

In 1994, the UK government endorsed the Salamanca Statement, which states;

“We believe and proclaim that.. those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs” (UNESCO, 1994, p. viii)

The most recent SEND Code of Practice states;

“Children and young people with SEN have different needs and can be educated effectively in a range of mainstream or special settings” (DfE and DoH, 2015, p17)

Consider the development of inclusive education through national policy, international treaties and theoretical perspectives, and consider how far the SEND Code of Practice represents a shift in priorities for the education of children and young people with SEND in England. Has the shift been towards or away from the idea of full inclusion for all children, in a system of education supposedly based on the social model of disability?

(2,500 words)

### **Learning Outcomes**

1. Demonstrate a systematic understanding of knowledge and a critical awareness of issues related to inclusion
2. Critically evaluate current research in the area of inclusion
3. Demonstrate originality in the interpretation and application of knowledge and research in the area of inclusion

### **Suggested Structure**

Word counts are indicative – you could expand or decrease certain sections.

Introduction (250 words ish)	<ul style="list-style-type: none"><li>• State the aims of the essay and the main areas of discussion.</li></ul>
Defining and discussing inclusion (500 words ish)	<ul style="list-style-type: none"><li>• Outline the difficulties in defining inclusion and show that there is no universal definition.</li><li>• You need to <b>critically evaluate</b>; this means drawing comparisons between definitions, showing overlaps and inconsistencies, and considering the implications of these different definitions.</li><li>• You need to define a social model of disability in this section (this may be something you wish to spend longer exploring) and show how this links to education- what does social model thinking look like in education? As opposed to what?</li><li>• Consider what we mean by SEN- is this still appropriate terminology?</li><li>• When writing about definitions, there can be a temptation to quote at length; it is better to paraphrase and just quote key phrases to illustrate what you mean. Avoid dictionary definitions- we are looking for academic definitions.</li></ul>
Development of policy (500 words ish)	<ul style="list-style-type: none"><li>• Briefly outline why Warnock’s 1978 report is considered to be so important in the history of inclusive education. You should <b>critically evaluate</b> Warnock – what have other writers said about the report? Was it a step towards a social model of</li></ul>

	<p>inclusion? (You may wish to explore ideas about labels further in this section)</p> <ul style="list-style-type: none"> <li>• Briefly outline why the Salamanca statement is considered to be so important in the history of inclusive education. Remember to be <b>critical</b>.</li> <li>• Consider the UNCRC, the UNCRPD and other rights-based documents here- what was their contribution to our understanding of inclusion?</li> <li>• What did the national and international documents contribute to how inclusive education was enacted in England? Is there a link or gap between international documents and national policy?</li> </ul>
Reasons for the SEN reforms- 2014-2015 (500 words ish)	<ul style="list-style-type: none"> <li>• Outline some of the issues raised by reports and reviews into SEN and inclusive education (Warnock 2005, Select Committee, Lamb, Ofsted). You may want to focus on one or two main areas of criticism so you can explore them in further detail. Remember to refer to other writers as well (this could include organisations such as IPSEA, NASEN, plus authors such as Ekins). You need to be <b>synthesising</b> all of your reading and showing common threads.</li> </ul>
The Code of Practice and contemporary understandings of inclusion (500 words ish)	<ul style="list-style-type: none"> <li>• Critically consider what the Code of Practice says about inclusion. How has the Code been received?</li> <li>• Consider other aspects of the Code at this stage; how does the focus on pupil voice and life outcomes link to inclusion more broadly? How helpful are the categories of SEN and its definition? Does the Code move the education system towards or away from a social model of disability in education? Should we still be striving towards a fully inclusive system of education?</li> </ul>
Conclusion (250 words ish)	<ul style="list-style-type: none"> <li>• You need to draw together all the threads of your assignment, making sure you do not bring in any new ideas. Remember to address the question here.</li> </ul>