Inclusion, Empowerment and the vital role of disabled people and their thinking
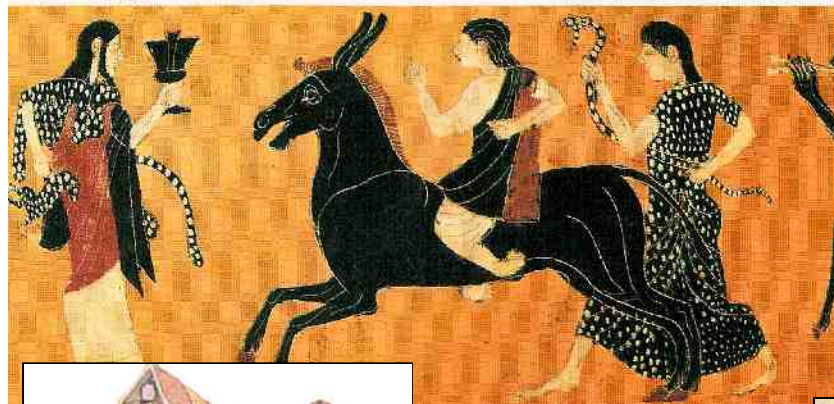
Richard Rieser

Director Disability Equality in Education

www.diseed.org.uk

Traditional Model of Disability

For thousands of years peoples lives were ruled by superstition and interpretations of the nature which depended on all powerful deities, fate or Gods.

Pity

Evil

Fate

Karma

'The earth does not argue,
Is not pathetic, has no arrangements,
Does not scream, haste, persuade, threaten, promise,
Makes no discriminations, has no conceivable failures,
Closes nothing, refuses nothing, shuts none out.'

Walt Whitman, poet.

Where did the idea of separating children adults by their Impairments come from?

- **A history of oppression towards disabled people**

- **Social Darwinism and the need to compete**

- **Eugenics to develop more 'intelligent' people**

- **Negative attitudes, stereotypes, prejudice and discrimination towards disabled people.**

- **Medical model thinking**

EUGENICIST THINKING
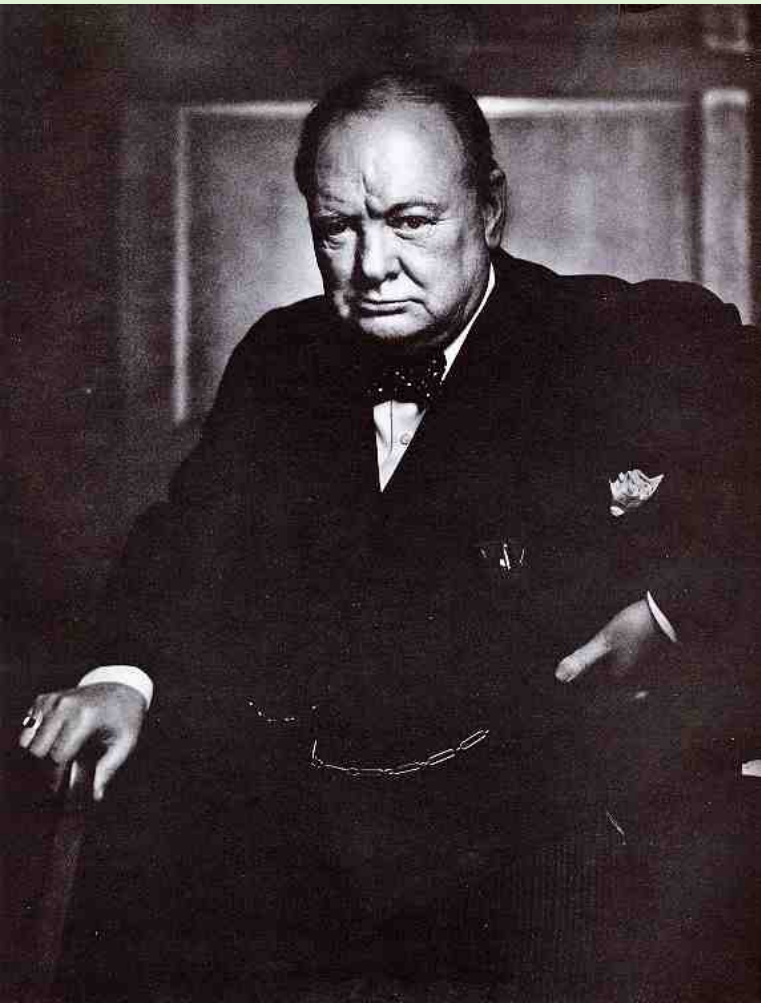
"The unnatural and increasingly rapid growth of the feebleminded classes, coupled with a steady restriction among all the thrifty, energetic and superior stocks constitutes a race danger. I feel that the source from which the stream of madness is fed should be cut off and sealed up before another year has passed."

Winston Churchill MP, Home Secretary at the time the Mental Deficiency Act of 1913 became law.

The sad history of segregation and oppression-disabilism
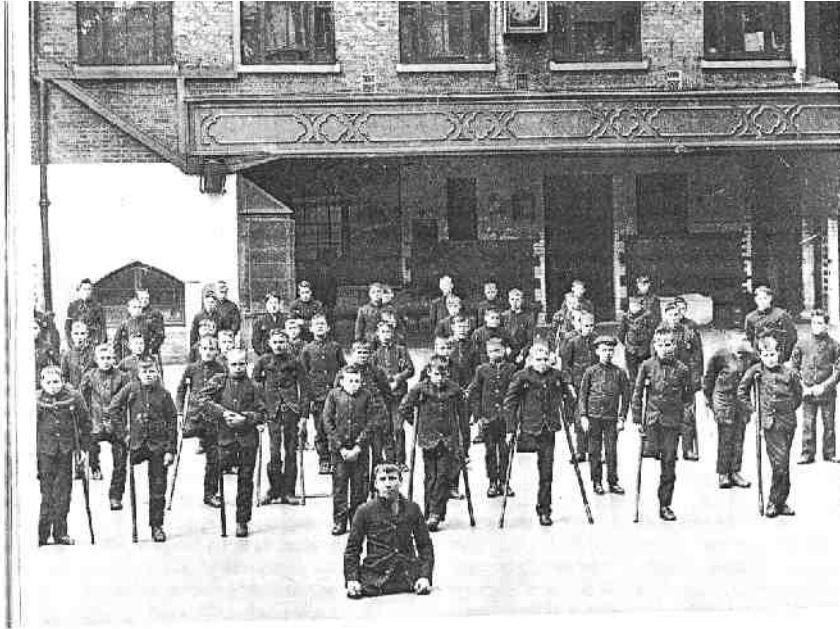
Part of extensive DET .
Include in the school
Curriculum.
Produce resources.
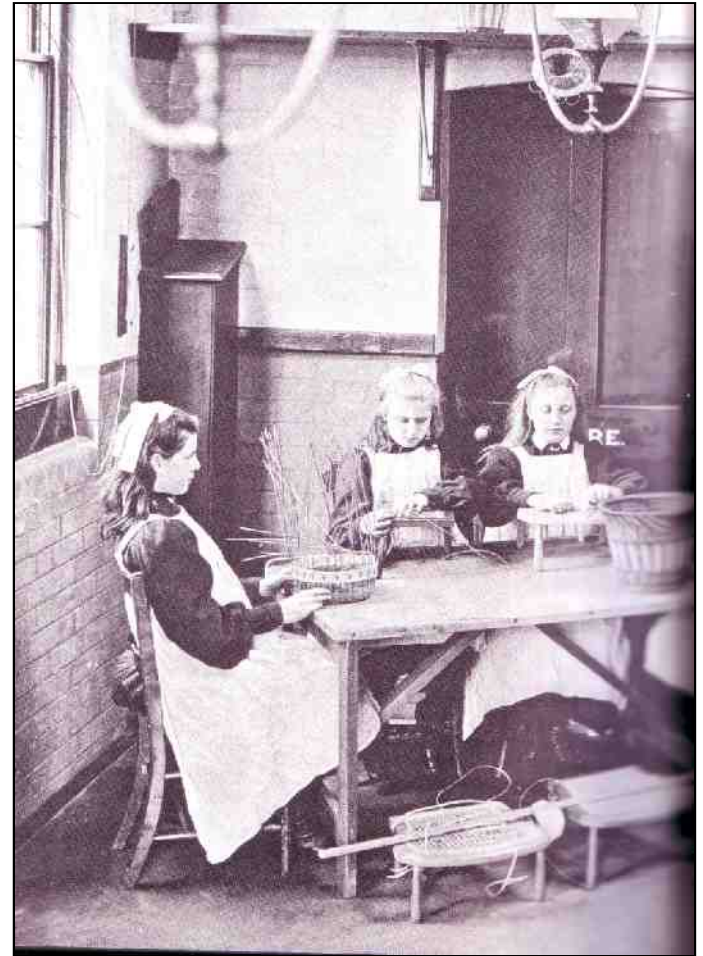
U.K.Commission for Racial Equality Poster-

Since 1990 DAA have recorded 680 disabled people have lost their lives because of disabilism in the UK

Segregation damages lives.

Disabled pupils in special schools in England, on average, achieve 100 times less in examinations than all pupils in secondary- GCSE -5A*-C 0.4% special

53.4% All-2004

At KS 4 in 2002 average point score was 38.55.
For non-statemented pupils with SEN, in mainstream, it was 21.85.
For statemented pupils in mainstream it was 16.99,

For pupils in special schools it was 2.4 points- 7 times worse.

DfES

Disability Equality ⋸ Education

DAIL.

Over the last 30 years disabled people have begun to Disabled People have organised a Movement demanding full Civil Rights.

Inclusion is a struggle for human rights

'Impairments can be endured, but the lack of human rights, the marginalisation and exclusion, the deprivation of equal opportunities and the institutional discrimination that disabled people face cannot be endured and can no longer be tolerated.'

Maria Rantho, disabled woman.

DEFINITIONS

"**Impairment** is the loss or limitation of physical, mental or sensory function on a long-term and permanent basis.

"**Disablement** is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers." – *Disabled People's International, 1981*
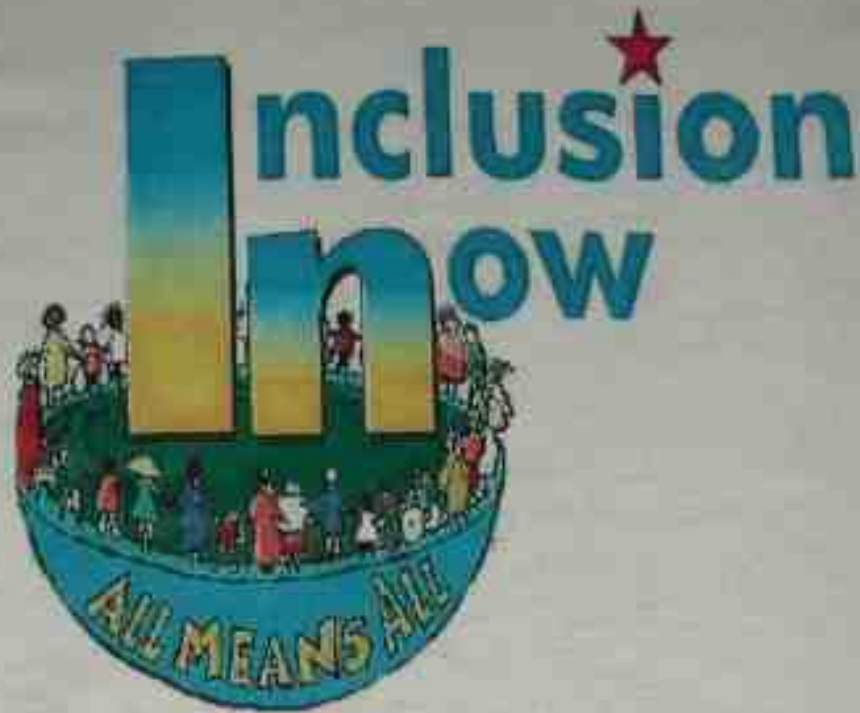
Alliance for Inclusive Education

We need to build alliances with :-
- Parents
- Disabled Young People
- Disabled Adults
- Professionals-teachers, support staff etc.
- Politicians and Administrators

These Alliances need to be led by the thinking of Disabled People.

Inclusion now

ALL MEANS ALL!

"NEVER DOUBT THAT A SMALL
GROUP OF THOUGHTFUL
COMMITTED CITIZENS CAN
CHANGE THE WORLD. INDEED,
IT IS THE ONLY THING THAT
EVER HAS"   Margaret Mead

It's the barriers that disable !

Negative Attitudes

Inaccesible Environments

Bullying

Use of Resources

Poor Peer Support

Inflexible Curriculum

Lack of Communication

Lack of Role Models

Ignorance

Poor Teaching

Fear

Low Expectations

She'll Never Walk

Medical Model Thinking

She needs urgent medical attention

She should be shut away

How can she go to an ordinary school?

She'll always be a burden

No one will marry her

Segregation or Integration

Social Model Thinking

Remove the barriers

Find solutions

Intentionally build relationships

Challenge your fear

Value Difference

Inclusion

Empowerment

Inclusive Education = the Social Model of disability applied to education.

Inclusive education requires the restructuring of the education system so that all pupils and students achieve their potential and value each other, with sufficient training and resources to enable this transformation process to occur.

Medical and Social Model Thinking in Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is valued
Diagnosis	Strengths and Needs defined by self and others
Labelling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes, of therapy imposed	Resources are made available to ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Re-entry if normal enough OR Permanent Exclusion	Diversity Welcomed Child is Included
Society remains unchanged	Society Evolves

(Adapted from Micheline Mason 1994, R. Rieser 2000)

Disability Equality Education

Nothing About Us Without US

Rights Not Charity

Disability Equality ⊑ Education
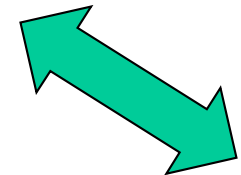
General Duty to anticipate in making Reasonable Adjustments to Policies, Practices and Procedures
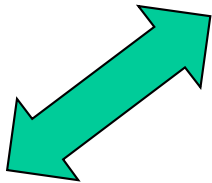
Factors to be taken into account

Detriment of disabled pupil
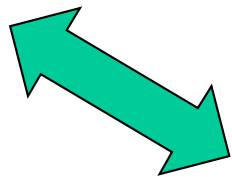
Reasonable Adjustments for individual disabled pupil.
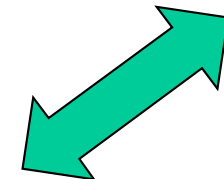
Year 8 Science practical. Peer support and a teacher who has challenged her prejudices.

Yr 5 Two pupils with Downs Syndrome. Circle of peer support, a can do attitude and flexible curriculum

Twins with epilepsy. Year 1- Training to administer rectal diazapan, flexible curriculum and sleeping area.

Carl was not verbal and violent. Now with Friends, Primary, Stockport modeling his learning on peers with adult support.

Highfield Junior School, Plymouth.

Failing school pupils behaviour poor and not learning.

Involve pupils in setting up rules and enforcing them

Changing our school: promoting positive behaviour

by Highfield Junior School

School's Council · peer mediation · circle time · a need driven curriculum · guardian angels · children's rights · pupil democracy · citizenship · bullybusters · spiritual and moral development
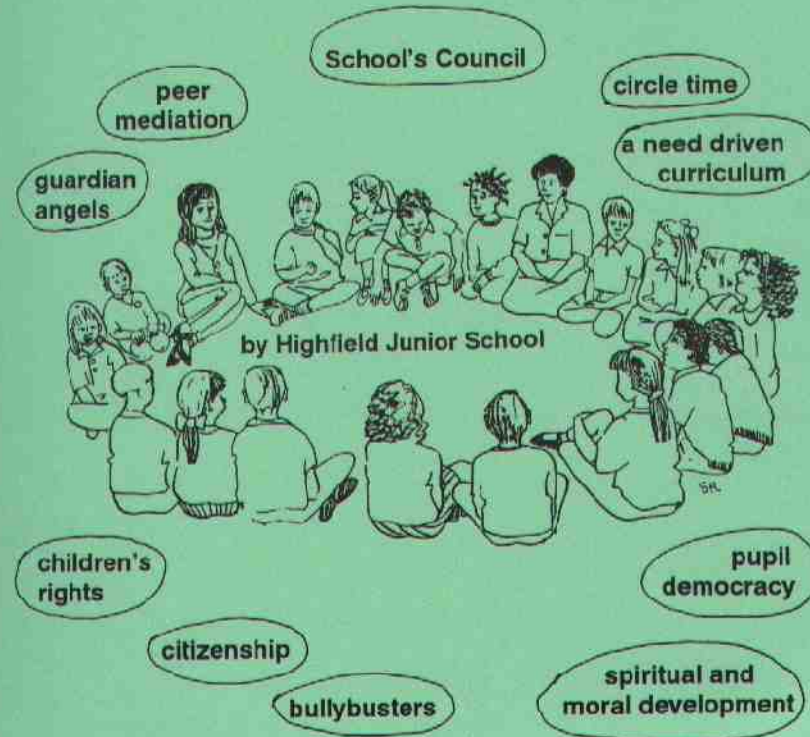
Zone Hockey

Disabled students in PE at same school

40 wheelchair users out of 1200 at school. Access, vary curriculum to include all students

Student with Autism enjoys trampoline in special sports, which enable students with severe communication needs to fully participate in PE and Games with Tutor Group in mainstream school of 2000

Vary the rules and equipment so all can take part

Cricket club, Primary in West Midlands.

Deaf pupils included in French at Secondary, Newham

Bilingual with British Sign Language in the mainstream class.

A blind pupil in Yr 11 SCIENCE who is feeling vibrations and describing what feels to the class. Notes and diagrams have to be provided a week in advance to be transformed to Braille and raised diagrams.

A west London Primary have a trips policy where everyone goes on trips. They hold a data base of accessible venues and have purchased an adapted mini-bus.

 School residential trip to Essex. Staying on Barge. Preparation and forward planning the key to success.

BANES primary. A girl has significant learning difficulties. She has a social skills programme visiting local shops with peers. When there is an issue the whole class works on it as here not finishing her sentences for her.

Yr 9 Maths Set. Copying out activities from text book to save time and energy for a girl who has CP.

Terri was badly burnt in a fire and has facial disfigurement and lost her finders and toes. Terri attends her local Primary school in Ipswich. The biggest adjustment needed was in the attitudes of the teachers. Although she has a support worker she prefers to be independent.

Non-verbal pupil in Yr.10 with communication aid which is programmed for different parts of the curriculum. Kate will be completing an ASDAN – alternative qualification.
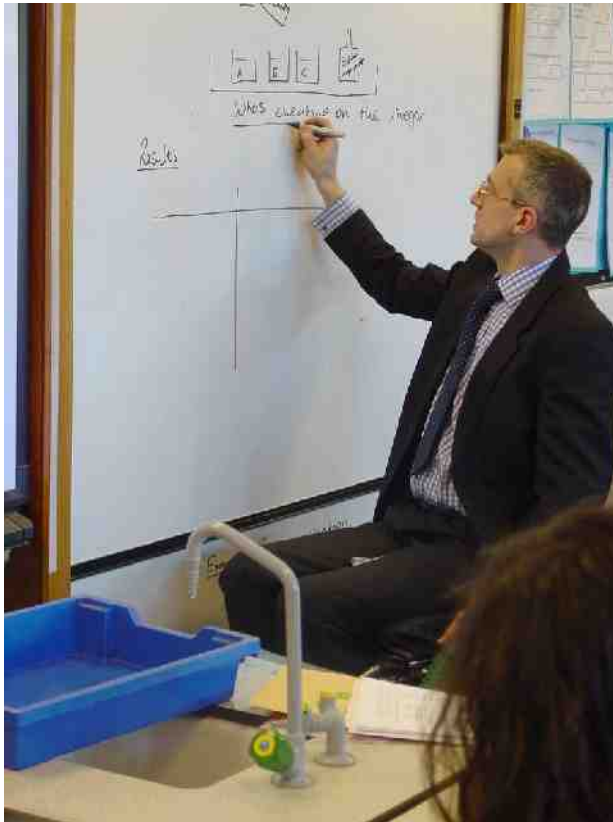
West Midlands Secondary–Head of Science- Access to Work adjustments have made it possible for wheelchair using students to attend the school.
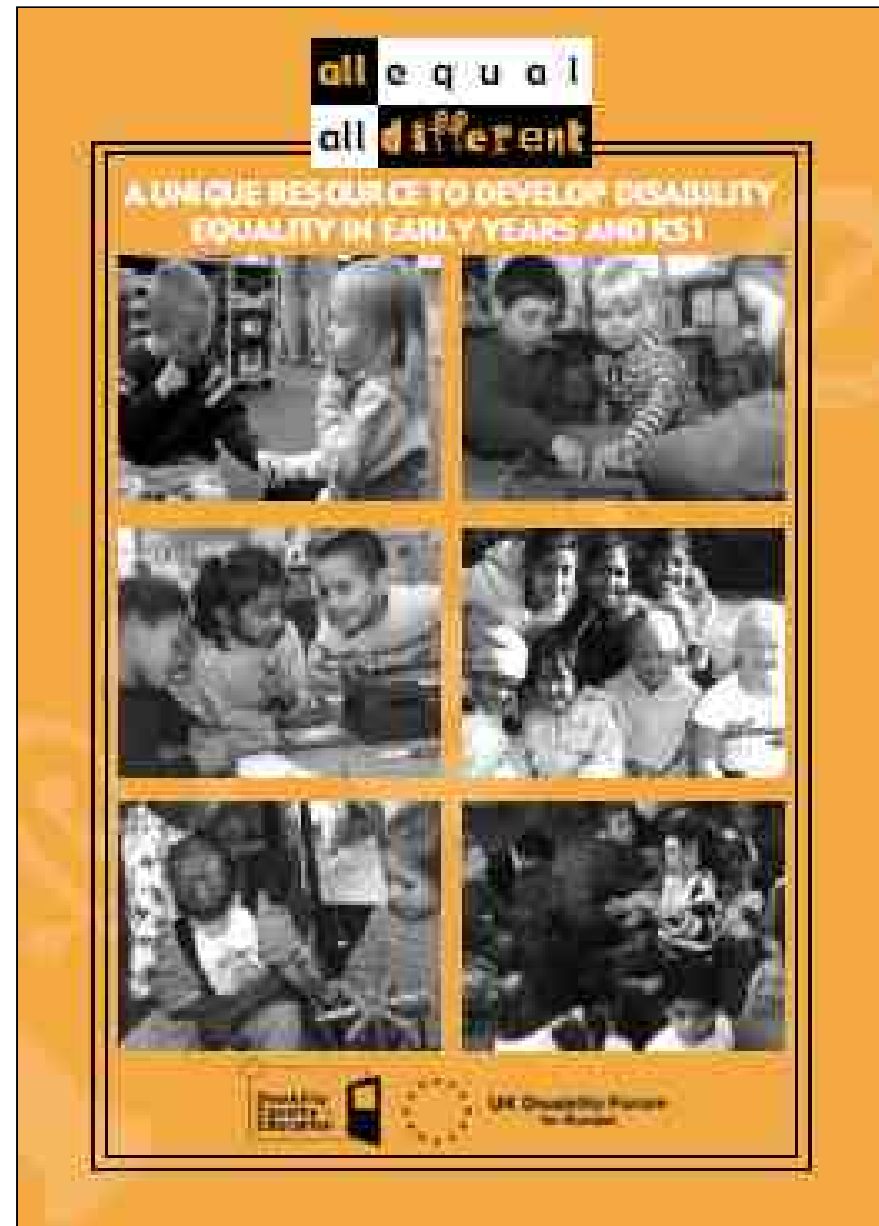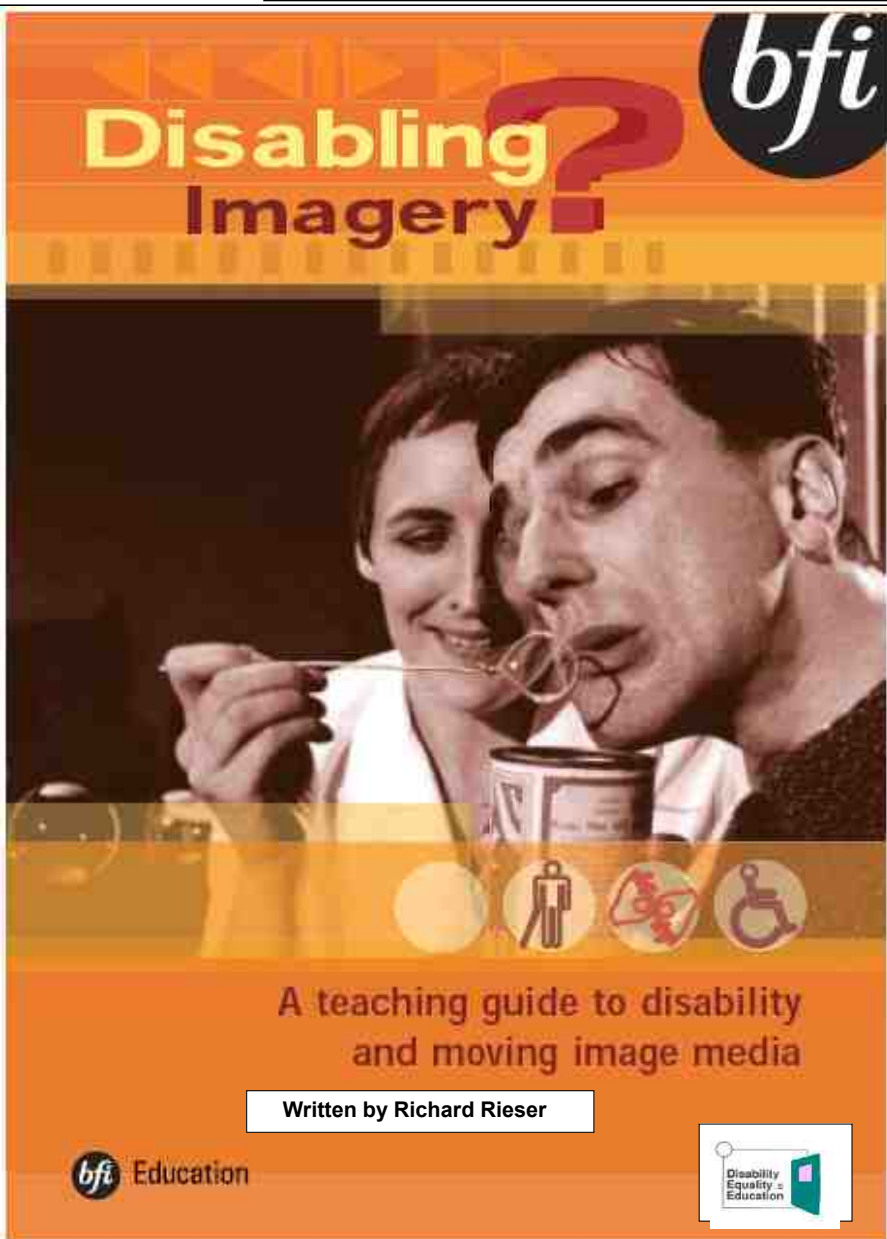
What makes for good adjustments in 41 schools across England?

- A can do attitude from the staff
- An inclusive ethos-valuing pupil and parent knowledge
- Respect for difference encouraged/peer support
- Identifying barriers and finding practical solutions
- Good teaching is inclusive teaching
- Strong leadership
- Resources allocated by need-equality.

Snapshots of possibility Alliance for Inclusive Education

- **21 schools visited**
- **They believe that all children need to feel wanted and belong**
- **They believe that all children can think and learn**
- **Build on what children can do**
- **They believe children need help not punishment when their behaviour gets out of control**
- **They believe difference is something to welcome and learn from**
- **They respect young people**
- **They empower young people**
- **They involve parents**
- **They do not think treating people equally means treating them the same.**
- **They apply thinking about inclusion to the staff**
- **They see schools as resources to families and the local community**

Raising Disability in the Curriculum

bfi

Disabling Imagery?

A teaching guide to disability and moving image media

Written by Richard Rieser

bfi Education

Disability Equality = Education

all equal all different

A UNIQUE RESOURCE TO DEVELOP DISABILITY EQUALITY IN EARLY YEARS AND KS1

UK Disability Forum

www.diseed.org.uk

Free Up Your Life

East London Mentoring Project
End of Project Report March 2003

Report by Christine O'Mahony
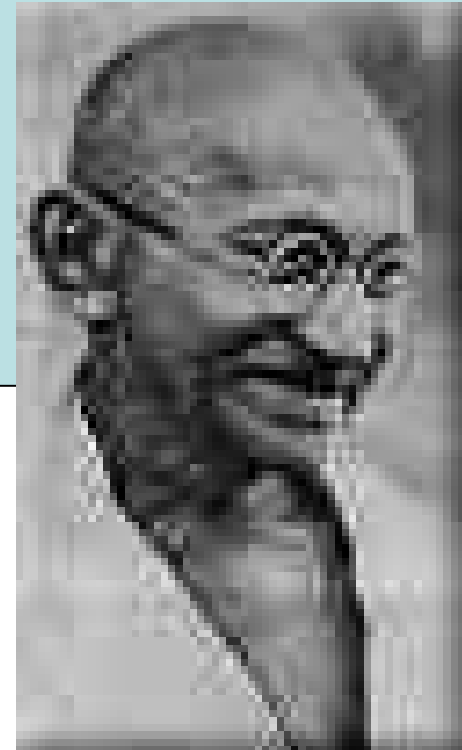
YOUNG DISABLED PEOPLE DO IT TOO!
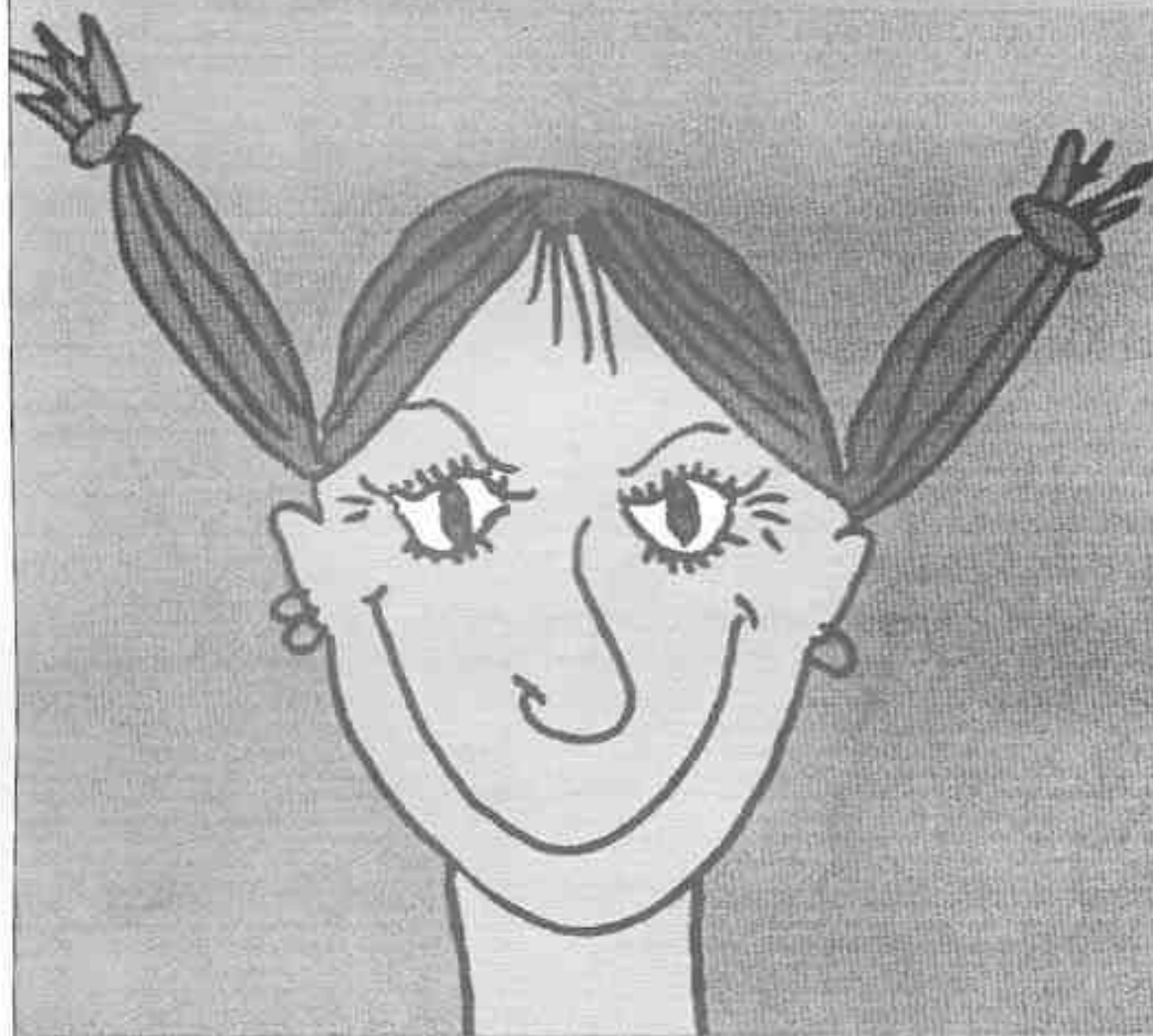
Disabled People, – probably the greatest lovers in the world!

'You have to be the change you want to see in the world.'

Mahatma Gandhi

Towards a Global Alliance for Inclusive Education

'Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.'

Paulo Freire, Brazilian educator 'for social change.'

2020 Campaign Launched for the end of segregated education in the UK

Already the largest disability organisation in the UK- SCOPE have signed up as part of their Time to Get Equal Campaign

- **No more special schools are opened or built**
- **Teachers and staff in ordinary schools are trained and supported to include all children**
- **All school buildings are made accessible**
- **School work is adapted for each child's needs**
- **Money spent on special schools is spent instead on helping disabled children in ordinary schools**
- **Deaf children are taught in Sign Language as well as English**

Which way for the world?

Collaboration or Competition?

Developing Inclusion will make a lasting shift in power for people around the world.

The World Trade Organisation is seeking to bring all public services into the global market through GAT. What criteria will be used to give services?