

Aspects of Inclusion

A personal view



- **Constant criticism and complaint resulting in:**
 - **Punishments**
 - **Lack of confidence**
 - **Lack of self esteem**
 - **And so:**
- **Timid and shy and with a number of related problems**

- **At 15 had to take “O” Levels:**
- **Failed to pass Latin, French, Mathematics and History**
- **Managed to pass English Language, English Literature, Religious Studies and did very well in Science.**
- **Had to do an extra year to re take Latin, French and Mathematics.**
- **Confidence and self esteem remained very low.**

- **At 16 unexpectedly selected to row in a good senior school crew:**
- **For the first time I could do something better than most of my contemporaries:**
- **Result: a huge change in self-esteem.**
- **Progressed to Sixth Form studying A levels in Zoology, Botany and Chemistry: Subjects I could do!**

- **Children had problems at school.**
- **Eventually, diagnosed as Dyslexic which explained my problems and theirs, though little help was available.**
- **In the end received extra time in exams but no other form of help.**
- **All three children have has problems in later life especially from a lack of self confidence and resultant depression.**

Problems for the Head teacher

- **School Board: Do they understand the implications of inclusion**
- **Staff: To get ALL staff to understand the problems of the children and to act accordingly.**
- **Staff training is not easy to organise and can be expensive.**
- **Are the staff adequately resourced for the challenges of inclusion.**

Which children?

- **Need to decide which Special Needs you are going to accept.**
- **What degree of difficulty will you accept and how do you select?**
- **How many children with Special needs will you accept?**
- **How will they be paid for? Special needs specialist staff need to be employed.**
- **Do ALL children pay for them, or do Special Needs children pay for the extra help?**
- **Will the government / local authority pay?**

Parents!

- **Do parents agree that their children have problems and need the extra help?**
- **How happy are parents of NON –Special needs children to have such children in the same class?**
- **What happens when there are disruptive children in the class?**
- **What is the attitude of other children? Bullying or help?**
- **Problems of the parents whose children you do not accept?**

Ethos of the School

- **Inclusion requires it to be central to the ethos of the school**
- **All activities of the school must be aware and involved**
- **Aspects of the curriculum involving practical work is essential as children who find academic work difficult and often unrewarding can excel at Art, IT, Music, Drama and Sport, and so gain the confidence and self-esteem they so often lack.**
- **The curriculum may need modifying for some children, such as languages and time must be found for extra help.**

- **Above all the staff need to have a close relationship with the children. Children must feel the staff to be understanding, positive and always approachable.**
- **It is a major undertaking to bring Inclusion into a school and whilst enormously rewarding, the changes required to make it a success must not be underestimated.**

Special Needs at Rushmoor School

- **Dyslexia**
- **Dyspraxia**
- **Dyscalculia**
- **Attention deficit / hyperactivity syndrome**
- **Obsessive / compulsive disorder**
- **Asperger's syndrome**
- **Autism**
- **Cochlea implant (speech and hearing)**

- **Added to this:**
- **English as a Foreign Language**
- **And of course**
- **Gifted children**

Finally

- All children have Special Needs, but some more than others.
- Every child has his or her own hopes, fears, worries and difficulties.
- Every child needs to be treated as an individual with care and attention
- What is best practice for Special Needs children is just what is good practice in all teaching