

The universal declaration of human rights education essay

[Education](#)



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1. Introduction

1. 1 Inclusion in schools Education aims to ensure that that all students gain access to skills, knowledge and information that will prepare them in life. Education becomes more challenging as schools accommodate students with diverse backgrounds and SEN needs. Meeting these challenges sees schools with a need for more " inclusive" education. Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. There is now greater recognition that the special needs agenda should be viewed as a significant part of the drive for Inclusive Education (Ainscow, 1995). The idea is that the concept of integration is being replaced by a move towards inclusive schooling/education. Integration demands that " additional arrangements will be made to accommodate" pupils with disabilities " within a system of schooling that remains largely unchanged" ; inclusive education, on the other hand, " is a larger and prior concept" (Flavell, 1996, p 2) and aims to restructure schools in order to respond to the learning needs of all children (Ainscow, 1995 p 2, Male, 1997). Inclusive school ask teachers to provide individualised support without the stigmatisation that's comes with separation, provide opportunities where all students can learn together in an unrestrictive environment where the quality of their education is not compromised. Appendix 1. 1 shows a model of inclusive provision (Dyson, Farrell, Polat, Hutcheson, 2004). Inclusion is not just for student and staff but for governors, parents and the local community (Flavell, 2002). Research on effective inclusive schooling has shown schools improve thorough whole school responses and not just by teaching strategies that include all learners

(Ainscow, 1991, 1994). Appendix 1. 1. 1 shows characteristics of these schools (Ainscow, 1991; Hopkins, Ainscow and West, 1994)1. 2 Legislative ContextThe amendments to the 1995 Disability Discrimination Act Part IV regulations came into effect on 1 September 2002 via the Special Education and Disability Act (SENDA, 2001). It requires school to implement the part of the Act that prevents such institutions from discriminating against students on the grounds of their disability. It is therefore mandatory for all teachers, including MFL teachers to make " reasonable adjustments" to allow full participation by students with disabilities. Appendix 1. 2 is the overview introduction to the DDA while Appendix 1. 2. 1 is the DDA Part VI. Visual Impairment is termed a " low incidence" disability and is therefore eligible for funding and individual support. 1. 3 Fullhurst Community School PolicyThe legislation makes it clear that all teaching staff is responsible for the provision for students with SEN and/or disabilities. (TDA, 1999) Appendix 1. 3 shows school specific duties under the DDA outlines by the TDA (TDA, 1999). Thomas (1992) states that the whole school community should be involved in developing a policy on the organisation of support in the classroom. The Code of Practice (DfE 1994) calls for all schools to have a special Education needs Policy with outlines the agreed practice at each stage in meeting the needs of pupils. As required by law all schools who receive government funding are required to have regard to the Code of Practise and are expected to have a written SEN policy. Fullhurst Community School has a comprehensive policy which is mandatory for all staff to be familiar with. It includes their guidelines, accessibility, definitions, SEN status, provisions, referral information, learning needs and conditions. Appendix 1. 3. 1 is a

complete copy of the Fullhurst Community School Guide to SEN. All students who are on the SEN register have a detailed up-to-date IEP (Individual Action Plan). Appendix 1.3.2 shows a copy of the "Referral to Visual Impairment Team" outline and form. 2 Visually Impaired Students 2.1 Inclusion of visual impaired students According to the RNIB It is estimated that there are around 25,000 children and young people in Britain from birth to 16 with a visual impairment of sufficient severity to require specialist education service support. (www.rnib.co.uk) In a report entitled Education of the Visually Handicapped (Department of Education and Science, 1972) commissioned by the British government in 1968, it recommends that blind and partially sighted children would benefit from being educated in the same schools but also supported the general concept of "integration" of children with visual impairments (VI) into mainstream schools. Further reports, such as The Warnock Report (Department of Education and Science 1978) and the subsequent Education Act (1981) consolidated that right of children with SEN to placement in the local schools, with the consideration of the "efficient use of resources". During the 70-80s there was a steep rise in the LEA services for children with VI (visual impairment) and an increase in local schools education of VI students supported by qualified in-school support workers or peripatetic specialised teachers (Douglas et al, 2009). As this enrolment increased in mainstream schools, specialised schools for the blind were closing or adapting encompassing students with more complex needs (McCall, 1997). The Code of Practice for SEN (Department of Education) accepted that the needs of most children with SEN could be met within mainstream schools but took a moderate stance on inclusion by emphasising

the importance of maintaining a " continuum of provision for a continuum of needs" (Hornby, 1999, p 153). By 2000 " inclusion" of VI children in mainstream schools had become well documented in policy and practice. Legislation continued to strengthen the rights of SEN children in local schools, culminating in the previously mentioned SENDA (2001) amendments to the 1995 DDA.

Key results from a survey carried out by Keil and Clunies-Ross (2003) showed the effects of these policy and legislative changes. Figures showed that from England, Scotland and Wales suggested that by 2002, 57% of 5-10 year olds and 47% of 11-16 year olds with VI were being educated in local mainstream schools (Keil and Clunies-Ross 2003, p 16). In 2012 it is estimated that 70% of VI children are educated in mainstream schools while the rest are educated in special schools. Only 4% are educated in schools specifically for blind and partially blind students (www. rnib. co. uk). Appendix 2. 1 shows Key Statistics on number of blind and partially sighted children and young people in England from the RNIB.

Figures show that as many as 50% of VI children have additional disability or special education needs (MDVI) (www. rnib. co. uk) and Keil and Cunies-Ross (2003) reveal that children with MDVI were still more likely to be educated in generic specialised school and not in non-visual impairment special schools. Porter and Lacey (2008) analysed the placement of children with MDVI and concluded that local authorities has to ensure that children with MDVI in generic special schools has access to staff with specialised children. (may not keep in)2. 2 VI and MFL in t1he classroom