We, the undersigned are extremely concerned at the
loss of inclusive education that is currently being created
They see to have missed out on 25 years of global
for good educational, social and human rights
Baroness 'Wack',
put inclusion of disabled pupils on a human rights
attitudes, lack of training and funding in many
school’s lack of capacity to meet their needs. We can
circumstances. However, this is no reason to revert to
the past, but rather demonstrates a need to intensify
efforts to make schools and colleges more accessible
disabled and non-disabled children, who also benefit.

We believe that the problem is not in the child
and their management, but rather in the
disabled in the education system. This ‘social model’
draws on the thinking of disabled people and
understands all individuals as having a role in
‘dual medical model is being used
to argue for the establishment of many new
special schools. This ignores the pioneering and creative work
of parents and support staff in every corner of the United Kingdom,
which has led to successful inclusion of thousands of disabled
children.
The Disability Discrimination Act currently requires
schools to make reasonable adjustments
and from December 2006 to promote disability equality.
'Removing Barriers to Achievement' lays the
current shortcomings in the system. This approach should lead
to the political agenda for education. Effective inclusion
is essential for any move towards human rights.
Indeed, research has shown that inclusion has no
effect on the achievement of all. (Inclusion
and Pupil Achievement DIES RH57 2006)
Warnock argues that statute does not achieve
viewing. Since
Government strategy to address many
many...