Explain what is meant by inclusion and inclusive practices

Inclusion is technically the action of including everyone in everything. When it comes to inclusion in schools, it is a term that is often used in reference to children with learning difficulties or disabilities, but really it should refer to all children with all abilities and from all backgrounds.

Inclusion means that all the children get the same opportunities to achieve, stay healthy, stay safe, and to aim for the same outcomes in life. They should have equal access to full participation in school life and to education.

Inclusive practices are the things we do in schools to enable inclusion. These can present their own challenges to us as we work, and the more aware you are of inclusive practice and what it means, the better prepared you will be to work with it.

Inclusive practices.

**Personalised learning**

Although every child in a school works through the National Curriculum, learning should still be personalised. What this means is that where a child has particular difficulties in one or more areas, the school should provide them with opportunities to overcome these difficulties.

For example, a child with dyspraxia may be disadvantaged when it comes to using a pen or pencil, and writing clearly. By assigning a support worker to guide and help the child with his writing, the school ensures that child is still able to take part in exercises
and activities that involve using a pen, while improving his abilities to use the tools provided more effectively.

An alternative way that child might be supported could be through using some assistive technology, such as a tablet computer or a desktop.

Personalised learning recognises that everyone is different, with differing skills and abilities across the board, so it is an inclusive practice.

**Non-segregation**

Taking the above example, if the child with dyspraxia was regularly removed from the main classroom so that he could learn how to use his pen in a quiet environment, this would not be an inclusive practice. Supporting the child does not have to be done elsewhere, and segregating children because of their differing needs can damage other areas of their development, such as social and emotional development, or communication development.

**Barrier recognition**

The most important aspect of this AC to remember is that barriers to inclusion should be recognised by staff, and strategies must be implemented to ensure that the barriers do not have a major effect on the child and his or her learning.

Using the above example again, the child with dyspraxia actually has a barrier to inclusion because he cannot wield a pen as accurately as his classmates. He therefore cannot take part so easily in writing things down, and that might include things like drawing posters and pictures in art, writing things that can be later evaluated by the teacher in his workbook, and doing English-based exercises such as story writing.

Supporting him in holding the pen correctly so that he can still be included in the lessons, still understand the points about the lessons, and still be part of the class is a simple inclusive strategy that will help him overcome his mechanical difficulties with using the tool. It will also help him overcome the other things affected by this barrier, such as being able to paint better pictures, write more clearly and easily, and even use his creativity in writing stories and poems.