

#InclusionMeans

schools guide

Produced for



By



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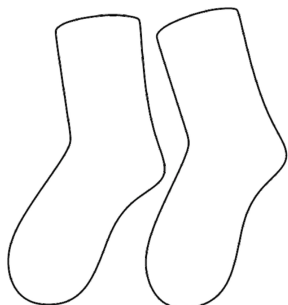
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Welcome!

This pack will help you to start conversations about disability, diversity and inclusion with the students (and staff) at your school.

Why?

UNESCO (2019) describes inclusion in education settings as,

*“places in which everyone is valued and belongs,
and diversity is seen as enriching”.*

Education is the perfect first steppingstone in teaching children humility, humanity and open-mindedness in working, learning, communicating, and playing with children with disabilities.

Increased awareness → Increased inclusion

If you have any questions,
please do not hesitate to contact us.

Email: contact@ds-int.org

Phone: +44 (0)1395 493108



Start the conversation.

We have prepared two presentations that you can use for a classroom discussion activity or for an assembly. We have also produced accompanying notes to help you to guide the conversation.

[Presentation 1](#) (notes in [appendix 1](#))

This presentation opens a conversation about how, in some ways we are the same and in some ways we are different.

The conversation moves into the theme of inclusion, what it means to be included.

[Presentation 2](#) (notes in [appendix 2](#))

This presentation explores what it means to be disabled.

Well-known faces, that may surprise your audience, reveal their disability. Would you welcome these people into your class?

The conversation moves into the theme of inclusion, why people with disabilities should be included in society.

FEEDBACK

We would love to hear what the children in your school have to say about inclusion. Pop an email to Chris, our Inclusive Education Officer, at chris.barnes@ds-int.org

Rock your socks!

The #LotsOfSocks campaign exists to raise awareness on World Down Syndrome Day (21 March).

It is a wonderful way to celebrate the things that make us unique!



Get involved!

- Encourage everyone to wear their brightest and boldest socks. Mismatched pairs are encouraged!
- Design your own socks (template [appendix 3](#)).
- Decorate your classroom with sock bunting.
- Make sock puppets.
- Raise money.



Visit the #LotsOfSocks campaign website to learn more:

<https://lotsofsocks.worlddownsyndromeday.org/>

Our Inclusive Education campaign

We believe the split education system (mainstream/special schools) doesn't offer the best education to learners - 'disabled' or 'non-disabled' - or staff. We do, however, recognise that education professionals are working very hard within the existing system.

We are developing and running a UK-wide research and advocacy project on 'Inclusive Education', it's definition and implementation.

We want long term system change towards 'full' inclusion.

We encourage teaching staff to welcome neuro-diverse learners into their settings with the knowledge that everyone will benefit if it is done effectively, as part of a whole school culture of inclusion and belonging.

We understand that including learners with learning disabilities fully is a challenge for teachers and policymakers and that they need adequate support, resources, funding and training.



We have surveyed and spoken directly with stakeholders, including people with Down syndrome, their families, education professionals and policymakers, about their experience of the UK education system.

Our research has identified many frequently asked questions, plus areas where knowledge can be shared.

From January 2022 we are launching our campaign to raise awareness and advocate for long-term system change:

- We will be sharing weekly key messages on the subject of Inclusive Education for all learners, including those with Down syndrome.
- We will be distributing concise answers to FAQs, by professionals and people with lived experiences, including self-advocates.
- We will provide training and materials to enable supporters to undertake their own advocacy campaigns.

[Click here to SIGN UP to the UK campaign](#)



Initial Teacher Education 'Inclusive Education' Webinar

21 MARCH 2022 11:30 - 13:00 (GMT)

A discussion on the concept of 'Inclusive Education', the inclusion of children with special educational needs & disabilities, and effective practice in the classroom



CHRIS BARNES

Inclusive Education Officer,
Down Syndrome International,
and Teacher



DR DOMINIC
GRIFFITHS

Visiting research fellow,
Manchester Met University



DR JANET LORD

Head of Education, Manchester
Met University



PAUL ROSE, FRSA

Founder YouTeachMe,
successful former Headteacher



EMMA PINNOCK

Director at Essential Education
Group, SEND Consultant



NATALIE LONG

Primary School Teacher

Email chris.barnes@ds-int.org to book your FREE place.

Fundraising.



WDSD is a great opportunity for fundraising.

If you choose to support us (DSi) then the money you raise will help to fund our [Inclusive Education](#) work around the world.

If you have any questions about fundraising for DSi please contact Russell by email to Russell.Watkins@ds-int.org

Thank you!



More 'Inclusion Means' guides.



Our easy read 'Inclusion Means' Theme guide explains what it means to be included and why we are asking the world to tell us, "Inclusion means..."

[CLICK HERE](#)



Our easy read 'Inclusion Means' Advocacy guide explains human rights and how to advocate for yourself and for others.

[CLICK HERE](#)



Our 'Inclusion Means' Organisations guide supports you to talk about inclusion in your workplace or group.

COMING SOON

Appendix 1 – Presentation 1 (notes)



ACCESS PRESENTATION SLIDES

Explain that in this lesson/assembly we are going to think about ‘what inclusion means’.



Game. Tell the children they need to remember these items. Ask them to shout out the different items. This is about noticing and joining in!



Which one is missing? You can flick back and forth as necessary. Perhaps the kids could write it down on a post-it, so they don’t ruin it for others who are still looking.

Call out the answer together – then reveal the next slide.



The chair! Who got it right?

Appendix 1 – (continued)



What is the same?

This is about highlighting the similarities between people. Discuss the fact we can see they are all male; adult; they have a beard; they are all over the approx. age of 25; they all have glasses; etc

What is different?

This is about highlighting people as individuals. Ages, personalities, names, abilities, interests, height, one man has Down syndrome.

Do the others have disabilities?? Might one man be deaf, or blind, have ADHD, dyslexia, autism (discuss this as you see fit with your cohort).

Appendix 1 – (continued)



What is the same?

They are all children, all playing, smiling.

Ask the children to explain their idea and describe the picture, so others know which one they are talking about. In some ways, all children are the same!

What is different?

Ages, skin colour. Some are disabled.

Some on their own/with others. Some can't walk. Some might need more help? Some are fighting! In some ways, we are all individuals!

Appendix 1 – (continued)



Questions and answers.

Ask the kids what it means to be included.

If you are included you can Take part in things, Make friends, Go to school, Join in with groups and make decisions together.

What does it feel like to be included?

Describe it...

Tell the kids how you feel when you're included.



Ask the kids what it means to not be included.

Think about being left out of a game at playtime. Have you ever been left out? How does that feel? Do you ever want to be left out?? Describe it...

If you are not included - You can not join in with things, You can not do activities that other people do, Decisions will be made without asking you.

Appendix 1 – (continued)

Should all children with all disabilities be included in all regular, 'mainstream' classrooms?



We would love to hear what the children have to say about inclusion. You can send answers to chris.barnes@ds-int.org

Thank you!

Ask and explain the question to the children and listen to their answers.

Encourage them to respond to the previous child's answer. Encourage them to respectfully disagree or agree before explaining why / justifying their opinion.

Why is it a good idea? Why might it be difficult?

When they have had their say, explain that there are many different types of school in the UK, some are 'mainstream' and some are 'special' and some are a bit of both! Ask the children – 'Do you think it is a good or bad idea, or both? Why?'

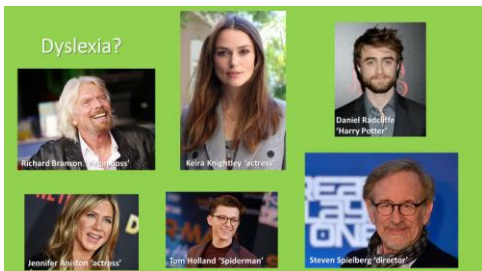
Thank the children for their contributions and listening. Ask them what they intend to do the next time they, e.g., meet a disabled person / see someone on their own / have questions...

Appendix 2 – Presentation 2 (notes)



[ACCESS PRESENTATION SLIDES](#)

Explain that in this lesson/assembly we are going to think about ‘what it means to be disabled’.



Is Dyslexia a disability? (Yes). In most classes there will be a handful of children with dyslexia. Look at these people – recognisable? Successful? They almost certainly had some difficulty with reading and/or spelling, but certainly had many other talents. Would you welcome any of these into your classes (e.g. Richard Branson into business studies)?



Dwarfism is a physical disability which affects growth. Do you recognise any of these men? Do you think they had an easy time at school?? Perhaps / perhaps not. Would you welcome Peter Dinklage into your drama class?

Appendix 2 – Presentation 2 (notes)



Rose is a soap opera actress and winner of Strictly Come Dancing UK – quite impressive as she is deaf!

Beethoven went deaf towards the end of his life but still continued to compose!

Edison became technically deaf in his early teens after having hearing problems as a child.

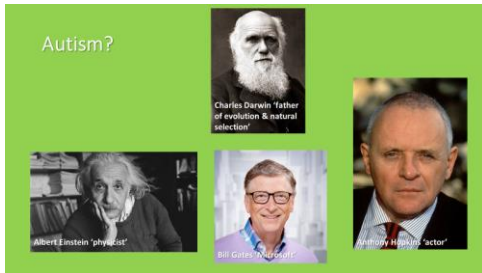
Do we regard this as a 'serious' disability today? Is it unusual? Would it feel wrong or impossible to include a deaf person in a mainstream school these days?

Would you welcome Beethoven into your music class?



Franklin D Roosevelt was, and Gordon Brown is, blind in one eye. The others are/were totally blind. Would you welcome Gordon Brown into your politics class?

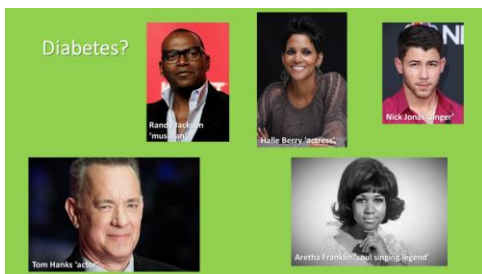
Appendix 2 – Presentation 2 (notes)



Do you know anyone who is autistic?

Autism, briefly, can result in some difficulties with social interaction and communication. Look at what these 'autistic' minds have achieved / created / imagined.

Would you welcome Bill Gates into your computing class??



Is diabetes a 'disability'? Yes, it can be defined as one. The term disability, or disabled, shouldn't be used in a derogatory way (needless to say!) It is perfectly possible to lead a normal, healthy and active life with diabetes, when managed correctly.

Would you have known these people had diabetes?? Would you have welcomed Aretha Franklin into your music class?

Appendix 2 – Presentation 2 (notes)



Bi-polar 'disorder' can be described as a mental illness characterised by extreme mood changes; they can include extreme excitement episodes or extreme depressive feelings.

Do people with bi-polar deserve to be segregated from everyone else, because of their disability?? Would you welcome Stephen Fry into your literature class?



Down syndrome is a naturally occurring genetic condition. Down syndrome usually causes a degree of intellectual and physical disability and associated medical issues.

Would you welcome Chris Nikic into your sports team?

Appendix 2 – Presentation 2 (notes)

Motor neurone disease?



Perhaps this image conjures up an image of 'disabled'? When you hear 'disabled' what do you think of? Wheelchair? Eating through a tube? Can't talk or dress etc??

Would you have welcomed Stephen Hawking into your science class? (You'd be mad not to!!)

What does it mean to be included...?

Ask the children ... How does it feel to be included? If you are included you can Take part in things, Make friends, Go to school, Join in with groups and make decisions together.

How does it feel to be excluded?? If you are not included - You can not join in with things, You can not do activities that other people do, Decisions will be made without asking you.

Any stories to share?? You might like to share examples from your own life.

Appendix 2 – Presentation 2 (notes)



Ask the children the question and take answers/comments. Are there any opposing viewpoints? What is society? Why is a diverse society a good thing? Who didn't think diverse societies were a good thing? (Hitler/Stalin/Mao).



Ask the children and listen to their viewpoints. Try to encourage them to respond to each other's points. Encourage them to respectfully disagree if they disagree.

Discussion points:

- Should children with disabilities be included alongside 'typical' children? Who learns from it? What happens if they are included? What happens if they are not included?
- Would having a disabled person in your class ruin your education? Would it detract from the learning? Would it be too hard for the teacher? How would it be managed? Would lots of support be needed?

(continued on next page)

Appendix 2 – Presentation 2 (notes)

- Are you set up for adulthood if you have no experience? Will you employ a 'disabled' person if/when you own a business? Will you befriend a 'disabled' person if you've never been friends with one before? How will society be inclusive, if schools aren't?

We would love to hear what the children have to say about inclusion. You can send answers to chris.barnes@ds-int.org



Thank you

Thank the children for their attention and for their contributions.

Ask them for closing thoughts and for what they have taken away from the discussion.

Appendix 3 – Sock template

