and LEAs to segregate some pupils with impairments and learning difficulties and those experiencing difficult behaviour.

**The Government and LEAs endorse the philosophy of inclusion in an increasing number of policy initiatives and promote its benefits ...**

**yet** selection in education based on ability is still a major part of political and administrative agendas.

**The right to mainstream schooling is recognised under the 1989 United Nations Convention on the Rights of the Child, ratified by the UK in 1991 ...**

**yet** UK law allows parents to choose to send their children to separate, special schools.

**The 1996 Education Act assessment and statementing procedures and the accompanying language of 'special educational needs' are based on an outdated, medical view of disability as individual defect which is a barrier to inclusion ...**

**yet** these arrangements continue as a main means of obtaining necessary provision.

**Families are often forced into stressful appeal procedures to try and obtain adequately resourced mainstream provision ...**

**yet** substantial public funding to maintain separate, special schools and develop new ones continues.

CSIE believes these forms of institutional discrimination betray the best interests of children and young people. Young adults leaving segregated education continue to experience discrimination in work, leisure and relationships. Neither parents nor professionals should have power to take away children's and young people's rights to inclusion.