

Ordinary Life



Holidays



Weddings



Biggest Weekend

Conquering Pen y Fan

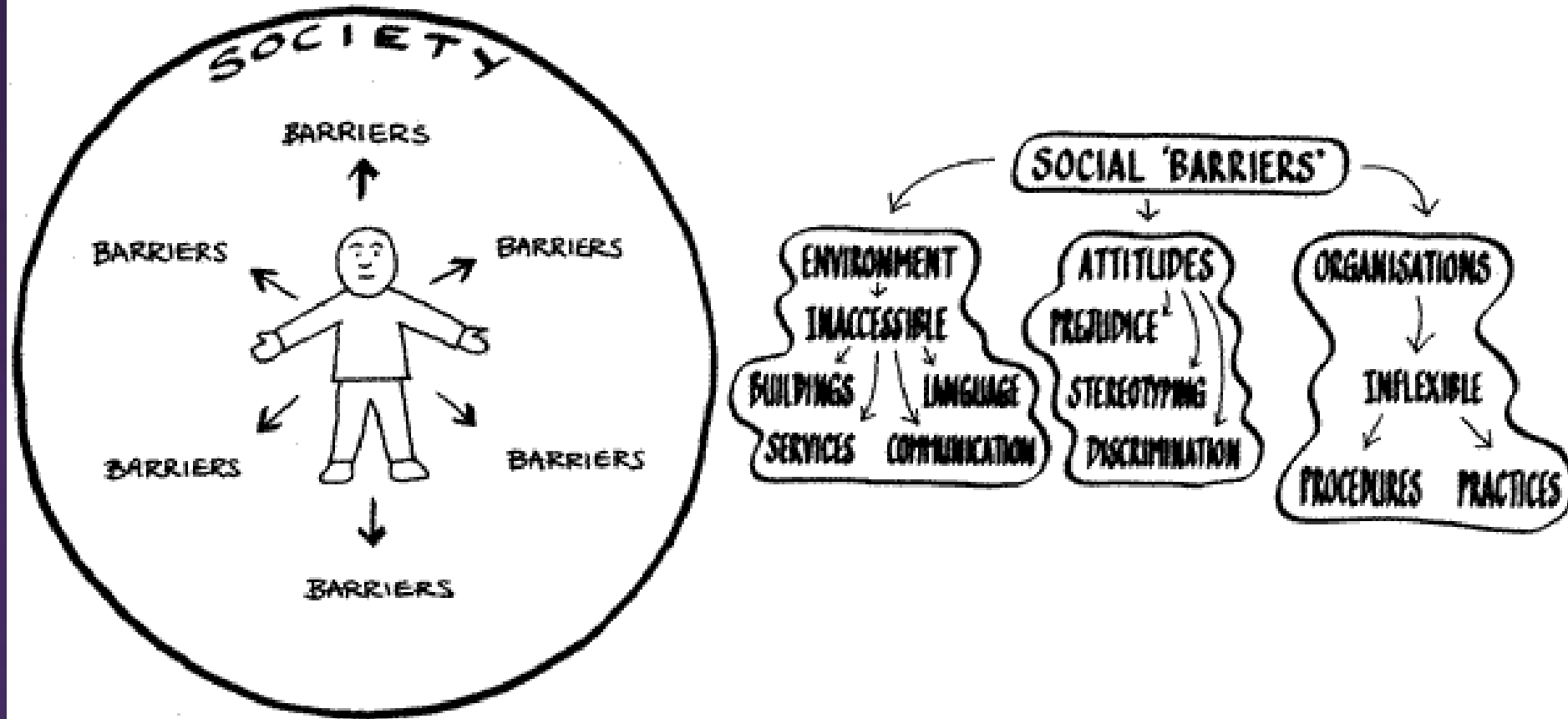


Rhys couldn't physically access his local school, so we chose one further away. However, Rhys was deaf with speech and language delay. Our search for both physical accessibility and specialist teaching expertise proved to be a double-edged sword, as it ultimately displaced Rhys from our community.

Framed by his 'deficits' and care needs



THE SOCIAL MODEL OF DISABILITY



Inclusive Education

Is a human right

- local community school.
- safe, supported, learning and thriving!
- Learn together, same curriculum.
- Belonging and equal value.



HUMAN RIGHTS - UNCRDP

Social Model

Qualifications

Included

vision

Welcome

Valued

GCSE's

Friends

Access

visible

Potential

relationship

belonging

Ordinary life

DREAMS



Aspiration

Stable Income

Presuming Competence

A home

equity

Educated

employed

Financial security



1970s

Social Model
of Disability



1978

Warnock Report
(UK)



1989

UNCRC
(Convention on the Rights
of the Child)



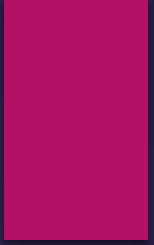
1994

Salamanca
Statement

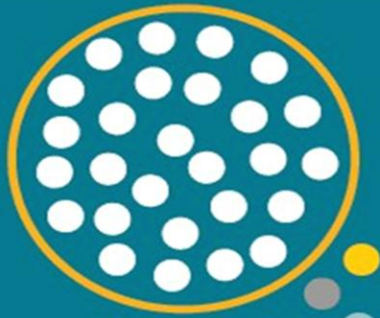


2006

UNCRPD
(Convention on the Rights of
Persons with Disabilities)



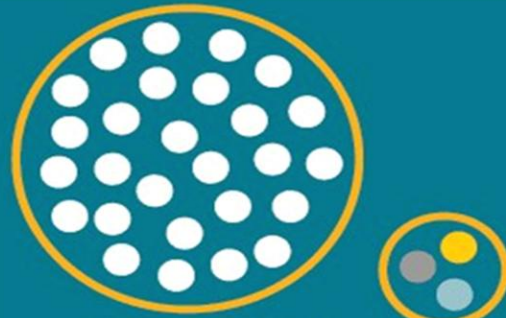
The 1994 Salamanca Statement, adopted by 92 governments at a UNESCO conference in Spain, is a landmark international agreement establishing that all children, regardless of physical, intellectual, social, or emotional, linguistic, or other conditions, should be educated in regular schools.



EXCLUSION



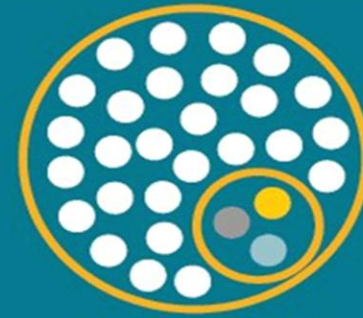
Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION



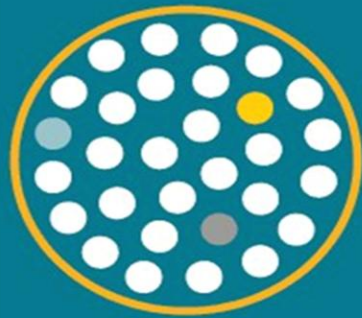
Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION



Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.



INCLUSION



Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.



What is UDL?

Universal Design for Learning

1. Multiple Means of Representation

Present information in different ways



2. Multiple Means of Action & Expression

Let students show what they know



3. Multiple Means of Engagement

Keep students motivated



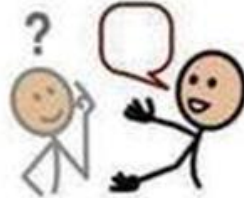
Flexible, Inclusive Learning for Everyone!



to sit with my class.



to learn from others
and they from me.



to be called upon to
answer questions.



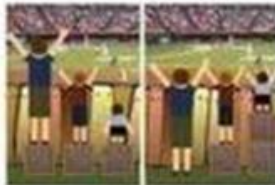
to not have my aide
as my group partner.



to be a student in my
class not a guest.



to experience being
a group leader.



to adapted or modified
grade level lessons.



to have a teacher that
presumes competence.



to develop authentic
friendships not helpers.



to create an inclusive
future with my peers now



to choose when, where
and if I desire a pull out.



We...have the
right too!



Maria Scharnke
@MScharnke



Replying to [@CaptainMetadata](#)

"Intergration" means the 'them'
can mingle with the 'us'.

"Inclusion" means there's only
'us'.

“

When we remove children with disability from the diversity of our community - from their rightful place in our regular classrooms - and place them in "special classrooms" - no matter how good the intention - we separate them from their peers, stigmatize them in their eyes and weaken the strength of their entitlement in the future to be a part of the same community.

Segregation early in life leads to greater risk of segregation later in life.

STARTING WITH JULIUS



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