Contents

What does 'fully inclusive' mean?

Being 'fully inclusive' is about every child or young person being part of an educational setting. For the purpose of this document, the focus in on the inclusion of children and young people with SEND.

The following quote provides a good definition of inclusion:

"The dictionary defines inclusion as 'the action or state of including or of being included within a group or a structure.' In a school or education setting, this means that every child or young person and every adult who learns and works in the setting is valued and whose educational and personal needs are met."
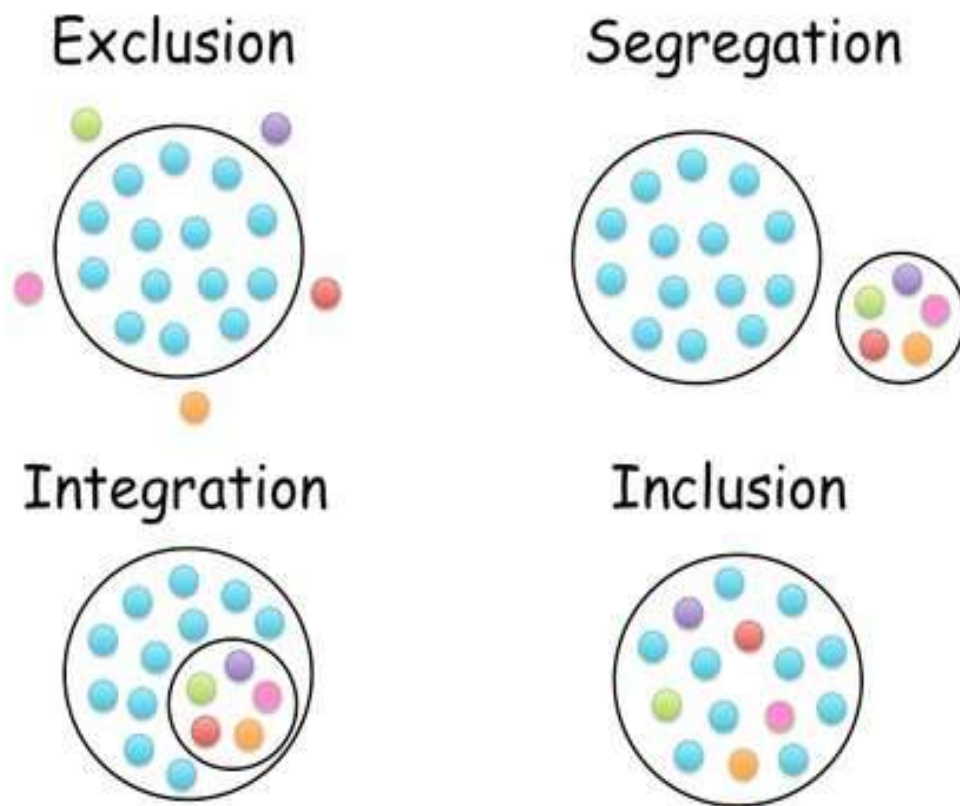
"Inclusion is also about parents and the community in which the educational setting exists. It is not about integration, which has a whole different meaning and context. It is not about treating everybody the same, instead, it's about meeting individual needs, being prepared to be different. It's about equality of opportunity and an inclusive framework that carries through all policies and actions. In an inclusive framework that carries through all policies and actions. In an inclusive school, everybody's voice is heard, encouraged and is important to say that these relationships won't just happen… they have to be nurtured and cultivated so that they can evolve and be flexible to ever-changing demands and needs." (Inclusion Quality Mark)

And more specifically, for children and young people with SEND:

"Most importantly, inclusive education means that students with SEND are taught with their peers in a mainstream classroom for a majority of the school day. When most experts speak of 'inclusive education', this does not include special units or special classrooms (segregation) or placing children with SEND in mainstream settings so long as they can adjust (integration). Inclusive education begins with the assumption that all children have a right to be in the same educational space." (Cobley, 2018)

What is the difference between Inclusion and Integration?

The terms inclusion and integration and sometimes interchanged but they are very different from each other. The following diagram illustrates these differences: This diagram shows four different scenarios and illustrates the difference between them. In each case the large circle represents the educational setting.

Within an educational context each scenario can be described as follows:

Exclusion = children and young people with SEND are prevented from accessing an educational setting at point of entry

Segregation = children and young people with SEND access their education at the same location as an educational setting but are taught separately from the majority of other children and young people in the setting i.e., in a separate building or classroom or at a separate desk within a classroom. They spend time in the setting or in the class but are not part of the setting or part of the class.

Integration = children and young people with SEND access their education within an educational setting, usually within a class but they are expected to adjust to, cope with and follow the curriculum, policies and provision offered to all children and young people within the setting without the setting having to make any adjustments or adaptations. This is aligned with the medical model of disability (see defining SEND)

Inclusion = children and young people with SEND access their education as part of a class. The educational setting makes adjustments to its curriculum, policies and provision so that barriers to learning are removed and the individual needs of children or young people with SEND are fully met. Children and young people with SEND are part of the setting and part of the class. This is aligned with the social model of disability (see defining SEND)

A printable version of this diagram and information can be found here 8. Inclusion V Integration diagram (PDF, 121KB)

What are the features of a fully inclusive educational setting?

There is a lot of **research available about what a 'fully inclusive' setting looks like. Although there may be** some variation depending on aspects such as location and pupil population, the common features that have been identified as being essential for creating a fully inclusive educational setting are:
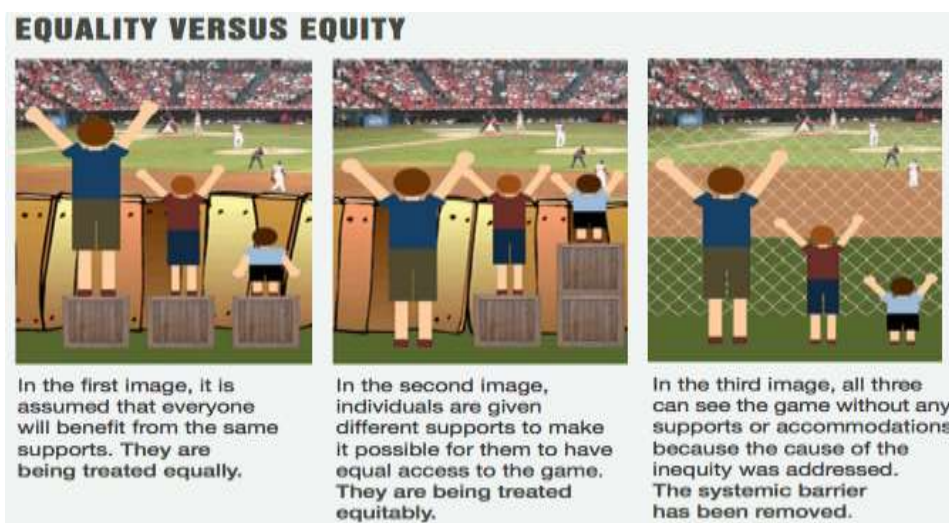
1.	An ethos and culture of inclusion that is evident in the everyday relationships, interactions, attitudes, approaches, environment, language, activities, strategies and routines of the setting, that is reflected in the set**ting's policies and practices and that results in everybody feeling** welcome.
2.	An understanding that creating a fully inclusive setting is everyones responsibility: Governors, leaders, staff, parents, children and young people (and the wider community)
3.	A recognition that inclusion is a continuous process that requires on going evaluation and development, rather than something to be achieved.
4.	SEND is viewed as a key priority and SEND policy and practice are fully embedded in the settings self-evaluation and development planning processes.
5.	**Learning diversity is seen as a 'natural' feature of any group of children or young people. The** curriculum and its associated assessment systems are planned and designed to reflect this diversity.
6.	A focus not just on the presence (access to education) of children and young people with SEND in the setting but also on their participation (quality of the teaching & learning experiences) and achievement (learning processes and outcomes) within the setting.
7.	A pro-active, positive, supportive, understanding of the behaviour of children and young people with SEND.
8.	An understanding of the differences between equity and equality which enables all staff to focus on removing barriers to learning and acknowledges that policies and practices for children and young people with SEND may, and often must, be different from those for children and young people without SEND so they everyone can benefit from what is on offer to the same extent.
9.	Any non- inclusive, discriminatory or inequitable practice is consistently and rigorously challenged and where necessary, is addressed within performance management procedures.

What is the difference between Equality and Equity?

The following illustration outlines the differences between equality and equity. Equality is not about doing the same thing for everyone but about making adaptations and adjustments so that everyone can have the same opportunity.

Ideally, where ever possible the systemic barrier should be removed, as this illustration shows:

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Printable versions of these diagrams can be found here 9. Equality v Equity diagrams (PDF, 147KB)

FULLY INCLUSIVE EDUCATIONAL SETTING - DESCRIPTORS

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEND.

1.	The setting welcomes all children and young people and does not exclude children and young people with SEND at the point of entry.
2.	The language used in the SEN information report means that prospective parents / carers of children and young people with SEND are confident that their child/ young person would be actively welcomed at the setting. (see example in Core standard one)
3.	In the setting, children and young people with SEND are taught **with** their peers in a mainstream classroom for a majority of the school day. They are part of the class, not just located in the class.

4.	The setting avoids integration and segregation (see above for definitions) for children and young people with SEND. In settings where there is resourced provision, staff are proactive in ensuring that the children and young people attending the provision are included with their peers as much as possible when appropriate opportunities arise
5.	The physical environment, including aspects such as displays, signage and information is accessible to all children and young people with SEND
6.	The setting has a clear vision and ethos for the quality of education for children and young people with SEND at the setting, based on the social model of disability. The vision and ethos are reflected in the policies and practices of the setting and are promoted by all staff.
7.	Meeting the needs of children and young people with SEND is given a high priority by everyone in the setting. As a results there is a 'culture of inclusion' which is understood by governors, leaders, staff, parents/ carers, children and young people and is demonstrated in their everyday interactions, attitudes and approaches to each other.
8.	All staff in the setting have high aspirations for children and young people with SEND. They use the correct 'language' when talking about SEND because they understand that SEND is a not fixed or permanent characteristic and talk about children and young people WITH SEND or children and young people who HAVE SEND. They avoid saying that a child or young person 'is SEND' or that there 'are SEND pupils in a class'
9.	Senior leaders are knowledgeable about the SEND within their setting. A SEND development plan is in place (separately or embedded into the whole school development plan) which shows leaders have correctly identified key priorities for the continued improvement of the inclusive SEND provision across the setting.
10.	Curriculum planning shows that the curriculum is well planned, sequenced and differentiated to meet the diverse learning needs of all children and young people with SEND in the setting.
11.	Marking and assessment systems are well designed and take full account of the diverse learning needs of children and young people with SEND in the setting. This includes access arrangements for formal assessments
12.	All adults have a pro-active, positive and supportive understanding of the behaviour of children and young people with SEND. They avoid using language such as 'naughty'. They understand that behaviour is a form of communication and always look for the underlying causes of any disruptive behaviour that a child or young person with SEND might exhibit. (EEF document)
13.	All staff know the difference between equality and equity (see illustration above) and understand that they may, and often must, treat children and young people with SEND differently so that they can benefit from what is on offer to the same extent as everyone else.
14.	All children and young people are equally valued and treated with respect by adults and by each other. Staff at all levels consistently challenge each other about any non- inclusive, discriminatory or inequitable practice for children and young people with SEND
15.	Senior leaders ensure that roles and responsibilities for SEND provision are clear. They have embedded SEND into performance management procedures for all staff