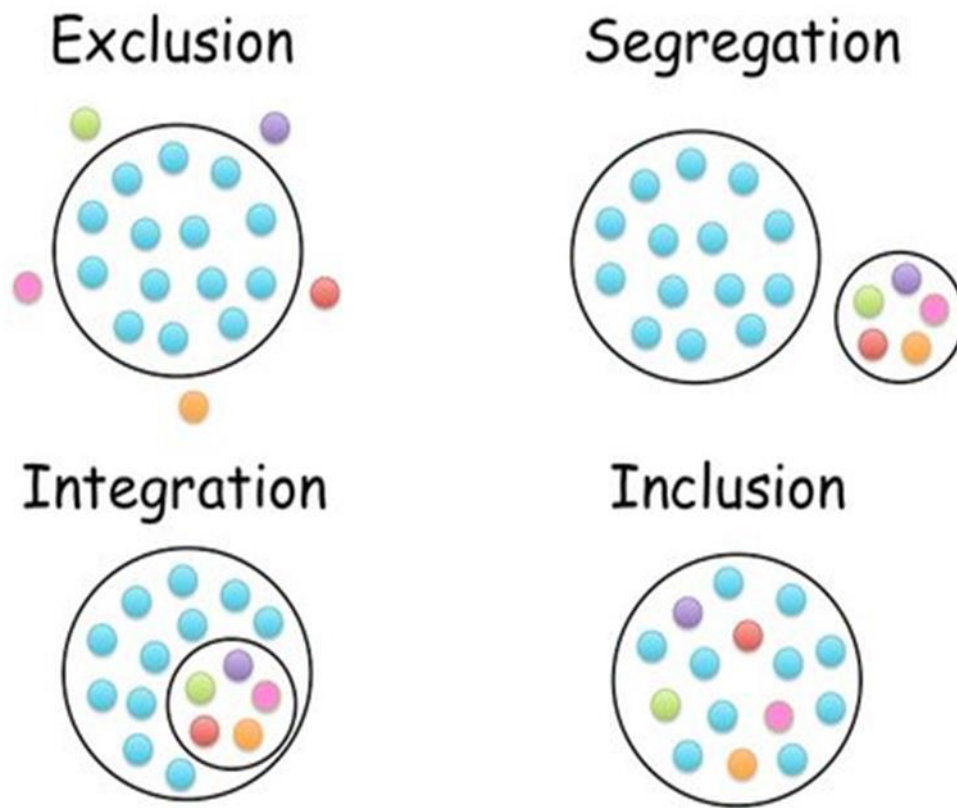


Inclusion V Integration



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)