

8 Inclusive Schools and Classrooms

... A good school for students with visual impairment – and for students with any disability – is one that not only facilitates academic learning, but most importantly facilitates learning to live in a social world – a world with diversity. An inclusive school is the best place for preparing young people to live in a diverse world. In order for students with disability to learn together with their peers in a meaningful and fruitful way, a support system must be in place. This support system makes sure that there is equal access for all students to all the learning resources available in the school. This way, students with disabilities can fully participate in all the learning activities together with their non-disabled peers. Educators must promote equal access and full participation of students with diverse abilities in an inclusive setting, and thereby fully acknowledge their rights.

Didi Tarsidi, President, Indonesian Blind Union²⁷⁴

Examples of classroom and individual measures to accommodate disabled students vary considerably; some constitute integration, rather than inclusion. This chapter first examines the UNESCO publication, *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments* (Box 8.1), and then looks at perspectives for bringing equality into the primary classroom from two experienced practitioners (Box 8.2). It also examines the CSIE's *Index for Inclusion*, getting school buildings right, and how to provide for deaf and deafblind children in poorer countries. It shows how sensory impairment can be accommodated at local level with examples from Samoa (Boxes 8.3 and 8.5), Kenya (Boxes 8.4 and 8.8), St Lucia (Box 8.6) and Bangladesh (Box 8.7).

Singapore provides an example of a high school for those who fail their exams and how students can be turned around – this is not inclusive, but it is effective (Box 8.9). Two schools in Sri Lanka show that effectiveness depends on staff and management attitudes (Box 8.10). India has many different approaches (Boxes 8.11 and 8.12). South Africa furnishes examples of developing inclusion (Boxes 8.14, 8.16 and 8.17), while Namibia shows how with intervention, access and support a disabled student can achieve (Box 8.19). Swaziland (Box 8.13), St Lucia (Box 8.18) and Uganda (Box 8.20) demonstrate that school leaders with vision are crucial. The struggle of individual disabled teachers to become established is shown in India and Mozambique (Boxes 8.21 and 8.22). Boxes 8.23 to 8.34 provide examples of classroom adjustments in England to include a range of primary and secondary children. The chapter includes a useful annex on how classrooms have been made accessible in the UK. More discussion of what is needed to provide an inclusive classroom environment and prevent drop-out is offered in Chapter 9.

Accommodating disabled pupils

Article 24 does not go into detail about the extent of the provision that should be made to accommodate disabled students. It states:

Reasonable accommodations should be provided for individual requirements and support provided in individualised programmes to facilitate their effective social and academic education.

UNCRC, Article 24, para. 2(e)

'Reasonable accommodation' means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Ibid., Article 2

In 2001, UNESCO set out nine golden rules for dealing with the diversity found in any class of children, but especially when some have special needs (UNESCO, 2001). Teachers around the world have found them useful and say that pupils learn better when the rules are followed. They are: 1. Include all pupils; 2. Communication is central to teaching; 3. Manage the classroom; 4. Plan your lessons; 5. Plan for individuals; 6. Give individual help; 7. Use assistive aids; 8. Manage behaviour; 9. Work together.

UNESCO Toolkit

An inclusive learning-friendly environment is one that welcomes, nurtures and educates all children, regardless of their gender, physical, intellectual, social, emotional, linguistic or other characteristics. They may be disabled or gifted children, street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS or children from other disadvantaged or marginalised areas or groups.

UNESCO has produced a toolkit that is useful to everyone concerned with education: teachers in pre-primary, primary, or secondary school classrooms; school administrators; students and instructors at teacher training institutions; and those who just want to improve access to learning for children who usually do not go to school, such as those with diverse backgrounds and abilities. The toolkit is especially valuable for teachers who are working in schools that are beginning to change into more child-centred and learning-friendly environments, possibly due to reforms introduced by an education ministry or an NGO.

Creating an inclusive learning-friendly environment is a journey. There are no set paths or ready-made quick fix solutions. It is largely a process of self-discovery. It takes time to build this new kind of environment. But 'a journey of a thousand miles begins with a single step': the toolkit will help you take that first step, and then the second, third and so on. It comprises nine booklets, each containing self-study tools and activities that help to create an inclusive learning-friendly environment. The toolkit has been translated into several languages, including Malay, Chinese, Samoan and Urdu. However, as has been pointed out in previous chapters, there needs to be a twin-track approach to developing inclusive practice for disabled pupils. The general change process to develop a child-friendly learning environment, where difference is respected, is key. The impairment-specific adjustments that arise from the need to make reasonable accommodations provide the right sort of support and individualised programmes and outcomes.

Box 8.1 UNESCO Toolkit for Creating Inclusive Learning-Friendly Environments²⁷⁵

Booklet 1 *Becoming an Inclusive Learning-Friendly Environment*

This booklet explains what an inclusive, learning-friendly environment is and how it can be created.

Booklet 2 *Working with Families and Communities to Create an ILFE*

Explains how important families and communities are to the process of creating and maintaining an inclusive learning-friendly environment, as well as how to involve parents and community members in the school and children in the community.

Booklet 3 *Getting All Children in School and Learning*

Lists the barriers that exclude rather than include all children in school, and describes how to identify children who are not in school and deal with barriers to their inclusion.

Booklet 4 *Creating Inclusive Learning-Friendly Classrooms*

Describes how to create an inclusive classroom and why becoming inclusive and learning-friendly is so important to children's achievement. It explains how to deal with the wide range of different children attending one class, and how to make learning meaningful for all.

Booklet 5 *Managing Inclusive Learning-Friendly Classrooms*

Explains how to manage an inclusive classroom, including planning for teaching and learning, maximising available resources, and managing group work and co-operative learning, as well as how to assess children's learning.

Booklet 6 *Creating Healthy and Protective ILFE*

Suggests ways to make your school healthy and protective for ALL children, and especially those with diverse backgrounds and abilities.

Specialised Booklet 1 *Positive Child Discipline in the Inclusive Learning-Friendly Classroom*

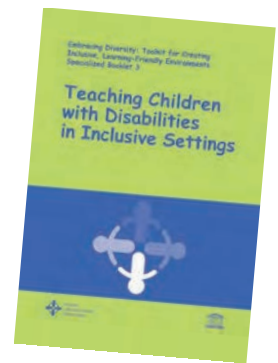
The lack of skills in handling disciplinary problems leads many teachers to physically or verbally abuse their students. The booklet suggests some ideas about how head teachers, teachers and other caregivers can use positive discipline techniques to create a learning-friendly environment. It focuses on abolishing corporal punishment and presents positive discipline tools.

Specialised Booklet 2 *Practical Tips for Teaching Larger Classes*

When teachers perceive the class as large, there is a tendency to fall back on traditional teaching by rote learning rather than child-friendly methods. This booklet demonstrates ways of teaching larger classes.

Specialised Booklet 3 *Teaching Children with Disabilities in Inclusive Settings*

This booklet examines the main range of impairments and provides tips on what to do to overcome barriers to learning and the type of individual adjustments that work.



The revised toolkit includes a booklet, *Teaching Children with Disabilities in Inclusive Settings*, that starts to address these impairment-specific adjustments (UNESCO, 2009). The booklet focuses on the specific issues that need to be addressed when teaching disabled people. It provides practical guidelines for successfully teaching disabled children without compromising quality.

Starting from the point of view that each child is different, an understanding of their impairment and how to accommodate it, giving support to their needs in the mainstream class, is vital.

The booklet makes clear:

We all know that every child is unique and different. They have different abilities, learn in different ways, and at different paces. Inclusive, learning-friendly and barrier-free environments should therefore be created in every school and community throughout the world so that all children will be enabled to develop to their full academic, social, emotional and physical potentials. Individual support should primarily be given by the class teacher. However, s/he may also need assistance from school-based and itinerant resource teachers to ensure that the children concerned receive quality support that is based on their individual learning needs.

It gives pointers on universal design and provides a useful framework; it then discusses a range of commonly occurring impairments:

- Hearing impairment
- Visual Impairment
- Physical impairment – motor and mobility impairments
- Cerebral palsy
- Developmental and intellectual impairment
- Down syndrome
- Specific learning difficulties
- Dyscalculia
- Dysgraphia
- Dyslexia
- Dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Autistic spectrum disorder (ASD)
- Epilepsy
- Tourette's syndrome
- Social, emotional and behavioural difficulties
- Deafblindness
- Multiple impairments

The guide is meant for countries of the South and explains how commonly occurring impairments can be identified, how they present and degrees of severity, and provides a checklist of what teachers can do to accommodate the social and academic learning of pupils with various impairments. The focus throughout is on identifying barriers and finding solutions and so fits well into the DREM framework discussed in Chapter 4. An example of the useful advice is the list below on developmental impairments.

Practical tips for teaching children with developmental impairments²⁷⁶

- Use simple words and sentences when giving instructions. Check that the child has understood.
- Use real objects that the child can feel and handle, rather than just working abstractly with pen and paper. This is important for all children, especially for children with disabilities.
- Do one activity at a time with the child. Make it clear when one activity is finished and another one is starting.

- Break a task down into small steps or learning objectives. The child should start with an activity that s/he can do already before moving on to something that is more difficult. Go back one step if the child encounters problems.
- Try to link the tasks to the child's experience and everyday life (this is important for all children).
- Give extra practice by repeating the task a few times. This will ensure that the child masters the skill. It will help increase her/his self-confidence; however, repetitions should not be exaggerated.
- Repeat a few main tasks with certain intervals so that they become 'habits', to prevent skills from being forgotten.
- Ask other children (who are doing well academically) to help and assist their classmates with developmental impairment as part of their own social, emotional, and academic development. This is mutually enriching.
- Be generous with praise and encouragement when the child is successful and masters new skills, as well as when s/he is trying very hard.
- Motivate the other children in the class to include the child with developmental impairment in out-of-class play and sport activities. This is also mutually enriching.
- Ignore undesirable behaviour if the child is doing it to get your attention. Give praise and attention when the child's behaviour is good.

The three main principles for teaching children with developmental impairment are:

1. Divide skill development into small steps and allow for slow progression.
2. Make frequent repetitions.
3. Give a lot of praise and motivation.

Box 8.2 How to organise an inclusive classroom: A UK primary teacher perspective

by Susie Burrows and Anna Sullivan

All schools need an ethos where all children feel welcome and safe, challenging racism, disablism, sexism, homophobia and all forms of prejudice and bullying, and promoting equality through measures such as:

Creating an inclusive ethos

1. Teachers need to promote an ethos in all classes where children feel able to talk about their lives and feelings, and where pupils are encouraged to support one another and work collectively. The effects of racism (including anti-Semitism), disablism, sexism, homophobia and prejudice should be explained and discussed so that the children develop empathy, challenge discrimination and include those who may feel excluded. Young children can be taught this by drawing on their great sense of fairness.
2. Being aware that harassment can take many forms is essential, e.g. not wanting to sit next to a child who looks, acts or behaves differently, or not playing with a child who has facial impairments or is of a different ethnic origin. Seemingly minor incidents should be discussed and brought out in the open, so the victim is supported and the whole class understands the implications of their behaviour.

*The author with pupils
at Cleves School,
Newham, London.*

CREDIT: CARLOS REYES MANZO



3. Children have different styles of learning and multiple intelligences and need different styles of teaching. It is important to value the teaching of the arts and physical education as much as that of other subjects. Achievements in these areas, and the consequent self-esteem of children who do well at them, lead to greater ability to achieve in all subjects. Equality is giving each child what they need, not treating everyone the same.
4. All members of staff should challenge stereotypical and prejudiced comments made in lessons, the playground and the surrounding environment. Children should be taught the history of offensive terms so that they understand why these words are hurtful and unacceptable.
5. It is important to support pupils and their families who encounter harassment in the community, because children who live in fear cannot learn. This includes families who face deportation.
6. School assemblies can be used to deal with issues of prejudice, e.g. showing films and TV clips to introduce discussion of media stereotypes.
7. Using opportunities to celebrate the richness and diversity of different cultures, e.g. celebrating International Disabled People's Day (3 December) from a rights perspective, Black History Month, Refugee Week, Eid (from an anti-racist perspective) and International Women's Day (8 March). It is also important to include workers' struggles, e.g. teaching about the writing, art and movements for social equality that give dignity to working class people.
8. Drawing parallels between racism, sexism, disablism, homophobia and discriminatory practices based on social class to foster solidarity between boys and girls, black and white, disabled and non-disabled, and with working class children.

9. Celebrating achievement compared with each child's previous achievements, rather than standardised attainment.
10. Promoting inclusion through the curriculum, e.g. circles of friends, inviting speakers from local minority ethnic communities and disabled people's organisations; displaying work from all pupils in any area of the curriculum; ensuring that the materials and content of lessons cover different cultures and people; reviewing resources to ensure they are inclusive; providing accessible structures where pupils, parents and staff have a voice.

Making it happen

1. In order to allow the ethos described above to develop, teachers must ensure there is time and space each day when children feel free to talk about anything in their lives that interests or troubles them. This can be a starting point for discussing issues of how people are treated, e.g. if a child feels able to talk about their personal experience, or even to express bigoted views, the rest of the class can learn to be supportive or to challenge them.
2. It is more usually effective to bring issues into the open and deal with them collectively than talk to individual children after the session. If anyone is being offensive in any way (however subtle), the teacher can encourage the whole class to discuss the issue. The child who is being subjected to harassment, however seemingly minor, needs to know that the teacher is on their side and that the rest of the class know this. It helps if the school has a consistent policy that is applied by everyone.
3. Set up the class so that children are able to work autonomously or with support, with easy access to equipment. Take a flexible approach to carrying out the tasks required by the curriculum, so all children's needs are met.
4. Set up a range of groupings, such as individuals, pairs, whole class and small groups. Ensure that the composition of the groups is varied – a mix of ability, impairment, social background, gender and ethnicity is important.



Sharing at North Beckton Primary School, Newham, London.

CREDIT: CARLOS REYES MANZO

5. The teacher needs to show that all children are valued by openly praising each child's individual efforts and achievements in all areas of achievement – creative, physical, social and academic.
6. Make reasonable adjustments for disabled pupils and wherever possible plan ahead to anticipate what these may be. For example, when planning a trip take account of the access and learning needs of all in the group so they can fully take part.

If you have developed a supportive ethos, children will welcome and look after anyone new to the class. Sometimes a child with behavioural or learning difficulties can benefit a great deal from supporting someone else. Teachers need to be aware of how friendship patterns are developing in the class so they can intervene where necessary.

If a teacher notices some confident children controlling the forming of friendships and making some children feel unwanted, they need to nip it in the bud because this can escalate. Children who are unkind are often unhappy themselves and are relieved when the teacher helps them behave differently. They also need praise when they change. Teachers have immense influence in primary schools and if they make clear what is acceptable, children will respond, especially to praise. You cannot force children to be close friends with everyone, but you can teach them to be kind and respectful of the feelings of others and to treat each other supportively. Children want a happy environment as they spend many hours at school. This applies to those who bully as well. Even children with difficult behaviour, who are damaged by what has already happened in their lives, can flourish in a safe and supportive atmosphere.²⁷⁷

Index for Inclusion

The *Index for Inclusion* is a useful checklist piloted by the Centre for Studies on Inclusive Education, which enables schools to measure their progress. It is a tool that can be used both to initiate a school's or district's journey towards inclusive education and to monitor the development of inclusion over time. The *Index* takes the social model of disability as its starting point, builds on good practice and then suggests a cycle of activities which progress through the stages of preparation, investigation, development and review. It contains a set of materials that guide schools through a process of inclusive development. It is about building supportive communities and fostering high achievement for all staff and students.²⁷⁸ The following questions need to be considered in greater detail before an in-depth analysis is made of educational plans:

- Which policies promote inclusion and which prevent it from happening?
- What barriers at policy level act as a deterrent to the practice of inclusion and how can they be addressed?
- How can suitable guidelines to facilitate inclusion be prepared and followed?
- How can debate and discussion be generated among relevant stakeholders?
- How can monitoring mechanisms be formulated and incorporated into plans and realistic goals set for achieving targets?

There are some indicators that determine whether your school system is on track to moving towards inclusion. Your school can use the *Index* to:

- Adopt a self-review approach to analyse its culture, policies and practices, and identify barriers to learning and participation;
- Help decide its own priorities for change and evaluate progress;
- Encourage a wide and deep scrutiny of everything that makes up the school's activities as an integral part of its existing development policies.

The *Index* has been translated into more than 37 languages and is used in 90 countries. The process of challenging existing barriers and practices through involving all stakeholders – pupils, parents, the community, the school management board or governors, and teaching and support staff – is a vital component in developing inclusive practices. Its three dimensions are valid in any education system at all levels. However, work with teachers in four countries, India, Brazil, South Africa and the UK, has shown that the specific indicators need adjustment to fit each country's cultural and socio-economic situation (Booth and Black-Hawkins, 2001).

The *Index* process gets stakeholders to ask a series of questions, before administering the full range of indicators and questions and adjusting to local circumstances. A steering group of representatives of parents, staff, the community and educational administrators should be set up. They could start by asking the following questions:

- Who experiences barriers to learning and participation in the school?
- What are the barriers to learning and participation?
- How can these barriers be minimised?
- What resources are available to support learning and participation?
- How can additional resources be mobilised?

The *Index* has three dimensions that cover all aspects of school life:

Dimension A: Creating inclusive cultures

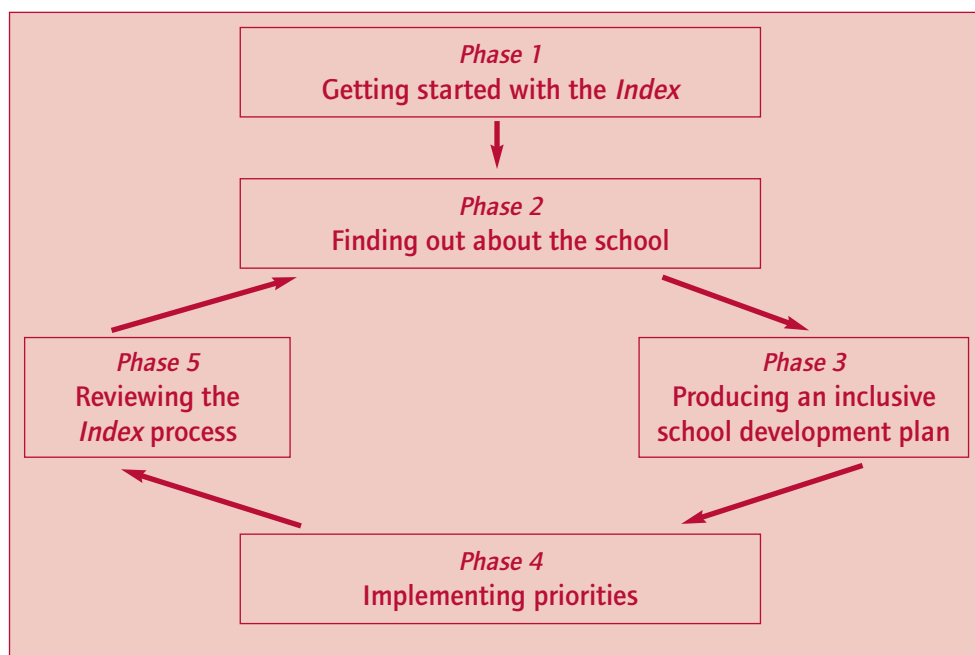
Building community – establishing inclusive values: This dimension is about creating a secure, collaborative and stimulating community in which everyone is valued. It is concerned with developing inclusive values, shared among all staff, students, governors, parents and carers, that are conveyed to all new members of the school. These principles guide decisions about policies and practice, so that the learning of all is supported through a continuous process of school development.

Dimension B: Producing inclusive policies

Developing a school for all – organising support for diversity: This dimension is about putting inclusion at the heart of school development, so that it permeates all policies. Support is all those activities which increase the capacity of a school to respond to student diversity. All forms of support are brought within a single framework and are viewed from the perspective of students, rather than administrative structures.

Dimension C: Evolving inclusive practices

Orchestrating learning – mobilising resources: This dimension is about making school practices reflect inclusive policies. It is concerned with ensuring that classroom and extracurricular activities encourage the participation of all students and draw on their experience outside school. Teaching and support are integrated in the orchestration of learning and overcoming barriers. Staff mobilise resources to sustain learning for all.

Figure 8.1. The *Index* process and the school development planning cycle***The Index planning process*****Phase 1: Getting started with the *Index* (half a term)**

The school development planning team establishes a co-ordinating group. The group informs itself and the rest of the staff about *Index* concepts, materials and methods for gathering knowledge about the school from all members of the school community.

Phase 2: Finding out about the school (one term)

Detailed exploration of the school and the identification of priorities for development.

Phase 3: Producing an inclusive school development plan

Change the school development plan to make it reflect inclusive aims and the particular priorities identified in Phase 2.

Phase 4: Implementing priorities (ongoing)

Implementation and support.

Phase 5: Reviewing the *Index* process (ongoing)

Review of progress in developing an inclusive culture, policies and practices.

The third edition of the *Index for Inclusion* was launched at an international conference at London University's Institute of Education on 23 May 2011. The launch attracted an international audience, including education practitioners from Belgium, Germany, Hungary, India, Italy, Norway and the USA.

The new edition has been substantially revised and expanded, and builds on ten years of the *Index* in use. It makes explicit the values that underpin the *Index*; has a new section on a curriculum informed by these values; makes more explicit links with other educational initiatives based on these values; and explains how the *Index* can be used. Spiral bound for easier handling, the revised edition comes with a CD that provides an electronic version of the document and includes questionnaires that can be adapted to the context of individual schools.²⁷⁹

Getting school buildings right

Putting all children worldwide in school by 2015 will constitute the biggest building project the world has ever seen. Some 10 million new classrooms will be spread over 100 countries.²⁸⁰ All new construction should be fully accessible for those with disability; retrofitting of existing buildings is of equal importance. A change in construction norms to this effect should be explicitly agreed by the donor community. Government monitoring of procurement and building, involving the community and making cost-effective decisions are all essential. The best way to guarantee that the access needs of disabled people are taken into account is to involve them from the planning stage onwards. The major school building programme under way in India is a good example. *Preparing Schools for Inclusion* (2010) contains useful articles on developing inclusive schools from a design perspective.²⁸¹



Making schools accessible by building ramps for wheelchair users is important.

CREDIT: CONFLUENCE



Building new classrooms in Kisarawe, Tanzania.

Teaching sensory-impaired children in poorer countries

The Convention takes account of the concerns of the deaf, blind and deafblind communities to make sure young people with these impairments receive the specialist support they need to learn sign language and Braille. Article 24(3) calls on states parties to facilitate the learning of alternative means of communication, promote Braille and sign language and ensure that blind, deaf and deafblind children are provided with environments that maximise their academic and social development (Box 1.1).

Miles (2000) argues that although some children with mild hearing impairment can learn within integrated environments, providing the teacher is aware, takes care to face them and speaks clearly, for many hearing impaired children, this is not possible. Hearing aids are not only difficult and expensive to obtain, but need constant maintenance, which is usually impossible in remote rural communities. They do not 'solve' deafness because they just amplify the sound and do not teach language skills. The key issue is that a deaf child will not develop language and communications skills automatically in their own hearing family and community. They are excluded from birth in their own family by virtue of not being able to speak the same language. They need contact with other deaf people in order to develop their own sign language, which is why many deaf people argue that separate schools or units are necessary for deaf children.

Teaching sign language in Uganda.



Some children are deafblind and the challenges posed by educational inclusion for them are even more severe. Their needs are addressed in Article 24 of the Convention:

Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximise academic and social development.

For most deaf children who live in economically poorer countries special schools are not an option. Providing them on any significant scale is unrealistic. Separation from their families and communities can deskill children in terms of essential survival knowledge, for example agricultural skills. Even worse, many special schools for the deaf still forbid the use of sign language and use oral methods, ignoring the recommendations in the UN *Standard Rules*, the *Salamanca Declaration* and the UNCRPD. Sign language can only develop when deaf people come together. The World Federation of the Deaf now advocates bilingualism – using sign as the first language and then developing written majority language in mainstream schools with support.²⁸²

So the 'deaf dilemma' is that sign language can only develop when deaf people come together to learn, but segregated education does not promote inclusion within the family or community. However, without sign language it is extremely difficult for deaf people to be included in their families or communities.²⁸³

Solutions

- Deaf adults are the most obvious human resource available for the education of deaf children;
- In some African countries, the inclusion of deaf adults in the education of deaf children has made more progress than in countries in the North;
- Inclusion needs to be seen as broader than schooling and must take place within the community;
- Small groups of deaf children and adults can meet to learn sign language without being excluded from overall education provision;
- Bilingual education needs to be explored at the family, community and school levels.

In Bushenyi district of Uganda, ordinary schools with an integrated unit for deaf children staffed by ordinary teachers opened in 2000. Drop-out was almost 100 per cent. The teachers developed some rudimentary sign ability and began to experience success, but were aware that children could not communicate with their hearing parents. So they started a parents' group to teach them basic sign language. Later, the Uganda National Association of the Deaf became involved in teaching sign. Recently the teachers have trained in sign language at Kyambogo University. The initiative has proved a great success, bridging the gap between home and school.²⁸⁴

The resource-based model and the provision of itinerant or peripatetic teachers for blind and deaf pupils in mainstream schools appears to be working in Kenya and Papua New Guinea. Withdrawing children to work on developing certain skills still counts as inclusion, provided they are part of a whole class group for most of the time. Inclusion is not about treating everyone the same: it is about giving them what they need to thrive educationally.



Teaching deaf children to talk in India.

Box 8.3 Samoa: Sign language begins at home

Fieldworkers for Loto Taumafai Early Intervention Programme support 40 deaf children and their families in five districts across the Samoan islands. They encourage sign language development and communication methods for the whole family. They also educate the family about the importance of deaf children attending school. Many Samoan deaf children do not attend, because parents do not see the value of it. The programme is challenging this belief at family and village level. All members of the programme have learned sign language and can communicate with the two deaf fieldworkers. Although they face challenges in their work, they have a high level of commitment and provide positive role models, and will facilitate the children's inclusion.²⁸⁵

Box 8.4 Nairobi, Kenya: Supporting blind pupils

During the mid-1980s, Kenya began to develop itinerant services for children with visual and other impairments. The service began with one school in Nairobi admitting two blind children. An itinerant teacher was initially involved in teaching the children Braille, orientation and mobility. He also assisted the class teacher. The following year, another school enrolled blind children and the itinerant teacher visited the school to teach and support teachers. The itinerant service, based in general schools, now covers a large part of Nairobi and is expanding beyond the capital city.²⁸⁶

Box 8.5 SENESE Inclusive Education in Samoa

Donna Lene, principal of SENESE Inclusive Education, has been working in Samoa for 20 years to develop education for disabled children. When a school embarks on an inclusive education process, that school commits to change. The changes are many and at all levels within the school. They involve how a principal enrolls all students, how a class teacher sets up group work in the classroom and how the school community engages with all families, including

those that have a child with a disability. This has been the case in nearly 75 schools in Samoa that SENESE Inclusive Education Support Services funds under the AusAID Inclusive Education Demonstration Program.²⁸⁷

Many stories of positive change exist within the walls of each of these schools. On the other side of Upolu, which just escaped the recent tsunami, is the small rural school in Saanapu village. With around 200 students, the school has confidently embarked on the pathway of inclusive education and has successfully included two disabled children. Tuli is confident as he makes his way to class or down to the assembly area using his white cane. He is supported in class by his cousin Shana, who has been selected as his teacher aide and has undergone intensive training from SENESE in how to support the learning of a person who is blind. She is also learning strategies for home that will help Tuli to be included in all village activities. The school is visited by SENESE staff every fortnight and Shana and Tuli also come in one afternoon a week for a video conference with the Royal Institute for Deaf and Blind Children in Sydney, Australia.

During these sessions Shana and SENESE staff discuss Tuli's programme, and address challenges and areas of concern. Shana commented recently, *'These sessions and support from SENESE give me the confidence to try new things and reassure me that I am on the right track'*. There have been changes in the children who attend Tuli's school as well. Shana reports that Tuli is never short of a guide and the other children really enjoy talking to Tuli and listening to him sing and tell jokes. They are learning Braille and can read Tuli's stories.

The principal of the school is very proud of their achievements. He says: *'Tuli is a Saanapu boy and has the right to go to school with his friends and cousins. He adds a lot to our school and has given us the opportunity to learn more and work with the SENESE team.'* Tuli's grandmother Luisa is delighted that Tuli is able to go to school in the local village, as previously that would have had to travel 45 minutes to Apia. The family were considering sending Tuli to New Zealand to gain an education: that has all changed now.

Saanapu school is also including another young girl in Year 5. Her name is Airline and she is profoundly deaf. Airline is supported by her cousin Mafutaga who has learned how to communicate with Airline using sign language. Mafutaga attends sign classes once a week in Apia. The fruits of her learning and teaching are seen as the Samoan National Anthem and the morning devotional prayer are conducted in sign language. Mafutaga proudly shares that Airline is beginning to read and comprehend so much more. SENESE staff support Airline's teacher and have recently organised professional development in how to use children's books as a motivation for other literacy tasks.

At Samoa Primary School, closer to Apia, other significant milestones in the inclusive education pathway have been achieved. The principal of this school is confident and determined that her school will be able to effectively support a diversity of learning.

Anthony, who comes within the autism spectrum, is currently in Year 2 at Samoa Primary and is supported by a full-time SENESE teacher aide. Since Anthony has been attending school he has stopped having morning tantrums. He enjoys buying lunch, especially an ice-pop from the school canteen with the

other students, although he previously did not like going to places where there were many other children. He is now able to use the bathroom independently and can follow school and class routines. He has developed a positive relationship with his classroom teacher and teacher aide. He is using a lot more language in class when he wants something, and at the same time learning naturally from other students. At lunchtime he loves playing soccer and rugby with other pupils. This is a wonderful development as he previously only wanted to swing and rarely shared with other children.

Joseph Walters (Jay), in Year 1, is another boy on the autism spectrum. Jay now attends school full-time from 8am to 1pm with the support of teachers, a teacher aide and SENESE staff. The school is now familiar with him, so he enjoys being in class and does not disturb other students. Jay is just starting to enjoy having lunch with the other pupils. His family have developed strategies to include Jay at home and have commented that he is now being treated like any other five-year old. Jay has a buddy in class to help him with routines like sports and swimming. He plays with the other pupils and has learned to take turns on the swing and slide. Singing times are his favourite and he can sit on his chair doing activities with his support person during individual work time.

More challenges arise from day to day at each of these schools, but they are committed to working through these, together with SENESE, because the benefits are so great.

Box 8.6 St Lucia: Including children with intellectual impairments and blind children

The St Lucia Association of People with Developmental Disabilities (SLADD) runs its own special education centre, Dunnottar School. Andrew was born with Down syndrome and went to pre-school classes at the centre. In 2001 Dunnottar was interested in starting a new programme that would include children with Down syndrome in regular schools. This was unusual in St Lucia, where most children with developmental delay attend one of four special schools. In September 2001 a school was identified, the principal and teachers were interested in facilitating the new programme and Andrew was offered a place. A teacher from Dunnottar School provided support in the regular primary school and four children with Down syndrome were included in the programme. Initially, Andrew was in the smaller resource room, where visually impaired pupils were also supported, but for the last two years he has attended the mainstream class with occasional reinforcement of learning in the shared resource room. His self-confidence is increasing; he is becoming more independent and is able to mix with others, not just family members. In 2004, after Andrew had been attending mainstream school, his mother Beverly and support teacher Alma were interviewed.

Alma: How did you feel when we first suggested that we should move Andrew into a regular primary school?

Beverley: Although I felt elated, I was concerned about how he would adapt to being in a class of 35, with children whose learning ability was more advanced.

A: But we told you that he would be in a small group in the school's resource room – were you reassured?

B: Oh yes, that was part of the elation. But even though I knew there was support, I worried about whether the children would accept him and whether he would get along with the teacher.

A: Having met the resource room teacher and seen the school, did you feel that he would make it?

B: When Andrew was born, I didn't think he would ever learn to read or write, but he is able to write his name, read his reading book, and his speech is developing – not perfectly, but I can see him progressing.

A: That's because he is exposed to children speaking well. He would not have had such positive role models if he had gone to a special school.

B: He's also much more confident. He no longer lets his father walk him to the classroom – now he says goodbye to him at the school gate!²⁸⁸

Box 8.7 Bangladesh: INGO support for inclusion of blind children²⁸⁹

Twelve-year-old Shahinur Akter lives with her parents, three brothers and two sisters in Hetalia village, Narsingdi district in Bangladesh. Her father is a day labourer and her mother a housewife.

Shahinur was born blind due to congenital cataract. During the third month of her life her mother identified that she searched for a light source in order to see, but she had no idea what to do with her. She was taken for traditional treatment, but was not cured. When she was two years old, her mother took her to the nearest health complex and to district level Sadar hospital at Narsingdi, but the doctors could not identify the problem. At the age of six, she was taken to Dhaka Progressive Lions Eye Hospital, Narsingdi, but by that time she had

An inclusive classroom in Bangladesh.
CREDIT: SIGHTSAVERS



lost all vision. Doctors assessed her and said it was too late to get it back.

Due to her blindness, she found it difficult to perform day-to-day activities at home. She depended on her mother for every household activity. Her parents were not aware that she needed education in order to develop.

In 2003, Shahinur was identified during a door-to-door survey in Narsingdi district conducted by Assistance for Blind Children (ABC) under its community-based rehabilitation project, supported by Sightsavers. ABC's rehabilitation assistant informed her parents that visually impaired boys and girls could study at the nearest primary school. Shahinur's parents were not very interested in giving her an education, and also felt it would be difficult to bring up a blind girlchild in the family.

The project's rehabilitation workers continued to discuss the need for Shahinur to be educated and counselled her parents and others in the community about how she could be admitted to a nearby government-registered primary school where she would be supported by trained teachers. Shahinur was enrolled in SK Chandandia Primary School, Shibpur in 2007. With the support from the project's programmes the community and school authorities were sensitised on the need for inclusive education. Now that Shahinur is attending school, her family and the local community have become convinced that blind children can learn with other children.

At school, Shahinur takes part in assembly and physical exercise, and attends class regularly. Teachers trained in inclusive education and Braille help her. A visually impaired ABC community educator practises pre-Braille techniques at school and at home. Different tactile materials, which have a different feel – lentils, rice, sticks, strings, etc. – are used to teach Shahinur Braille. The materials are pasted onto paper and she can easily touch them with her finger tips. She follows the strings, which helps her to learn to read Braille alphabets. Braille alphabet books in both Bangla and English are provided, developed and printed by Sightsavers Bangladesh country office for people to practise tracking Braille alphabets through touching.

Shahinur has been given a white cane, a Braille set with a stylus, a Taylor board for learning Maths, and Braille alphabets and textbooks by Sightsavers. She writes in Braille in the school examination and the school allows her 15 minutes extra time in exams. She is now in Class IV. She came 21st out of 65 in her class in the final Class III examination, receiving 353 marks out of 500.

Shahinur's mother only passed Class III exams, but she is keen to help her daughter at home. With the help of a community educator, she has learned the Braille alphabet in Bangla. She says, *'To make my daughter educated and independent I want to learn Braille and help my daughter in her studies.'*

Shahinur receives basic rehabilitation training on orientation and mobility and daily living skills. She can perform daily tasks on her own, helps her mother with household chores, can walk alone with white stick and plays with neighbouring children. She wants to complete her education and become a teacher.



Learning to use a white stick in Bangladesh.

CREDIT: SIGHTSAVERS

Box 8.8 Education Development Centre, Kibera, Kenya²⁹⁰

Kibera is three miles from Nairobi city centre. It has a population of over one million, covers 1 per cent of Nairobi's land area and houses 25 per cent of the city's population. It is one of the world's largest informal urban settlements. Most residents lack access to basic services such as water and electricity.

Lilly Oyare says: 'It all started in 2000 when I walked around the Kibera slum in Nairobi. What I saw changed my way of thinking: children of all ages were playing in dirty ditches, and they lacked adequate food, security and education. In 2002, after much soul searching, I resigned from my teaching job and went to volunteer at Calvary School and Centre. Here I saw the challenges children faced adapting to primary school, and the lack of early childhood development opportunities. So I decided to set up the Little Rock ECD Centre. The centre is now supporting the physical, intellectual, emotional and social development of children in Kibera. Our centre has a holistic approach to inclusive education – it's not just about disability, but about all the issues that cause children to be vulnerable and to miss out on a good education.'

In 2003 free primary education was introduced in Kenya. Suddenly all the children in Kibera went to school and schools could not send them away. The children had not been to pre-school, so teachers had to help them catch up.

On its first day, Little Rock Centre expected to have five children; the teachers planned to work with them, show people the results and get more support. But 12 children turned up. On the second day 22 came; and on the third day 35. There was not enough space, but the centre continued registering new children because the parents were so excited about the new service and were impressed by the progress their children were making. When the centre re-opened after Christmas, 75 children were waiting at the door. Little Rock found bigger premises, but by the end of January the numbers had shot up to 100 children.

The hundredth child to enrol was a deaf child, Kelvin, who used to bring lunch for his younger sister and would stay until 3.30pm to take his sister home. Teachers Christine and Joy had attended a sign language course so it was decided to start a class for Kelvin and another child, Riziki. Since the class started in 2004, the number of deaf children has grown to 35 and 20 others have graduated to other schools for the deaf around Kenya. Little Rock has four teachers trained to work with deaf children, two of whom are deaf. Every teacher in the centre has learned some sign language, as have other children, and they really love it. Parents also come to Little Rock every Saturday to learn sign language so that they can communicate at home. In 2006 the centre started enrolling children with physical disabilities. It now gives physiotherapy and speech therapy to physically disabled children. One pupil, Molly, came with cerebral palsy and can now speak, read and write. No local government school will admit her, so she has joined one of the centre's special classes. Meanwhile the centre continues to support surrounding schools and argue for access.²⁹¹

The centre discovered that many children loved playing football, so it started a club and hired a trainer. There are now 60 boys and girls in the club, including 16 deaf children. They have won several tournaments. The centre has now started other clubs – for drama, drumming, art and craft, computing, sign language, and music and dancing.

It is planning to lobby the government to assist public school teachers to understand about education for disabled children and to develop disability-friendly school environments.

Children with profound or multiple impairments

It is often assumed that inclusive education is not for children who have very severe physical and intellectual impairments. This assumption usually implies fixed ideas about education and schools. It is based on the integration model that believes that a child has to adapt to the system, not the system to the child. The inclusion of severely disabled children also has different implications in the countries of the North and South.

In the North, inclusive education tends to mean the same thing as inclusive schools. There are increasing numbers of examples of how severely disabled children are included at all levels. In the South, inclusion of children with severe and multiple impairments is a matter of planning, resourcefulness and having a strong belief in a child's right to education. Too many countries are leaving these children to be educated at home because there are so many physical and teaching and learning barriers. It is always possible to find solutions involving peers, using community-based rehabilitation, bringing children to the home or enlisting the community to make the school and transport to school accessible (Stubbs, 2008).

Integration or inclusion?

Box 8.9 Singapore: Learning for all at Northlight Secondary School

Singapore, at just 640 square km, is a very small country that has realised its people are its major asset in enabling it to develop as a trading and market centre. The government has therefore laid great emphasis on and invested in developing a highly competitive education system with great pressure to succeed in examinations. Students cannot progress to secondary school without passing the primary school leaving examinations (PSLE). Success in the exam has risen from around 50 per cent in the 1960s to 97.3 per cent in 2010. Despite opportunities to repeat, some children with learning difficulties do not pass this exam. In recent years, the emphasis has shifted to providing alternative provision for those who fail the exam.

Northlight School was established by the Ministry of Education for students who had difficulty with the mainstream curriculum. The school opened formally in January 2007 to assist students at risk of dropping out of school. Admission is based on at least two failed attempts at passing the PSLE. The school also accepts school leavers who have failed to complete their secondary education.

Northlight has two campuses: Campus 1 at Dunman Road and Campus 2 at Jalan Ubi. The campuses differ mainly in the curriculums they offer. Campus 1 provides a three-year enhanced vocational programme, while Campus 2 offers the two-year Institute of Technical Education Skills Certificate (ISC) course. Staffed only by strong teachers, the school draws its inspiration from the Life Learning Academy in San Francisco. The curriculum, primarily vocational,

emphasises the development of emotional strength and life skills. It includes a wide range of vocational options. In addition, there is a ten-week industrial placement to ensure the relevance of the skills learned at school to real employment needs. A co-curricular activity (CCA) programme caters for the non-academic needs of students, and the school has full-time in-house counsellors to assist students facing social and emotional challenges.²⁹² The Singapore Government has invested heavily in the school and put it at the centre of its education system, instead of at the periphery.²⁹³

Hamka is a student who failed his PSLE and felt very down, but after three years at Northlight he passed the exam to go to the technical college. Northlight's programme demonstrates that even in a highly competitive education system alternative routes can be developed to bring those who have been failed by the rigidity of the system back into mainstream education.

Box 8.10 Sri Lanka: Two schools – integration or inclusion?

The Dharmapala Vidyalaya in Kottawa, Western Province, is located in a densely populated suburban area. It started as a popular primary school in the early 1970s, and has gradually developed into a comprehensive school offering Class 1 to Class 13. It has a student body of about 3,000 and over 100 teaching staff.

Dharmapala Vidyalaya initiated inclusive education at the request of parents. Disabled children, mainly with Down syndrome, are admitted to the special education unit. The special education teacher works with them on a modified curriculum to prepare them to cope with the coursework of the regular classroom. Children have opportunities to interact socially with children from the regular school, especially in co-curricular activities. Most children spend three hours a day in regular classes. The special education teacher assesses the achievement of pupils annually in relation to the intervention activities planned. The teacher and principal use this assessment to decide to which class in the regular school the child can be admitted. Parents and the community actively take part in the provision of physical facilities and special resources for the school. They also participate in co-curricular activities. Supervision processes have recently been geared to the support of inclusive practice. Under the principal's leadership a taskforce has been created to support the process of inclusion. Some disabled children go straight into regular classes and then may get help from the unit staff. Some disabled children have successfully continued from Class 1 to Class 8 in the regular classroom. Regular teachers have attended short training courses and the unit teacher has been undergone longer training. The principal and deputy principal have positive attitudes towards children with special needs and play a supporting supervisory role.

Shortcomings

As yet the school has only been able to include children with learning difficulties. Pupils are placed in the special unit and only interact socially with other children. The special education unit is situated at a distance from the regular primary classes, and the school does not accommodate physically impaired students. The children are the sole responsibility of the special

education teacher until they join the regular school. Teachers and parents do not have access to other ancillary services that can support children with special needs, e.g. physiotherapists or speech therapists. Some children drop out from the special unit without acquiring skills commensurate with their potential. Teachers in the regular school have limited skills for handling children with special needs. Some pupils and teachers still look at children with special needs with pity.

The Teppanawa Kumara Maha Vidyalaya is in a rural remote area of Ratnapura District. The school caters for Grades 1 to 13, and has 822 students and 28 teachers. A special needs unit was established in 1996 in the library, but as it grew a separate building was provided, together with a teacher with a two-year SEN diploma. In 2003 the school catered for 13 disabled children – two with visual impairments, seven deaf children and four with learning difficulties; all except one were in primary grades. The education programme is formulated through a combined effort of the special education teacher, regular classroom teachers, the principal and parents. All children, including those with impairments, have an equal opportunity to enrol in the school. Teachers have come to accept that all children have a right to education, and disabled pupils study alongside non-disabled children. Braille and sign language are taught in the special unit. The teaching–learning process is activity based. Children are encouraged to learn about each other’s needs and to work together to support each other’s learning. Aesthetic subjects (e.g. dance and music) are used as an interactive medium to improve communication skills.

Parents are eager to help and provide support. Some children join the regular school after a period of preparation in the special education unit, while others are admitted directly to the regular school. All children participate in the common programme of the school, and a conscious effort is made to identify the abilities of children with special needs. Teachers provide opportunities to engage in group and individual activities. They adopt a thematic approach for various subjects. However, children with special educational needs, when learning with other children, find it difficult to follow these themes from Class 4 onwards. This had been observed when teaching subjects such as aesthetics, Buddhism and environment. The administration provides the required support to teachers, but only two teachers have been on a short inclusion course and none have learned sign language. The school principal has a positive attitude towards inclusion, and supports the staff.²⁹⁴

The school is remote, with limited transport facilities. The special education teacher has to shoulder a major part of the responsibility of teaching children with special needs when they are in the special education unit. But there have been positive achievements in a context where large numbers of disabled children have no access to education.

Box 8.11 Mumbai, India: Inclusion of disabled students

Rahul Sonawane is 13 years old and has learning difficulties. He studies at Sant Kakkaya Municipal School. After completing pre-primary education with the National Resource Centre for Inclusion’s Karuna Sadan branch in Dharavi,

Rahul was accepted into Standard 1 of the local Marathi-medium municipal school when he was nine years old. Despite his difficulties, Rahul displayed a very good grasp and keenness to learn. The team thought he had the ability to gain from a mainstream environment.

The school had not previously been exposed to the idea of inclusion, so an orientation programme was put in place to sensitise the management and train the teachers. The team also focused on classroom management techniques with respect to toileting, placement in class, a buddy system for feeding and work habits. Rahul went on to Standard III and is coping to the best of his abilities. Socially, he has a lot of friends and enjoys going to school very much. Interaction with his peers and teachers' positive attitudes have resulted in Rahul's metamorphosis from a withdrawn child into a friendly young boy.

Parinaze Hansotia is a 14-year-old girl who has cerebral palsy and hemiplegia with intellectual impairment. She studied at Holy Name High School, Colaba (a grant-in-aid school) and is an alumna of NRCI's branch at Colaba, where she studied till Standard I. She moved to the high school when she was 12.

Parinaze is a cheerful girl and the NRCI team judged that she would benefit greatly from increased interaction with her peers and a stimulating mainstream environment. Including Parinaze began with a significant amount of introspective preparation from the team, particularly with the parents, as they were aware that she might not be able to cope with the standard state board curriculum for secondary education. The parents were counselled in a series of meetings that discussed their concerns.

The team then conducted an orientation for school staff and Parinaze's peer group. They co-ordinated at length with the principal and the school management to promote social inclusion and secure modifications in the school building. They also facilitated the appointment of a carer to help Parinaze with her mobility at school, as she walks with support. An individual orientation was conducted for the class teacher highlighting Parinaze's abilities and strengths.

Parinaze went on to study in Class IV and is doing very well. Her parents and the school have taken over responsibility for her social and academic progress.

Rachna is 12 years old and was born deaf. Because her father could not cope with her impairments, Rachna lives with her mother in the maternal extended family home. Rachna's mother made a real effort to enable her daughter to attend school. From the age of three, she attended a kindergarten for hard of hearing children. She then went on to attend Ankur primary school – the same school that her mother and grandmother had been to. Rachna was accepted even though she was not yet able to talk. She learned to use a hearing aid, communicate in sign language and speak a few words in her first year at school.

Recently, Rachna has become a classical Indian dance star despite her profound deafness. She performs at public events and has gained wide recognition. Her story, although quite exceptional, illustrates that inclusive education can make a real difference in the life of a disabled child. The untypical way of thinking of her mother's family has inspired other parents and policy-makers to find new educational solutions.²⁹⁵

Ayush Srinivasan is a 14-year-old student at Swami Vivekanand High School,

Chembur (a private school) and has cerebral palsy, quadriplegia and a very sharp intellect. He attended the NRCI's Bandra Centre until Standard IV.

Ayush has a competitive spirit and enjoys learning. The NRCI team was sure that Ayush would benefit from the challenges of a mainstream school. They were confident that he could complete secondary education and make a career for himself. Including Ayush began with the same parent counselling as with all other students who are included, except that in Ayush's case the concerns were those of a single parent. The team worked with Ayush's father and his extended family, who were all involved in his care. The family then identified a school in their area. The team met the school's principal and conducted an orientation for all the staff. In discussing Ayush's abilities, the school staff were struck by his extraordinary ability to give the day of any given date in any given year.

The team also provided the school staff with remedial support by arranging for writers and class work notes, and guided Ayush's father in following the Maths curriculum. An occupational therapist worked with the school on the provision of special furniture for Ayush to use in class, and also with Ayush's father and school ancillary workers on seating and toileting concerns, providing an attendant. Ayush is now in Standard IX. His academic performance is above average. Socially, he is very popular. His family has been very supportive and works in co-operation with the school staff and the resource team.²⁹⁶

Box 8.12 India: Inclusion in secondary schools

Two schools in India have been studied closely as examples. They have addressed the issues of equity and quality simultaneously and are close to the concept of inclusive schooling, although they remain within the school board system.

Loreto Day School, Sealdah, Kolkata is affiliated with the West Bengal State School Board, but is unlike many other private or partially aided schools in the country. In 1979, it had 90 poor and non-fee-paying girls on its roll of 790 students. In 1998, the school had 1,400 students, of whom 700 paid no fees. A further 300 street children come in every day and are taught by the pupils until they are ready to join classes. Some live in the Rainbow Hostel. These students are subsidised by the fee-paying students, sponsors and donors and by the West Bengal government, which gives the school the same allowance received by other registered private schools. This increase in the number of non-fee-paying students flows from a value system that the school has created for itself. Its other programmes include the Rainbow School – a school-within-a-school for street children. This is not a 'tagged-on' afternoon scheme, but a structured programme of curriculum development and child-to-child teaching and learning. The street children are individually tutored by 'regular' pupils from Classes V to X as a part of their work experience. Many 'Rainbow' children go on to enrol in regular schools and others have found secure jobs. The school runs many other programmes and activities that reach out to the community.

Loreto challenges the conventional view of a school by seeking to put into practice a set of values which challenges parents, teachers and pupils to build an outward-looking community and to live simply. The school also has a class

for children with special needs with two full-time teachers for 30 students. Sister Cyril, the principal, has also instituted 'barefoot' teacher training. This programme provides teacher training to young men and women from slums and villages near Kolkata who lack the basic requirements for admission to a teacher training college. Sister Cyril and her staff have trained over 7,000 teachers through this programme, and they in turn have brought primary education to over 350,000 village children who previously had no access to school. The appellation 'barefoot' comes from the way the teachers are given practical teaching skills (the feet) without the unnecessary (and irrelevant, in this case) addition of teaching theory (the shoe).²⁹⁷

The school has maintained conventional academic achievement by its students. Fifty per cent achieve a first class grade in the Class XII public examination. Loreto has succeeded in breaking the conventional mindset that creates barriers to access by poor students. *'There are lessons for all schools, worldwide, rich and poor, in the boundary-breaking strategies which Loreto has adopted to maximise its resources'* (Jessop, 1998). Many schools in Kolkata and other Indian cities bring better-off children face to face with poorer children, but not to the extent and in the way that Loreto does. Breaking down barriers to access does not have to be an isolated strategy, but could become a systemic attempt to establish inclusion and equity as the philosophy of the education system.

A second school, St. Mary's, New Delhi, took its first step towards inclusion with the admission of Komal Ghosh, a student with severe cerebral palsy, who had been attending a special school. *'Komal's presence helped the school become more humane'*, says principal Annie Koshy. Since then, the school has opened its gates to children with other impairments, orphans and poor students. Priority is given to students from the neighbourhood and all children learn together in the same classroom.

The school's teachers have evolved a variety of teaching methods that involve children in learning activities. The school's main aim is not to achieve high scores in the central board examination. Teachers meet frequently as a team to solve problems and take care of the learning needs of all pupils. In addition, the school has an outreach programme that helps children and adults from underprivileged groups with literacy and skills.

These two examples show how an inclusive approach can be adopted in a natural way and can overcome barriers that are created by the rigid policies and structures that exist in most schools.²⁹⁸

Box 8.13 Swaziland: Raising awareness

Nenio, a deaf student, attended his local high school in Swaziland. In the fourth form, he had difficulties understanding some subjects and his teachers struggled to help him. He and his parents went to see the special education co-ordinator at the Ministry of Education. With help from the national deaf association, the co-ordinator arranged for a workshop to be held for Nenio, his teachers and fellow students. This gave the participants more understanding of the difficulties faced by a student such as Nenio in an ordinary school. The workshop also covered the basics of sign language and made the teachers feel

more empowered. and Nenio has now completed his secondary schooling and wants to go on to university. Meanwhile he has a black belt in karate and a part-time job as a male model.

Child-to-child methodology is used as part of the Ministry of Health's community-based rehabilitation programme to empower and educate children about disability issues. Children compose songs and perform plays, raising awareness in the school and community. These cover issues such as road safety, HIV/AIDS and disability. The children also help to build ramps, make toilets accessible and design playground equipment. They have become involved in educating communities about the need for inclusion by challenging existing negative attitudes towards disabled people.²⁹⁹

Box 8.14 'Education is the key to life' – Bukhosibetfu Primary School, Mpumalanga, South Africa

Bukhosibetfu Primary School is a full-service school in a rural area with much unemployment and poverty. It is one of ten such schools designated in Mpumalanga after the introduction of White Paper No. 6 (see Box 6.26). From 2002 to 2005 the school received funding for training from DANIDA. There is a strong inclusive ethos among learners, staff and governors. Elizabeth Nkosi, Chair of Governors, sums this up: *'Inclusion is a good thing. Before, these disabled learners were at home and got no education. Now they have been brought into our school and they can learn English, all community languages and have friends and learn. Education is the key to life. If you do not get an education it is tantamount to killing the child. I only wish all schools could do what we are doing.'*

Classes are large, but the disabled children sit at the front to get more support. There are often two teachers team teaching. Visual materials, community languages, sign language and play materials are used to make the curriculum accessible. The ethos is inclusive and the children help each other. There is a meal provided by the United Nations feeding programme. The children who have learning difficulties are encouraged to take part in singing, dancing and drumming. Teachers find time to give one-to-one sessions to the children who need them. The teachers said they would like a lot more training based on lesson observations by an inclusion expert. Mpumalanga province has pushed ahead with developing inclusion and already has 150 full-service schools that meet the needs of all learners in their areas (see DVD 1).³⁰⁰

Box 8.15 Samoa: Vaimoso Primary School

In Samoa, inclusive education is seen more as a focus on special needs. Mrs Elelesa Reti, principal of Vaimoso Primary School, says that at first she was confused, as she had no experience of teaching children with special needs. With the experience gained from a workshop, she felt more comfortable. She used the same strategies that most teachers use for slow learners. Although there was at first no special funding, Mrs Reti went ahead with the help of her



Learning together in Gauteng, South Africa.

CREDIT: REDWEATHER PRODUCTIONS



Learning to use a wheelchair at Kamagugu School.

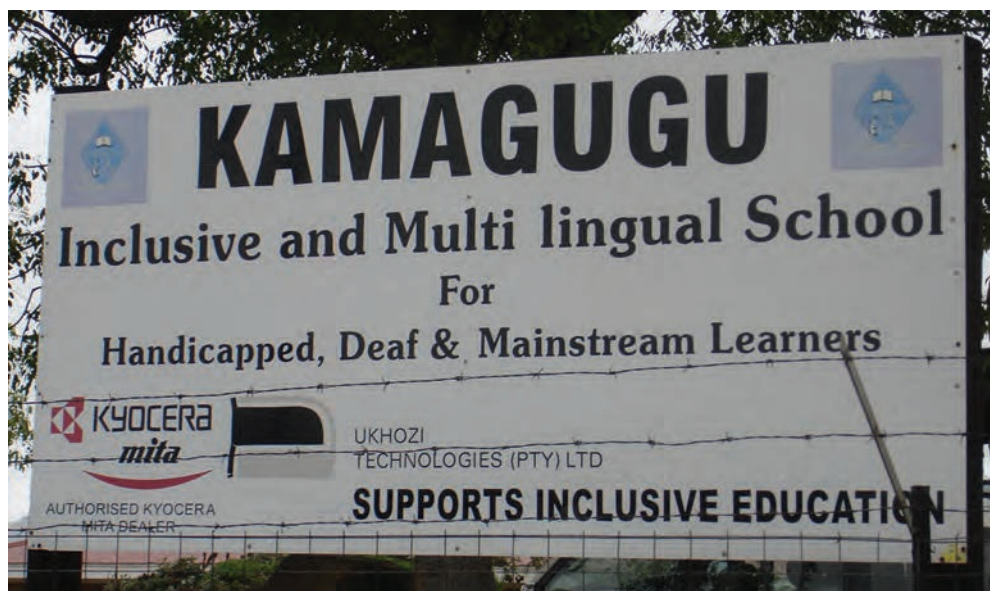
CREDIT: RICHARD RIESER

Kamagugu School in Nelspruit, South Africa.

CREDIT: RICHARD RIESER

staff and school committee. She designed an action plan – a very simple one so that goals could be easily achieved. A meeting was called with staff to discuss teachers' attitudes and barriers that would stop children with special needs from attending school. Parents were also invited and an awareness programme was finalised. School fees for students were not an issue.

A special needs adviser was invited to assist the principal in convincing parents that the school could teach their children. The next step was for two disabled students to attend classes. They were placed according to their ages, their needs were identified and lesson plans for each student were drafted. The teachers, school committee, parents and children work as a team to assist the students, and to build a supportive environment. In Mrs Reti's view the two students are treated the same as other pupils. Although there is still a shortage of resources to fully meet the children's needs, Mrs Reti hopes to admit more children with special needs in the future.³⁰¹



Box 8.16 'Where there's a will there's a way' – Baanbreker Primary School, Gauteng, South Africa

Baanbreker serves a predominantly white Afrikaner area in a prosperous suburb. Principal Tom Hoffmann says *'It all started some 11 years ago when the parent of a child with Down syndrome approached me and asked if the school would accept Louis. We looked at White Paper No. 6 and said 'Yes'. Louis has now gone on to high school. As he changed grades through the school, inclusive education moved up the school. We now have many more children with different impairments. We worked hard and now have curriculum materials, equipment and resources to accommodate different learners and make the curriculum much more accessible. Attitudes have changed. Success persuades those parent who were sceptical. People see children developing. But you must have a willingness to make it work. If staff don't want inclusion it will not succeed. Positive attitude is the key.'*³⁰² (See DVD 1.)

Box 8.17 Inclusive and multilingual: Kamagugu Primary School, Mpumalanga, South Africa

Kamagugu Primary School in Nelspruit, Mpumalanga is an inclusive, multilingual school that was originally a special school and is now a pilot resource base. It is grouped with ten primary schools in an inclusion project. The provincial government intends to develop 50 more inclusive schools in the province.

The school admits non-disabled children from the neighbourhood and disabled children who are deaf or have other physical impairments from further afield. The children pass through each grade if they can complete it, but those with learning difficulties go into a basic skills class and, as they get older, a vocational training class. There is a strong work experience programme for students with learning difficulties, which enables some of the students to get jobs. Those who graduate from Grade 7 go on to secondary school. The deaf pupils are taught in a separate class through sign language. All pupils mix socially and in school events and sports.

The school is built on a hillside and students are taught building skills. They have built a number of new classrooms, ramps and gardens. Teachers and the school physiotherapist work with the district support team to support the inclusion of disabled pupils in surrounding primary schools. The head teacher and staff have a strong inclusive ethos and a 'can do' attitude.

Box 8.18 Bocage Combined School, St Lucia

For more than a decade, the countries of the eastern Caribbean have been committed to a common educational reform strategy. At the heart of this is Education for All, which includes establishing educational support services for children with special educational needs. In the past, many disabled children and children with learning difficulties were excluded from the education system. For many more children, attendance at school did not give meaningful access to educational opportunities. Teacher resistance and retention of experienced teachers are two issues, but there are also examples of good practice.

Bocage Combined School is a primary school with 220 pupils and nine teachers. The students have a wide range of abilities and interests, and although the school does not currently have any students with severe learning disabilities on its roll, the principal has indicated that she would support the parents of such children if they wished to enrol their children in the school.

Given the range of student abilities, the principal felt it necessary to set up a special education programme to meet the needs of the students. This programme has been in existence for two years and caters for students who are operating below their grade level and, significantly, for advanced learners, whose learning needs are also seen as challenging for the school. The programme is operated by a teacher who is qualified in the area of special education and covers 35 students. Once students have been identified by their class teacher as students who might benefit from the programme, the special education teacher and a Peace Corps volunteer carry out a series of tests to determine the grade level at

which the student is working. On the basis of the results, the teacher prepares a plan and a schedule of sessions for each student. What follows is a limited programme of withdrawal from the ordinary classroom. The value of this as an 'inclusive' practice is questionable. It is undertaken partly to allay the fears of class teachers that they lack the skills to support inclusion, and partly as a bridge between children who are failing in the ordinary classroom and their classroom teachers that will facilitate the participation of these children in the mainstream. The sessions are held in a resource room and each student has three 30-minute sessions per week.

The students are placed into groups of between three and six, all of whom are performing at a similar level. The advanced learners are given an enrichment programme that consists of additional work related to the topics they are following in class and extra homework. The special education teacher guides students who are under-performing through a series of activities are designed to help them catch up. The programme tries to respond to the children's different needs. The students work at their own pace and leave the programme once they reach their grade level.

Dialogue between the special education teacher and the class teachers links the work the students are doing in the programme and that done in their regular classrooms. The special education teacher obtains information on the topics that are being covered in the students' classes and uses these as the basis of some of her activities with the students. She provides the class teacher with information on each student's individual plan, so that they know how to help students in their regular work.

All participants in the study indicated that the programme was successful. Perhaps the best indicators of success are the comments of current and past students. Students who are following the programme do not feel stigmatised.

The teachers judge the success of the programme by observing the progress made by the students. No matter how small the improvement, it is seen as a sign of success. One student on the programme was successful at the Common Entrance Examination, which leads to entry to secondary school. The success of the programme must be viewed within the wider context of the school system. Success may have been achieved at a cost. In order to have the special education teacher function without responsibility for a regular class, the principal has had to combine two classes at Grade 6 level. The principal feels that this large class might have affected the school's overall outcomes in the Common Entrance Examination last year.³⁰³

Box 8.19 Overcoming institutional barriers in Namibia

Diane Mills, a regional inclusive education adviser in Namibia funded by VSO, recounts an interesting case study of one physically disabled student's journey through the school system. Kunene region is in the north of Namibia. Elizabeth O, who has been physically impaired since birth, attended Okanguati Combined School. Her mobility was been much improved by a mobility cart provided by an overseas donor, which she used to get about. Elizabeth's mother was the police station commander. Like other children in Kunene, Elisabeth was raised as part

of the community and as everyone's responsibility. She attended the community school and apparently there had never been a problem – she was fully included both academically and socially.

Everyone felt confident about Elizabeth progressing to Grades 11 and 12 after she sat an exam in Year 10. This would have meant moving and boarding, as only four schools in the region offer these grades. However, Elizabeth did not get the required marks. On investigation it appeared that the school had not applied for the 25 per cent extra time Elizabeth was entitled to as a reasonable adjustment. After an investigation that highlighted her previous performance and the detrimental effects of not having the extra time, it was agreed she could progress to Year 11, as she had not received the reasonable accommodation she was entitled to.

Elizabeth is now settled and doing very well in Cornelius Goreseb High School in Khorixas. The transition was smooth. This was partly because of her positive attitude and partly because of the support plan that involved people from many different organisations. The school had an accessible infrastructure, and the principal, teachers and hostel workers all had a positive attitude towards Elizabeth. The district education office was nearby to provide additional support. Additional changes were made to the school buildings due to the 'can do' attitude of the Education Department.

However, Elizabeth no longer lives in the school hostel as she felt she did not have enough privacy. She was independent enough to make this decision and the school recognised her right to do so. She is a great role model and was nominated to be a member of the Namibian Learners Parliament, where she represents disabled learners in Kunene schools. Seeing her involvement has convinced many more people that inclusion is the right policy.³⁰⁴



Elizabeth gets around in her mobility cart at her school in northern Namibia.

CREDIT: EENET

Box 8.20 Agururu Primary School, Tororo, Uganda

Agururu Primary School opened in 1980 and its special unit was started in 1986. It began with six children – two were deaf and four had learning disabilities. There are now 718 children, of whom 174 have various disabilities. The headteacher, Owerodumo Cortider, attended inclusion training in 2005 and 2006 in Kenya and Tanzania. On her return she called teachers together and tried to change their attitudes.

Four deaf adults work in the school and teach the children sign language. Parents are encouraged when they see this and have changed their attitudes. They could send their non-disabled children to another regular school in town, but they still send them to Agururu and its enrolment is higher than the other school. Some of the non-disabled children now know sign language and interact with the deaf and disabled children quite well.

The attitude of teachers is most important. When a deaf child first comes to school, they are often aggressive; they cannot communicate and become frustrated. They need sympathetic teachers who can communicate with them. A project funded by Operation Day's Work, Norway, has trained ten teachers in sign language.

*Learning together at
Agururu School in
Uganda.*



Some of the non-disabled children still have negative attitudes towards disabled children. Teachers tell them that everyone is at school to learn, and learning is a process. However, attitudes towards disability often originate in their families and this is a challenge. Some parents of deaf children still want their children educated in separate schools.

The use of sign language in class is also a challenge; the school currently has six sign language trained teachers for 14 classes. These teachers assist with signing in another class when the subject is difficult. But they cannot help in every class all the time, because they have their own teaching to do. If a teacher just translates in class they will not be paid; they need to fulfil a full teaching load to get a full teacher's salary. This hinders the school's efforts, although it tries to bring in other interpreters when this is possible. Some hearing pupils are learning sign language as well.

English is the national and official language of Uganda. A policy change in 2007 means that in Years 1 to 3 of primary school, children should learn in their mother tongue. But as yet retraining for this new approach is only available for teachers in Year 1. Uganda has many languages – seven in this school alone. So Year 1 is still taught in English, although some parents do not speak English and students cannot practise at home.³⁰⁵

Training and employing disabled teachers

One of the most important elements in developing inclusive education is the education, training and employment of disabled people as teachers, so that they are role models for both children and the community, and so can change attitudes. Disabled teachers also bring a great understanding of living with an impairment and the adjustments that are necessary to include disabled learners. Disabled teachers face many of the barriers disabled children and students face, as well as bureaucratic barriers such as the UK regulations on 'fitness to teach'. Despite this, legislation and shifts in attitude have meant, for example, that in 2008/2009 in the UK, 6 per cent of trainee teachers declared themselves disabled. This has gone up from 2.3 per cent in 2001.³⁰⁶ Judy Watson, a blind UK teacher, is shown on DVD 2. Boxes 8.21 and 8.22 show the struggle of other disabled people to become teachers.

Box 8.21 Struggles of a blind teacher in Kerala, India

David, the youngest of five children, was born blind. His two brothers and two sisters are sighted. His parents are daily wage labourers, and with responsibility for feeding five children, they could not provide him with the support he needed. In spite of this, David did not sit back and bemoan his fate.

Instead, through his willpower and positive approach to life, he carved a niche for himself in society. He studied at the Light to the Blind School at Varkala and later attended integrated classes at the SMV Boys High School, Trivandrum. After completing Standard 10, he did a pre-degree course at the Government Arts College. Many people, including fellow students, did not believe that a blind boy could study. But David continued his studies and achieved a BA from Kerala University. He later enrolled in the teacher training course at the government teacher training institute at Palode, Trivandrum.

After finishing these courses, David returned home. Now the subject of employment came up and along with it the extra challenges every blind aspirant faces. His brothers and sisters were married and the sole responsibility for looking after him fell on his parents. For David this was a challenge.

He wanted to look after his parents, but there was a long wait for a job. Meanwhile, to enter the techno savvy world of the visually challenged, David enrolled in the computer course run by the Kerala branch of the National Association for the Blind (NAB) in 2003. Unfortunately, family problems forced him to leave the course halfway through.

David stayed true to his dreams, and in 2004 was recruited into government service as a primary school teacher at Ponmudi Upper Primary School. Ponmudi is a hill station with rough terrain, but David overcame these problems with ease. For him this was a dream come true – a job as a teacher at a school near home.

It was with great enthusiasm that he arrived at the school on the first day. But he soon learned that no one was willing to manage this school and its children because of its remoteness. He was now alone in a school with minimum facilities and 22 children studying from Standards 1 to 6. The school building was a huge rectangular hall with dilapidated walls and roofs. David gathered the children and cleared out the so-called school hall and its surroundings. The children of the locality were a great support.

David now manages all the activities of the school from being a headteacher to jobs expected to be done by a peon. He opens the school at 8.30am and closes it at 4.30pm. He teaches all the classes from Standards 1 to 6. He uses educated people from the community to teach subjects such as mathematics and science at the upper standards. The senior pupils from Standard 6 teach the younger children. David conducts tests and examinations and marks the papers with the help of senior pupils and associates from community.

The Kerala Government provides facilities for preparing mid-day meals that have to be collected from the nearest government warehouse at Vidhura, 25 km away. David manages to transport them to the school with help from local people. The pupils are the children of the labourers working in the tea estate.

How can a person with an impairment do so much alone? For David, patience, a positive attitude and the urge to give something instead of expecting support from others bring success to his life. He is content with his job and is an inspiration to all. The Kerala branch of the NAB recently gave him a computer to help him fulfil his long-standing ambition to become computer literate. Surmounting all odds, David has emerged as a winner and an example to others.³⁰⁷

Box 8.22 Mozambique: Salimo's story

Salimo enrolled as a trainee teacher at Escola de Professores do Futuro (EPF) in 2001. He uses a wheelchair, so the paths were improved to enable him to move around easily. During teaching practice, Salimo organised himself so that he could write on the blackboard, and got out of his chair and crawled across the classroom to help pupils. His community project was latrine construction.

Trainee teachers receive a salary during their practical year. The district administration would not pay Salimo, but he began work anyway. One day a Ministry of Education inspection committee unexpectedly visited the school where Salimo was teaching biology to Grade 7 pupils. Members of the committee were impressed to see him using plants he had brought into class. They observed that the other teachers in the school were using traditional teaching methods, with pupils simply copying text from the blackboard. They discovered that Salimo was working without a contract or salary and they lobbied for him to receive payment. At the end of his practical training the children, teachers and headteacher wanted him to return. Salimo graduated in 2003 and went with the other graduates to the provincial Department of Education to be given a contract. He was stopped by an official and made to return the contract. The disability organisation wrote to the department, which said that special conditions could not be provided for disabled teachers.

The head of the college met with the head of employment at the provincial education department. The head of employment argued that Salimo did not have the necessary documents, which was not true, and that the department could not provide special working conditions. The college head explained that Salimo did not want special conditions. Finally, Salimo's contract was re-issued and he now works at the school where he trained. If such attitudes are to change, role models are needed. EPF Cabo Delgado aims to continue educating disabled people to work as educators.

In another school, teachers decided to organise supplementary classes on Saturday mornings for groups of children who were experiencing difficulties. The school had overcrowded classrooms and few support resources. The teachers could not meet during the week because the school ran three different shifts. They decided to use the Saturday sessions to assess their practices in a classroom-based way. They now take turns in planning and leading lessons. The other teachers observe and take notes. At the end of the lesson all the school staff meet to reflect upon what they have observed. This kind of assessment allows them to share ideas and experiences, and improve their own teaching.³⁰⁸

Implementing the Discrimination Act in schools in England: Reasonable adjustments

In England, all teachers are expected to teach all children in their classes. Since September 2002 they have had a duty to make reasonable adjustments to enable all children to access learning and the social life of the school, and not be placed at a substantial disadvantage.³⁰⁹ The national curriculum³¹⁰ requires all teachers to teach all children in their class by:

- Providing a suitable learning challenge for all
- Developing equality of opportunity for all learners
- Providing adjustments for disabled individual pupils or groups

(See Boxes 8.23 to 8.34 and DVD 2.)³¹¹

Box 8.23 Louise: The challenge of PE

Louise is in the reception class at her local primary school.

Issue: She has cerebral palsy and cannot move herself independently in her wheelchair or bear any weight.

Reasonable adjustments: The class has two physical education lessons a week. The class teacher decides that in one lesson the whole class will do floor work. Louise takes part with a peer and is supported by a teaching assistant. In the other lesson she has physiotherapy, while the rest of the class does PE.

Outcome: Louise takes part in PE with her peers.

Bowness Primary School, Bolton



Louise in her PE class.
CREDIT: RICHARD RIESER

Box 8.24 Cherry: Learning about symmetry

Cherry is in Year 5 at her locally resourced primary school.

Issue: Cherry has significant learning difficulties and physical impairments. The class is studying symmetry in mathematics.

Reasonable adjustments: The class teacher has planned a parallel activity. A teaching assistant and a buddy from the class (they rotate daily) are helping Cherry make paint blots on paper and then fold the paper so the wet paint makes a mirror image, so Cherry is learning about symmetry.



Cherry learns about symmetry at her local school.
CREDIT: RICHARD RIESER

Outcome: Cherry is making progress at her level of Maths and is developing relationships with her peers.

North Beckton Primary School, Newham, London



Jake at his school's sports day.

CREDIT: RICHARD RIESER

Box 8.25 Jake: Taking part in sports day

Jake is in Year 1 at his local infant school.

Issue: Jake is an independent electric wheelchair user. The annual sports day is approaching, which will be a circuit of different physical activities on the school field.

Reasonable adjustments: The physical education co-ordinator visits Jake and discusses sports day. Once Jake knows he will be able to take part, he and his parents suggest a number of parallel activities for him to do alongside his non-disabled peers. The local education authority advisory teacher and a physio-therapist from the local health trust suggest other activities and lend equipment, including a skittle run. Jake joins in fully and enjoys himself, as do his classmates. It is a great success.

Outcome: Jake has taken part and enjoyed himself, and the other children have learned about making adjustments.

Shelton Infants School, City of Derby

DVD 2



Katie is visiting the local antique shop.

CREDIT: RICHARD RIESER

Box 8.26 Katie: Learning to talk

Katie attends her local primary school.

Issue: Katie has speech and language difficulties. When she first came to school she did not speak. Katie has a target of 50 separate verbal interactions a day.

Reasonable adjustments: To develop her language and social skills, Katie and a small group of her peers regularly visit the local antique shop accompanied by a teaching assistant. The stimulating environment encourages Katie and her friends to ask the proprietor, John, lots of questions.

Outcome: Katie has made great progress with her spoken language.

Batheaston Primary School, Bath and North East Somerset

DVD 2

Box 8.27 Terri: Learning to be independent

Terri is in Year 3 of her local junior school.

Issue: Terri was badly burned in a house fire when she was a baby. She has facial disfigurement, no hands and only one foot, as well as other significant scarring. Terri attended her local infant school, but on transfer to junior school, her teacher expressed fears that she would not be able to meet Terri's needs.

Reasonable adjustments: The class teacher visited Terri in her infant class, and had meetings with the SENCO and headteacher to discuss strategies. Changing Faces, a voluntary organisation for disfigurement, came to talk to staff and pupils, and suggested Terri should be treated like all the other pupils. Terri has a teaching assistant for her physical impairments. The class teacher has encouraged Terri to work more independently and this has led to Terri becoming engaged and more enthusiastic about her work.

Outcome: The class teacher is confident in teaching Terri. Terri is popular with her peers and is making rapid progress.

Whitehouse Junior School, Suffolk

DVD 2



Terri has multiple disabilities, but is making good progress at her local school.

CREDIT: RICHARD RIESER

Box 8.28 Chavine and Aziz: School outings

Chavine and Aziz attend their local resourced primary school.

Issue: Both have cerebral palsy and other medical needs and are non-independent wheelchair users. The school wants them to be able to attend the two-night residential outdoor pursuits trip at the LEA Field Centre, where pupils stay on a two-storey barge.

Reasonable adjustments: The school has an outings policy that says all pupils go on outings. Forward planning involved meeting with Chavine's and Aziz's parents to convince them staff can handle the children's needs: hiring a minibus with a tail lift; planning activities in advance with Field Centre staff; and arranging for Chavine and Aziz to sleep with two teaching assistants on the accessible upper floor of the barge. Activities were adapted, for example archery with easy pull string, so they could take part.

Outcome: Both pupils went on the trip and enjoyed it; the other pupils established good relationships with them.

Cleves Primary School, Newham, London

DVD 2



Chavine is learning archery at a residential Field Centre.

CREDIT: RICHARD RIESER

Box 8.29 Making progress in mathematics

Secondary School Maths Department

Issue: The teacher has noticed that in the streamed sets in Year 10, many of the pupils with moderate learning difficulties are not making enough progress, despite a large amount of teacher time spent planning.

Reasonable adjustments: The Department decides to teach intermediate and foundation groups together. The Head of Department runs demonstration lessons for less experienced staff. The seating is re-arranged so that all pupils face the front for whole class teaching. Peer tutoring is used with seating plans drawn up in such a way that less able pupils sit next to more able pupils. Extension activities are made available for the more able. Teaching assistants are recruited and attached to the Mathematics Department. When 'shape' is taught, concrete three-dimensional models are handed out.



Learning Maths at an East London school.

CREDIT: RICHARD RIESER

Outcome: The attainment of the pupils with moderate learning difficulties in mathematics has increased significantly.

George Green's School, Tower Hamlets, London



Holly develops a dance routine.
CREDIT: RICHARD RIESER

Box 8.30 Holly: Let's dance!

Holly is in Year 8 and attends the local comprehensive secondary school.

Issue: Holly is a wheelchair user and cannot weight bear. The school has performing arts status and all the pupils in Year 8 learn dance. This class is developing a gum boot dance.

Reasonable adjustments: The class teacher plans the activity so the class works in pairs and Holly is encouraged to choose a partner. They are told to use their imagination to develop a dance routine which uses their different abilities. The two pupils decide that Holly will do the hand and upper body movements and her dancing partner will do the foot and leg movements.

The school has ensured that the rest of the class has developed an ethos of appreciating difference with inputs from a local disabled people's organisation in Year 7. The class were appreciative of the two girls' dance piece.

Outcome: Holly takes part in dance and her peers respect her achievements.

North Leamington Arts College, Warwickshire

Box 8.31 Signing for Maths

Profoundly deaf pupils attend a resourced comprehensive school in their area.

Issue: Sign language is their preferred means of communication. The school accommodates them in one or two tutor groups in each year with British sign language communicators in every lesson who plan with each subject teacher. However, in mathematics, some deaf pupils in Year 10 are finding the abstract nature of algebra difficult to comprehend.

Reasonable adjustments: The school also has two deaf instructors to develop the pupils' sign language skills. They run a weekly withdrawal group, where they explain the concepts of algebra in a way that deaf pupils can understand.

Outcome: This has led to increased engagement and achievement in mathematics for deaf Year 10 pupils.

Lister Secondary School, Newham, London

Box 8.32 Shane: Learning self-control

Shane is in Year 8 at his local Community School.

Issues: Shane is on the autistic spectrum and sometimes cannot cope with social interactions. He gets over-excited and is distracted when he does written work.

Reasonable adjustments: Shane has teaching assistant hours allocated to him under the Special Educational Needs Framework. The school has introduced a two card system for pupils who need time out, which all teachers know about – orange for five minutes time out and red to withdraw for longer to the Learning Support Department. The Department is cramped and often crowded. When Shane needs to complete his written work, he withdraws with his teaching assistant to a cleaners' cupboard which has been converted for him.

Outcome: Shane is making good progress. He is managing his own behaviour. Non-disabled pupils know about the card and time-out system and support disabled pupils with behavioural difficulties in keeping on task.

William de Ferris Secondary School, Essex.

Box 8.33 Responding to hyperactivity

Year 9 pupils in a catholic High School, Redditch

Issues: A number of pupils find mathematics very difficult. Some are disabled with a variety of impairments, including ADHD, autism, moderate learning difficulties and cerebral palsy. Mathematics is taught in sets.

Reasonable adjustments: The special educational needs co-ordinator, who is a mathematician, teaches the bottom set with a teaching assistant. The numbers in the set are limited to 14, far fewer than in the other Maths classes. Pupils with a low attention span sit in front. Concepts are taught with concrete examples and pupils have number squares to help them. For pupils who get tired quickly, questions from the textbook are photocopied, so they do not have to write them in their exercise book. The teacher and teaching assistant give feedback as the lesson proceeds by going round, and marking and explaining.

Outcome: All the pupils made significant progress in their Year 9 national Mathematics test scores.

St Augustine's Catholic High School, Redditch, Worcestershire



Learning Maths at St Augustine's School.

CREDIT: RICHARD RIESER

Box 8.34 Boonma: Accessing practical work in secondary science

Boonma is in Year 11 of his local comprehensive school.

Issue: Boonma is in the top set for science. He is blind. How can he access practical work?

Reasonable adjustments: Suliman, Boonma's science teacher, plans all activities and materials a week in advance so that the Visually Impaired Support Service can produce them in Braille and heat-raised diagrams. He ensures that when possible Boonma describes what he feels in the experiment to the other pupils. The school encourages peer support and this particularly helps Boonma.

Outcome: Boonma achieved a D grade in science and 5 GCSEs, and is now attending college.

Langdon Secondary School, Newham, London

DVD 2



Boonma learns Maths with support from other pupils.

CREDIT: RICHARD RIESER

Annex

Reasonable adjustments in the classroom – a checklist

This is not an exhaustive list of every aspect of planning. It is a list of practical classroom arrangements that teachers working with the project found useful when they were thinking about adjustments they might want to make.³¹²

1. Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?
- If you do not know how the disabled pupils needs will/can be met, seek advice from the special educational needs co-ordinator, head of department, head teacher or deputy head teacher, or from other agencies such as educational psychologists, advisory teachers or health professionals.

2. Class/group preparation

What preparation have you made for:

- One-to-one peer support
- Collaborative teaming
- Group work
- Valuing differences of race, gender, ethnicity, disability and religion?

How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning

How will you support the needs of all learners?

- Consider:
 - timing
 - variation of activities
 - types of activities (concrete/abstract)
 - reinforcement of key ideas
 - extension work
 - recall of previous work
 - links to future work
 - clear instructions
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all of them?
- Are you able to access specially adapted equipment for some students to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

- Visual, e.g. photos, mind maps, maps and diagrams, pictures, film, wall displays?
- Auditory, e.g. story-telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic, e.g. movement, role play, artefacts, using the environment?

5. Prepared materials

- Are written materials accessible to all: formats, readability, length, content?
- Scaffolding (practical materials), e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. Are they accessible to all?
- Are you going to make appropriate use of augmented communication and ICT?

6. Self-presentation

- Have you thought about how you will react to situations of stress, humour, seriousness, embarrassing questions? Offer encouragement to all; challenge the behaviour, not the child.
- Are all the students aware that you might approach the behaviour of some students in a different way to the rest of the class?
- How will you use your voice in the lesson, e.g. volume and tone, and make sure that all the children understand you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with, or at least communicated with, support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does the use of support staff allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils gain from this?
- If you are using withdrawal, how are the groups organised?

8. Classroom organisation

- Is seating carefully planned and/or the activity accessible for:
 - pupils with mobility impairments, e.g. circulation space, table height?
 - pupils with hearing impairments, e.g. sight line for lip reading/ interpreter/ glare?
 - pupils who are visually impaired, e.g. maximise residual sight, if touch can reach?
 - pupils with challenging behaviour, e.g. in adult view or at front for eye contact?
 - pupils with a short attention span or who are easily distracted, e.g. tell them to sit on their own?
 - pupils with learning difficulties who need a lot of support, e.g. next to peer supporter?



SSA assistance is bearing fruit in India as more disabled pupils enrol in school.

CREDIT: SSA

- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, e.g. stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?

11. Making students feel valued

How will you ensure that all students feel equally valued through their experiences of:

- Allocation of teacher and support staff time?
- Being listened/paid attention to?
- Being respected?
- Achieving?
- Interacting with their peers?

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment, e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?
- How can you make appropriate use of augmented communication and ICT?