### **Inclusive Solutions Ezine**

### **Winter Edition 2010**

*Making Inclusion Happen!*

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Dear Friend or associate,

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## **1. Introduction**

Welcome to our Autumn Ezine. Here in the UK we are facing unprecedented cuts to public services with a direct impact upon the poorest and most vulnerable in our society. Holding onto core values and principles despite services being depleted will become the new challenge.

Families are battling for basic rights and opportunities for their child or young person to belong. Too many still face stark ‘non – choices’ with the forces of segregation and exclusion still powerfully active.

It is essential that those of us committed to inclusive education do not lose our focus or passion. Lets make inclusion a reality across this world of ours. Are you with us?

Stay strong and share the positive stories.

Many of the things described in this Ezine are not happening everywhere - but *they have happened.* The stories are intentionally aspirational and hopeful; even so, they won’t happen everywhere next week or even next year. But they have been named and they can’t be unnamed. These ideas are now out there in the world and we hope you can find your ways to make them happen.

## **2. What’s New?**

The Alliance for Inclusive Education are being very clear in their aspirations - [**ALLFIE's Inclusive Education Manifesto**](http://www.allfie.org.uk/docs/ALLFIE%20Manifesto.pdf)

ALLFIE's manifesto has six simple demands which would make a world of difference to ensuring that disabled learners have a legal and human right to participate in mainstream education. The six demands are that:

**All disabled learners have the legal right to attend mainstream courses in mainstream education settings.**

**All disabled learners have the legal right to individualised support.**

**Education buildings to be made accessible to all disabled learners.**

**All mainstream course curricula are accessible to and inclusive of disabled learners.**

**All education assessments and accreditations are inclusive.**

**Disability equality training is compulsory for all education professionals and staff.**

Why not Support ALLFIE's Inclusive Education Manifesto demands?

[**ALLFIE'S Manifesto (pdf)**](http://www.allfie.org.uk/docs/ALLFIE%20Manifesto.pdf)

[**Manifesto text only (word doc)**](http://www.allfie.org.uk/docs/Manifesto%20text%20only.doc)

**Visiting Schools in Bologna, Italy**

In May 2010 a group of people from the Netherlands and Colin Newton and his son Louis from Inclusive Solutions the UK led by Trix Grooff travelled to Bologna, Italy and visited two middle schools, one 3-5 year old school (scuola maternal) and two primary schools, one of which was in Rimini, over the course of 3 days. Follow the link for impressions and comments based on the observations made and the interviews with staff across the schools. They are limited by the short period of time and by working through a second language but are still very interesting for anyone interested in approaches to inclusion across Europe.

[Read more here >>>](http://www.inclusive-solutions.com/word/Italian%20Final%20Inclusive%20Education%20system%20.doc)

**Visiting Schools in Iceland**

In September 2010 Derek Wilson visited schools in Iceland as part of a EU funded programme of visits by disabled people, family members and professionals from France, Italy, Romania, Iceland and the UK. Very few disabled students are educated in segregated settings in Iceland and we witnessed some superb examples of inclusive school practice in the 2 settings we visited last month. The learning from the visit will be written about in more detail shortly but the following website is well worth a visit for a snapshot of the best of inclusive education for all learners in an Icelandic ‘Primary’ (takes students from 6-16years) school.

<http://82.112.90.252/~jnordlinga/images/pdf/kynning_a_ensku.pdf>

The next round of visits will be hosted by the UK in December 2010

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| --- |
| **New Training Events** |
| **Circle of Friends: enhancing inclusion in a mainstream setting** - led by Derek Wilson, Colin Newton  Mary Hare Centre, Arlington Manor, Berkshire 22 November 2010  Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person experiencing difficulties in school because of disability, personal crisis or their challenging behaviour towards others. The ‘circle of friends’ approach works by mobilising the young person’s peers to provide support and engage in problem solving with the person in difficulty.  [more information >>](http://www.maryhare.org.uk/education_courses.html)  **Person Centred Planning**  16th and 17th December 2010  Robins Wood House, Nottingham  A great chance to learn about PATH and MAPs, learn the underlining values and try out some new facilitation skills. We are running this course again by popular demand.  [more information >>](http://www.inclusive-solutions.com/training.asp#open) |
|  |

**Community Circles**  
We have continued with our community initiative inspired by Lois Smidt and [Beyond Welfare,](http://www.beyondwelfare.org) which we are calling ‘Community Circles’. The circles are based around the fact that we all need Money, Friendship and Meaning in our lives. Community Circles are based upon reciprocity and the assumption that EVERYONE has both gifts and needs – whether these are labelled or not. The circles adopt the fundamental value of inclusion that ‘all means all’, no one is excluded from community circles, instead the circle members work out how to include everyone equally and safely. The purpose of community circles is to bring people from a local community together to share their skills, talents, gifts and resources.



We have spent time creating a ‘roof of shelter’ over this work to ensure that vulnerable and young are particularly protected in the processes we are following.

Community Circles are beginning to emerge around the UK. Two have been created in Scotland in recent weeks. As we write, the first Children’s Centre Community Circles are about to be created in Lancashire and Walsall.

**What are Community Circles?**

Download ' What are we learning about creating community circles' [here](http://www.inclusive-solutions.com/word/WHAT_WE_ARE_LEARNING_ABOUT_CREATING_COMMUNITY_CIRCLES%5B1%5D.doc)...

The purpose of community circles is to bring people from a local community together to share their skills, talents, gifts and resources. This idea is based upon the premise that ALL of us need three things in our lives to make us happy and fulfilled: these are *money, friendship and meaning*. We believe that everyone needs community, everyone needs to be heard and everyone needs to have fun.

Community Circles are based upon reciprocity and the assumption that EVERYONE has both gifts and needs – whether these are labelled or not. The circles adopt the fundamental value of inclusion that ‘all means all’, no one is excluded from community circles, instead the **circle** members work out how to include everyone equally and safely.

A community **circle** is made up of participants and allies from the local community. The meeting starts with everyone sharing food and conversations. Next the group comes together in a **circle** so that everyone can see each other and shares what is good and new in their lives, everyone gets a turn to be listened to. ‘New and Good’ breaks the habit of thinking about and acting from what's wrong, it is an exercise of giving and receiving attention with one another and it also provides a strong foundation of strengths from which we can think about and tackle difficulties. The group is then asked the question what do they *want*, *need* or *have to offer*.

For each conversation, somebody is taking a note of what is being said in that meeting as well as a large wall poster/graphic. Each new person who joins brings another ‘value’ brick into the community circle. These are always recorded. There are some big words like ‘trust’ and ‘relaxing with others’, ‘love’ and ‘a place to meet new people’. Most times we are just having a think about what this big circle is about and how we can simply describe it. We are collecting people's reflections--we don't decide in advance.

*Circle NG3* the Community Circle meeting in Mapperley has been running for over a year now, we have seen more than 80 community members over this period and they have exchanged some great wants, needs and offers. See [www.inclusive-solutions.com/communitycircles.asp](http://www.inclusive-solutions.com/communitycircles.asp) for more information and feedback from some of the people who have been there. Days out, new friendships, guitar Jams, clothing exchanges, all kinds of gardening opportunities and real jobs have all sprung out of our monthly gatherings. Young people have increasingly taken the lead in proceedings and this has been very well received.

Other news can be found at on our website at [www.inclusive-solutions.com/whatsnew.asp](http://www.inclusive-solutions.com/whatsnew.asp)

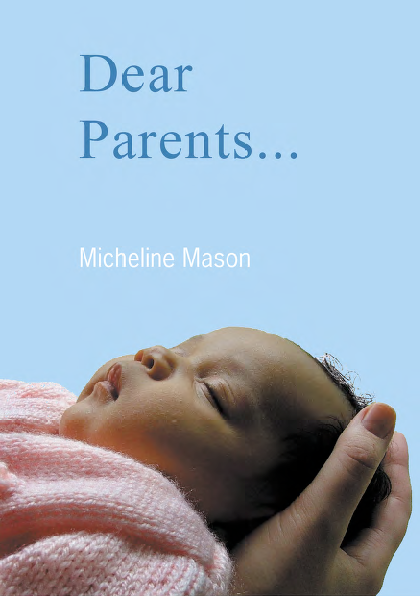
We are very keen to plant and cook up more Community Circles across the UK and beyond. Let us know if you can help open a door.

**Support UK Disability History Month**

UK DISABILITY HISTORY MONTH -22nd November to 22nd December  
“Celebrating Our Lives - Challenging Disabilism - Achieving Equality”

The website for this event is now up and running at: [www.ukdisabilityhistorymonth.com](http://www.ukdisabilityhistorymonth.com)

For more information on how to affiliate to this event or stage an event of your own - contact the Coordinator:  Richard Rieser at [richardrieser@worldofinclusion.com](mailto:richardrieser@worldofinclusion.com)  Telephone: 020 7359 2855



### **Micheline Mason’s Wonderful Book: ‘Dear Parents…’**

We have sold many hundred copies of this book. Order yours now.

The title of this book is deceptively simple and conceals the fact that the reader is about to encounter voices that will speak of the relationship between disabled children and their parents.

The first voice is Micheline’s. Disabled person and parent of a disabled child - this is the voice of the disability rights activist, hero of the education inclusion movement and poet. Of all the books written for parents of disabled children (many penned by non disabled parents, others by ‘experts’ in the field) – there is not one that is quite like this one. Micheline is beautifully placed to offer the wise counsel and urgent warnings for parents that this book contains. [Read More...](http://www.inclusive-solutions.com/bookdetails.asp?ID=299)

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## **3. Website:** [**www.inclusive-solutions.com**](http://www.inclusive-solutions.com)

310,500 hits recorded

Our web site is a live resource for those on the front line; families, head teachers, teachers, teaching assistants, earl years practitioners and anyone else interested in inclusion. It is also there to inspire innovators, leaders and change agents. Our web site has been radically updated and improved for easier browsing, please [contact us](mailto:inclusive.solutions@ntlworld.com?subject=Website%20Suggestion) if you have any suggestions for further improving the website. Big thanks to Chloe Bowles who has done stirling work updating the web site over recent months.  
  
**Online Store:** [www.inclusive-solutions.com/bvfulllist.asp](http://www.inclusive-solutions.com/bvfulllist.asp)

Our online store improves all the time and we keep adding resources that we think will be valuable to you in your work on inclusion. Have a look at our bookshelves bursting with practical as well as research-based books, DVDs, videos and other resources on inclusion, relationships, friendship, behaviour, teams and much more. You can now buy books, DVDs and resources from us much more easily using a credit card, via Paypal, by sending orders to [inclusive.solutions@ntlworld.com](mailto:inclusive.solutions@ntlworld.com) or by simply ordering on line. Alternatively you can fax or mail us an order.

**Free Downloads:** [www.inclusive-solutions.com/Free%20downs.asp](http://www.inclusive-solutions.com/Free%20downs.asp)

**Behaviour:** [www.inclusive-solutions.com/behaviour.asp](http://www.inclusive-solutions.com/behaviour.asp)   
This page provides information and links to further resources on the Web and elsewhere - it’s a kind of on-line handout. Help yourself….

**Links:** [www.inclusive-solutions.com/links.asp](http://www.inclusive-solutions.com/links.asp)  
The web site has even more useful links on it now as well as contributions from around the UK. Keep sending us your stories.

**Ideas Workshop:** [www.inclusive-solutions.com/ideas.asp](http://www.inclusive-solutions.com/ideas.asp)

Most recent ideas....

* [**Growing Relationships Intentionally**](http://web.mac.com/inclusive.solutions/Site_2/Blog/Entries/2010/4/27_Growing_Relationships_intentionally.html) “The heart of successful inclusion is relationships.” Sapon Shevin, 2007. We used to think we could drop any pupil into a mainstream school, setting or community and they would just make friends and everything would be just great. We now know this is not true. For inclusion to be a reality we will often have to work intentionally to create the conditions in which relationships can flourish and grow. The more complex or challenging the young person is, the more planning and preparation will be needed. Read more [here](http://web.mac.com/inclusive.solutions/Site_2/Blog/Entries/2010/4/27_Growing_Relationships_intentionally.html)
* [**Developmental Steps - only go so far!**](http://web.mac.com/inclusive.solutions/Site_2/Blog/Entries/2010/3/17_Developmental_Steps_-_only_go_so_far!.html) Any one reading this who has any involvement with children with autism will know how challenging the learning process can be. We say ‘ assume competence’ - make no assumptions about what the child knows and don’t expect typical developmental stages! In fact expect to be surprised! Deliberately teach across developmental stages. Don’t wait for spoken language before introducing reading. Do no wait for reading before introducing writing and spelling. Do no wait for handwriting before introducing typing. Young people across the world who have benefitted from facilitated communication - usually supported by someone who really loves them - are constantly underlining this. Expect much - be creative - offer physical supports to overcome movement difficulties - do what it takes. Young people communicating wonderful poetry and prose by supported typing - who cannot use voice to speak - are changing our world. Are we ready for them? They are blowing developmental staging posts clean out of the water!!
* [**The Power of Imitation**](http://web.mac.com/inclusive.solutions/Site_2/Blog/Entries/2010/3/15_The_power_of_imitation.html) “Scientific observation has established that education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual, and is acquired not by listening to words but by experiences upon the environment. The task of the teacher becomes that of preparing a series of motives of cultural activity, spread over a specially prepared environment, and then refraining from obtrusive interference. Human teachers can only help the great work that is being done, as servants help the master. Doing so, they will be witnesses to the unfolding of the human soul and to the rising of a New Man who will not be a victim of events, but will have the clarity of vision to direct and shape the future of human society” (Montessori, Circa.1905) Maria Montessori as far back as the 1900s was one of many educationalists who have argued for natural opportunities for children to learn from each other knowing the power of imitation. Adults should prepare the way but then step back and keep out of the way in her view as servants to masters. We could learn much from this perspective today in the traditional ‘special needs’ world that has grown up with all its dependencies, low assumptions and restrictions. This is why educating children in mainstream schools makes so much such educational sense quite apart from the human rights dimension. Children learn from each other by copying. Let us give them a great range of role models to help them develop communication, learning and social skills. In my experience children learn 80% of what they learn by imitation. In the previous chapter we outlined why we must not be confused by notions of intelligence and fixed potential. Such ideas limit our imaginations and sense of what is really possible.

**Our Blogs**  
We are experimenting with recording our days with groups of people in photo slide shows on our web site for a limited period. See what you think at: [http://web.mac.com/inclusive.solutions/iWeb/Site 4/Welcome.html](http://web.mac.com/inclusive.solutions/iWeb/Site%204/Welcome.html)

We have some live video footage on the site…check out our gallery…. [http://gallery.mac.com/inclusive.solutions - gallery](http://gallery.mac.com/inclusive.solutions#gallery)

Check out our other blogs at [http://web.mac.com/inclusive.solutions/iWeb/Site 2/Blog/Blog.html](http://web.mac.com/inclusive.solutions/iWeb/Site%202/Blog/Blog.html) and subscribe to our pod cast? Simply click on the button marked ‘Subscribe’.

**Facebook –** there is now an Inclusive Solutions Facebook page. [Check it out...](http://www.facebook.com/pages/Inclusive-Solutions/300353645019?ref=search&sid=726115312.1287559923..1)

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## **4. Books, Articles, Resources**

Our latest book **‘Keys to Inclusion’** is being laid out ready for publishing right now. This book is inspired by our training days of the same name. **Pre order your copy now** if interested.

This is a book about *inclusion* – a much used and misunderstood word. *Inclusion* has been the ultimate jargon word in the world of education and beyond over the last decade but what on earth does it mean?

Every departmental mission statement and list of core values seems to have the word *inclusion* in there somewhere. The world is still filled and limited by medical notions and deficit notions of learning when faced and challenged by difference.

*For disabled people or those who have struggles with their learning and communication the focus on what is missing in them is no where more dramatically demonstrated than in considerations of intelligence. When diagnosing a child’s learning difficulties the IQ test and other forms of psychometric assessment continue to be used across the UK, Europe, the US and elsewhere as an indication of a child's ‘intelligence’ and continue to be a key factor in special school placement. How sad that what follows still needs to be written in 2010! (Newton and Wilson, Keys to Inclusion, 2010)*

There is no obvious universal agreement here on what is meant by the term inclusion.

This has not stopped the wholesale re-branding of local authority departments and services and job descriptions. There is a strong sense of business-as-usual in the air: what really changed in your work practices as a result of changing your name to ‘The Inclusive Education Service’ or whatever? What did you stop doing? What did you start doing for the first time? If there are no obvious answers to these questions then it is fairly certain that this was a change of name only and no real understanding of inclusion was behind the re-branding.

We think the word inclusion has many meanings - all of them important - and in this book we call these meanings: *The Keys.* We will take a close look at 8 Keys to inclusion and the actions needed if these keys are to open up fresh possibilities and lead us into new places in our work.

The *Eight Keys to Inclusion* we will deal with in this book are:

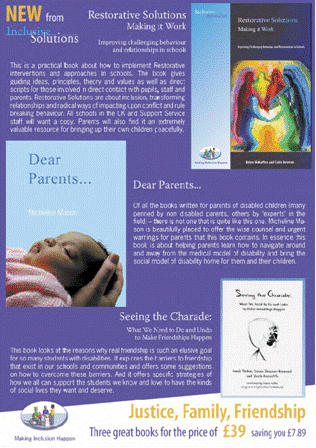
1. WELCOME – creating a sense of safety and a sense of belonging
2. LISTENING – noticing, asking and paying attention to what you hear
3. The LONG VIEW – creating a vision of what a good life would look like in 20 years time for the young people we are working with now
4. PAINTING PORTAITS-NOT TESTING INTELLIGENCE – finding new ways of knowing other people who are different or challenge the system
5. LEARNING - *our* learning - recognising differences in styles, preferences and learning the accommodations and adjustments that support those differences
6. The INTENTIONAL BUILDING OF RELATIONSHIPS – creating places and ways of working together that build, maintain and repair the spaces between people
7. GIFTS and recognising and nurturing contribution
8. TEAMS – inclusion, done properly, is more than one person’s work.

As we explore each of these Keys in turn we are interested in both the little things we can do differently tomorrow and in the shared vision we can create together of how our places could look years from now if we genuinely move towards a more inclusive future.

Also near publication is another new book from Inclusive Solutions “**Taking the Time – Essays and Poems by Maresa MacKeith’.**  Maresa is a young disabled woman who uses facilitated communication. ‘Taking the Time’ is a collection of her writing over the last 10 years and contains her deep reflections on inclusive education, the nature of support and many other themes. Maresa writes with astonishing and sometimes painful clarity about her life and her unique understanding of the contribution of those like her who are vulnerable to the lives of all young people. Check out our website for more details and the publication date.

**Great Offer on Our Latest Books continues a little longer!**

Save money when you buy our three newest books [Restorative Solutions](http://www.inclusive-solutions.com/bookdetails.asp?ID=295), [Dear Parents](http://www.inclusive-solutions.com/bookdetails.asp?ID=299) and [Seeing the Charade](http://www.inclusive-solutions.com/bookdetails.asp?ID=255) together. Click on the flier to download pdf.

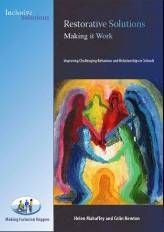


**Restorative Solutions, Colin Newton and Helen Mahaffey:** This is a practical book about how to implement restorative interventions and approaches in schools. The book gives guiding ideas, principles, theories and values as well as direct scripts for those involved in direct contact with pupils, staff and parents

**Dear Parents, Micheline Mason:** Of all the books written for parents of disabled children there is not one quite like this one. Micheline is beautifully placed to offer the wise counsel and urgent warnings for parents that this book contains.

**Seeing the Charade, Carol Tashie, Susan Shapiro-Barnard and Zack Rossetti:** This book looks at the reasons why real friendship is such an illusive goal for so many students with disabilities. It explores the barriers to friendships that exist in our schools and communities and offers some suggestions on how to overcome these barriers.

[**Restorative Solutions**](http://www.inclusive-solutions.com/bookdetails.asp?ID=296)



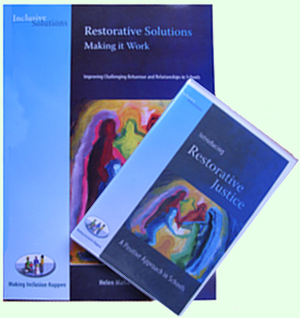
**Colin Newton and Helen Mahaffey**

**Price £24.99**

This book is an invaluable tool for all who want to learn about Restorative Solutions. It describes how, when and where they can be used, not just to reduce exclusions but - even more importantly - to improve the whole behavioural culture of the school and improve attainment. All who work in schools should read it.

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**New!** [**Restorative Solutions Pack**](http://www.inclusive-solutions.com/bookdetails.asp?ID=296)

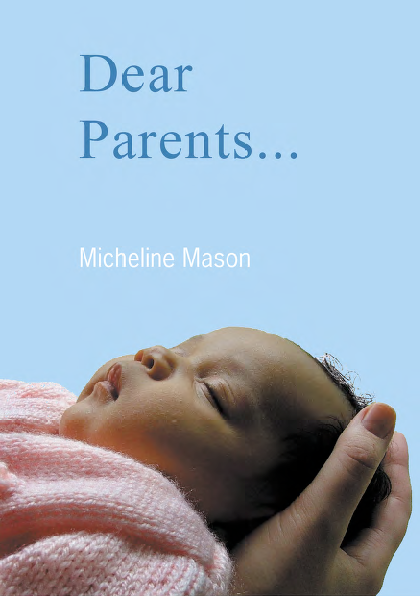


Price £58 - save over £8!

This is a practical book with accompanying DVD which demonstrates how to implement Restorative interventions and approaches in schools drawing from international developments and experience across the UK. The DVD illustrates Restorative Justice in action and demonstrates the value of this constructive approach in resolving conflicts and repairing damaged relationships in the school community.

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[**Dear Parents**](http://www.inclusive-solutions.com/bookdetails.asp?ID=299)

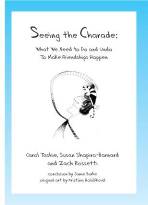


**Micheline Mason**

**Price £9.95**

Of all the books written for parents of disabled children there is not one quite like this one. Micheline is beautifully placed to offer the wise counsel and urgent warnings for parents that this book contains. In essence this book is about helping parents navigate around and away from the medical model of disability and bring the social model of disability home for them and their children.

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[**Seeing the Charade: What We Need to Do and Undo to Make Friendships Happen**](http://www.inclusive-solutions.com/bookdetails.asp?ID=255)

**Price £11.99**

**Carol Tashie, Susan Shapiro-Barnard, and Zach Rossetti**

This book knows it is possible for all students to have friends. And though it is written in an easy-to-read conversational style, the words are strong, as is the not-so-subtle suggestion that much of what we do in the name of special education actually serves to prevent friendships from happening.

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[**Incurably Human**](http://www.inclusive-solutions.com/bookdetails.asp?ID=39)

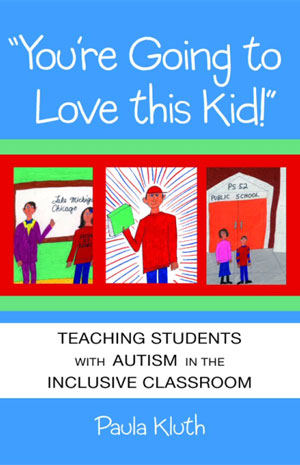


**Micheline Mason  
Price £8.99**

In a time when the term ‘inclusion’ has been adopted wholesale by Local Authorities in a kind of mass re-branding of otherwise little changed services for disabled children - much less effort has gone into answering the ‘Why’ question – Why do we want more inclusion in the first place? ‘Incurably Human’ starts off the long process of providing the answers.

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[**You’re going to Love This Kid: Teaching students with autism in the inclusive classroom**](http://www.inclusive-solutions.com/bookdetails.asp?ID=110)



**Paula Kluth**

**Price £19.95**

This must be one of the best and most practical books written in the last 20 years on educational inclusion and young people with autism. It contains accounts of individuals with autism and explores what these experiences can tell us about creating inclusive classroom environments that work. If you’re only going to read one book this year – make it this one!

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[**Circle of Adults**](http://www.inclusive-solutions.com/bookdetails.asp?ID=248) **Derek Wilson and Colin Newton**Price: £19.95



Circle of Adults is an in depth problem solving process intended to support teams of adults in schools who work with young people with emotional and behavioural difficulties. Using group processes and graphic facilitation, the members are guided through a set of key questions to reach a deeper understanding of the young person's challenging behaviour, unmet needs and to develop new strategies. This is the ultimate graphic guide to the Circle of Adults process, providing step-by-step guidance and coaching tips from the creators of the process.

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[**Circle of Adults DVD**](http://www.inclusive-solutions.com/bookdetails.asp?ID=258) **- Professional Quality**



**Price: £35**

Following feedback that people wanted to see a professional quality film of Derek and Colin facilitating a Circle of Adults process we have created this DVD. This film provides a full 90 minute professionally filmed Video of real time Circle of Adults in action in a secondary school with a real multi agency team at work and a 30 minute edited video of the process highlighting main steps

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[**Circle of Adults Pack**](http://www.inclusive-solutions.com/bookdetails.asp?ID=259) **Price £56.00**



Together this book and DVD illustrate an approach to Teams reflecting and problem solving about emotional and behavioural needs at a deeper level. Magic Wand also provided for ‘final reflections on process’.

**To order any of our books go to** [www.inclusive-solutions.com/bvfulllistIS.asp](http://www.inclusive-solutions.com/bvfulllistIS.asp)

## **5. Training Opportunities** [www.inclusive-solutions.com/training.asp](http://www.inclusive-solutions.com/training.asp)

**Course Categories**

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| --- | --- | --- |
| [Autism and Communication](http://www.inclusive-solutions.com/catdetail.asp?category=Autism+and+Communication) [Behaviour and Relationships](http://www.inclusive-solutions.com/catdetail.asp?category=Behaviour+and+Relationships) [Inclusion](http://www.inclusive-solutions.com/catdetail.asp?category=Inclusion) [Meeting emotional needs](http://www.inclusive-solutions.com/catdetail.asp?category=Meeting+emotional+needs) | [Parents and Carers](http://www.inclusive-solutions.com/catdetail.asp?category=Parents+and+Carers) [Peer Support](http://www.inclusive-solutions.com/catdetail.asp?category=Peer+Support) [Person Centred Planning](http://www.inclusive-solutions.com/catdetail.asp?category=Person+Centred+Planning) [Strategic Work](http://www.inclusive-solutions.com/catdetail.asp?category=Strategic+Work) | [Teaching and Learning](http://www.inclusive-solutions.com/catdetail.asp?category=Teaching+and+Learning) [Team Building and Leadership](http://www.inclusive-solutions.com/catdetail.asp?category=Team+Building+and+Leadership) [Visioning and Problem Solving](http://www.inclusive-solutions.com/catdetail.asp?category=Visioning+and+Problem+Solving) [**All Courses**](http://www.inclusive-solutions.com/allcatdetail.asp) |

**Click on any of above categories then select the days training or workshop that appeals to you and your team or setting.**

**NEW to Our Training Menu**

[**EDUCATIONAL PSYCHOLOGISTS AND PERSON CENTRED PLANNING**](http://www.inclusive-solutions.com/coursedetail.asp?title=Educational%20Psychologists%20and%20Person%20Centred%20Planning)

Educational Psychologists so often have a lead role in facilitating planning around students with complex support needs and challenges. Person Centred principles and processes are increasingly being learned and practised by educational psychologists around the UK.

[**RESTORATIVE INTERVENTIONS**](http://www.inclusive-solutions.com/coursedetail.asp?title=RESTORATIVE%20INTERVENTIONS)

Restorative Justice principles and conference processes are appearing across the UK in schools and settings where people get hurt and things get broken.

[**SCHOOL IMPROVEMENT PLANNING**](http://www.inclusive-solutions.com/coursedetail.asp?title=School%20Improvement%20Planning)

Headteachers in a number of schools across the UK have involved us in working with staff, governors, parents and pupils to collectively create a plan/PATH for the year ahead.

**Increasingly popular:**

* **Keys to Inclusion: The Next Set:** The Next Set follows on from our lead workshop/training day – Keys to Inclusion - and is both values driven and a practical guide to successful strategies for further developing inclusive practice in educational settings for children and young people of all ages. On this day we explore processes and ideas ranging from the individual practitioner’s imagination through to the creating of a community gathering to strengthen inclusion of disabled and disempowered adults and children.   
    
  This is a ‘hearts and minds’ day in which you can expect participants to both laugh and cry in equal measure! The day gives those present lots of opportunities to reflect on their attitudes and practice in relation to the inclusion of pupils who are different and most challenging.
* **Working to Welcome ‘Hard to Reach’ Families:** What can we do to build connections with those on the margins of society? How can we reach out, welcome and build relationships?

Reaching the hard to reach is now a target for many working in Children's Centres, Education and Social Care. But do these people want to be reached? Who are they? What can we do in a respectful way to offer access to services and opportunities?   
  
This day explores contribution, community and engagement in a fresh and radical way. Places, people and activities- what will it take?

* **Creating Community Circles:** This day explores the creation and maintenance of inclusive community gatherings or ‘community circles’ with the broad aim of eliminating poverty. More specifically the circles aim to provide all present with sufficient Meaning, Money and Friendship in their lives. This training is based on ongoing development work in Nottingham, UK and on the longer term experiences of ‘Beyond Welfare’ an Iowa based organization that is bringing about radical change.   
    
  These circles are of immediate benefit to long term unemployed, disabled and those with other challenging issues affecting their inclusion in mainstream society. It is also of benefit to those who are committed to doing something about the issues confronted by people so often excluded, by offering a clear opportunity for contribution. By gathering allies and participants to share wants needs and offers new possibilities for reciprocal relationships evolve.   
    
  Such circles build the capacity of ordinary unpaid community members to be involved in making the UK a safer, friendlier, and more supportive community for all its members. By engaging “consumers” and the community at large in this way, we strive to build a national community where all of us have enough money, healthy relationships, and a sense of purpose and meaning.
* **Person Centred Planning and Support Services:** Person centred planning is a way of expressing a set of inclusive values through a unique range of tools and techniques. The most commonly used person centred tools - MAPS and PATH - create a hands-on demonstration of these values in action. All person centred planning tools and processes are driven by a commitment to achieve inclusive outcomes for the person whose plan it is, and the young people involved are always present throughout their Planning session. The focus of all person centred approaches is the whole person irrespective of the label they carry.

Two people a process facilitator and a graphic facilitator, typically facilitate plans. The role of the support service staff in this work is as a facilitator not as an expert participant, problem solver, assessor or provider of consultation. MAPS and PATH are especially effective tools in planning transitions and annual review processes for young people with additional support needs and for through-care planning for young people who are looked after or accommodated. Over time person centred working will reveal areas of unmet need in current provision and thereby inform the ongoing strategic planning within any particular region.

* **Equality of opportunity and tackling discrimination:** OFSTED 2009: 'Assess how well schools promote equality of opportunity and how effectively they tackle discrimination'. In this day we explore how schools can promote equality of opportunity and how discrimination can be tackled.

**Visioning**



“There is no power for change greater than a community discovering what it cares about”   
Margaret Wheatley – ‘Turning to One Another’ (2002)

Give your team the opportunity to pause and reflect on what matters most to them about the work they do. The act of listening to each other creates relationship and strengthens trust and inclusion within the team - in creating a shared vision, groups of people build a sense of commitment together. They develop images of ‘the future we want to create together’, along with the values that will be important in getting there and the goals they want to see achieved along the way. Unfortunately, many people still think ’vision’ is the top leader’s job. In schools, the ‘vision task’ usually falls to the Headteacher and/or the governors or it comes in a glossy document from the local authority or the DfES. But visions based on authority are not sustainable. Drawing on the planning tools MAPS and PATH (Pearpoint, Forest and O’Brien 1997) and other facilitation sources we use both process and graphic facilitation to enable the group to build their picture of what they would love to see happening within their organisation/community in the future and we encourage this to be a positive naming, not just a list of the things they want to avoid. Let us join you to explore your vision and the ‘roadblocks’ to your vision.

**Educational Psychologists and Person Centred Planning:** There is growing interest nationally from Educational Psychology Services in the use of person centred tools to support complex planning and transition work. We have recently worked with Psychology teams (and other Children’s Services support staff) in the London Borough of Brent and in East Lothian providing an introductory day on person centred planning approaches as described below. Contact us for more detail on how this can be delivered to your team or service. Person centred planning is a way of expressing a set of inclusive values through a unique range of tools and techniques. The most commonly used person centred tools - MAPS and PATH - create a hands-on demonstration of these values in action. All person centred planning tools and processes are driven by a commitment to achieve inclusive outcomes for the person whose plan it is, and the young people involved are always present throughout their Planning session. The focus of all person centred approaches is the whole person – irrespective of the label they carry. Two people – a process facilitator and a graphic facilitator, typically facilitate plans. The role of the Educational Psychologist in this work is as a facilitator – not as expert participant, problem solver, assessor or provider of consultation.

“*Thanks again for a superb day which from my perspective as PEP has been a real boost and uplifted my spirits about helping move the EPS forward as well as gaining greater insight and understanding of individual EPs. Several EPs have said that they are planning to use MAPS and PATHS in their work and I will be joining them”*. Dr Michael Hymans, PEP, London Borough of Brent

**A Place in the World**: **Support Brokerage**  
Let us know if you are interested in work on our new Community Interest Company. A Place in the World is a not for profit social enterprise which is an Support Brokerage designed to create new community living opportunities for adults with significant impairments. Our vision is to create a local association of independent brokers to enable disabled adults to lead self directed lives and contribute to their local communities. Brokers will work with disabled adults, their families and friends to provide ongoing support with the management of their individual budget. We are in detailed conversations with Nottingham City about local developments for young people in transition who have personalised budgets.

For more information see <http://www.inclusive-solutions.com/supportbrokerage.asp>.

## **6. Research and Strategic Development**

**“Not everything that counts can be counted and not everything that can be counted counts”   
  
Albert Einstein**

* **Staffordshire Panels**

We are working with Staffordshire on their panel based decision-making and how it influences the implementation of their inclusion and well being policy. Like many LAs they have a number of panels making complex resourcing and provision decisions – but how best to ensure decision-making processes are fair and equitable, transparent, effective? We are involved in a detailed investigation and dialogue and we will see what can be learned and what changes make sense in collaboration with senior officers within the LA.

* **Nottinghamshire Targeted Mental Health in Schools Grant Project (TaMHS)**

We are working with Nottinghamshire using the Circle of Adults process as one response to this project as well as providing INSET to families of schools across the County.

* **School SENCO Accredited Training**

We are working with Nottinghamshire and elsewhere developing a deeper understanding of inclusive education for SENCOs within a University and nationally accredited framework.

* **CSIE Welcome Workbook**We were pleased to contribute to a seminar held on 16th September in central London . The CSIE are in the process of producing a self-audit and planning tool for people working in local authorities who want to enable mainstream schools to include more children, especially those perceived to have the most complex needs. In producing this document they are responding to the currently stated principle of both main political parties that inclusion is now a matter of parental choice. Their aim is to help local authorities make the choice of mainstream a more genuine possibility than it presently is. Provisionally entitled The Welcome Workbook, this is currently being piloted in three local authorities and the launch is being planned for November. The seminar on 16th September was an opportunity for us and others to find out more about this new publication and how it works, and to contribute to a discussion with a wide range of stakeholders, including local authority officers, disabled people, parents and inclusion consultants plus representatives from DCSF, Ofsted and National Advisory Team.
* **Staffordshire Building Schools for the Future**

We have worked with colleagues and families across Staffordshire to create a shared Vision for Inclusion that 'goes beyond co-location'. By gathering groups together in areas a full PATH process was undertaken. This has been an exciting initiative that will truly shape the direction of future developments in inclusive education in this county.

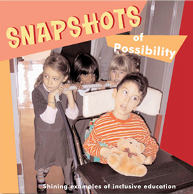
* **Oxfordshire Early Years**

We worked to create a  shared between all those involved in offering support and development for inclusion across Oxfordshire. This was in the context of radical restructuring.

* **Hartlepool Safeguarding**

We worked with a creative team in Hartlepool using the Circle of Adults process to enable them to have a process they could use with high profile children and young people where safeguarding issues were major.

* **Walsall**We have embarked on a major piece of work to strengthen the inclusive work of Children Centre staff across Walsall. Welcome and 'radical hospitality' is at the heart of this work as is strengthening natural rather than special supports.



[**Snapshots of Possibility**](http://www.inclusive-solutions.com/booksearch.asp?book=snapshots&Submit=Go%21)

Published by the Alliance for Inclusive Education

This highly visual book was researched and created in collaboration between Inclusive Solutions and the Alliance for Inclusive Education. Inclusive Education is based on a dream in which all children are given the safety to develop into whole human beings, able to think and learn, love and understand each other, be creative, feel empathy and compassion.

'In a time when we attend very much to the mechanisms and techniques for delivering curriculum, we need to keep remembering that teaching is first and foremost a matter of the development of human beings as moral actors, as citizens, as people who are going to live in, and need to make a difference to, a very diverse and very complex world. And that requires far more than simply the delivery of instruction as marked by test results. It's a matter of the heart as marked by the kind of relationships and the sense of community that develops over time in a school.' (John O'Brien)

## **7. New From The Alliance for Inclusive Education – “*Pushing for Change – The Role of Disabled People’s Organisations in Developing Young Disabled leaders of the Future”* Published by The Alliance for Inclusive Education January 2010**

## Launched in January 2010 at a high profile event in the House of Lords, this new Report commissioned by the Alliance for Inclusive Education highlights the fact that young disabled people need to feel part of their communities, peer groups and families if they are to become confident to seek out leadership roles – BUT - many of our approaches to the education of disabled children do not necessarily enable young people to feel part of the wider world they live in and they often feel excluded from leadership opportunities. The Report contains 10 recommendations, which outline the changes needed to ensure that young disabled people have the same leadership opportunities as their non-disabled peers. We think this is a key source of ideas and ways forward for all managers in public services charged with finding ways to listen to the voice of those most affected by the services they provide. The full report and summary are available FREE from ALLFIE and downloadable from their website at: [www.allfie.org](http://www.allfie.org)

## **8. Work with Young People**

## <http://www.inclusive-solutions.com/pupil_support.asp>

* **Participation event for young disabled people in Walsall**Young disabled people were gathered together to plan how transitions processes could be improved across Walsall. We were blown away by their voice! ‘Listen, listen, listen…’ We returned in September 2010 to listen some more about their views on person centred planning! They insisted that the mayor was present for this second event – as part of a question and answer panel!
* **Improving life for Young People of Henley on Thames**

Back in 2009 a wide-ranging group of around 80 people came together at Henley Rowing Museum. The group was made up of current students (younger and older) from Gillotts School, Henley, representatives from Henley College, parents, local politicians, representatives from The Henley Partnership and The Henley Youth Festival, NOMAD, local sporting club organisers, the Police, the Henley Standard and many others…

This group worked together with the following aim:

*“To create a collaborative vision for young people in Henley and a working solution of how the community in partnership can reach that vision”*

The clear intention of this visioning session was to ‘pool the expertise and viewpoints of professionals, community leaders, parents and young people, in order to understand and act upon young people’s needs for the 21st Century’.

**Here are the key elements of their wonderful vision-**

**VISION – CREATING A SAFE HAVEN**

One central theme of the vision was the notion of a welcoming and safe place where all could feel comfortable, supported and included. In some expressions this was an actual new building created within Henley, in other expressions more emphasis was placed on how individuals would *feel* within a Henley where the sense of a safe haven was strong – ‘*a sense of belonging, acceptance and connection’, ‘like an all-inclusive family’, ‘safe’, ‘being given the chance to do something that makes you feel good’, ‘fun and friendly’*

**BUILDING COMMUNITY CONNECTION and EMBRACING DIFFERENCE**

Another recurring theme expressed in the vision was that Henley would become a place where everyone would be open and comfortable with each other. A place where individual talents and interests were noticed respected and nurtured. Individuals would feel included whoever and whatever they were. The ‘community is the family’ was one comment that captured the strength of this idea.

**‘MILLIONS of ACTS’**

The vision describes very wide-ranging opportunities for individuals to express themselves through all of the Arts and through Sports and places where these talents can be showcased and shared from the heart of Henley as well as across the community

## **Our Dream School**



We worked with Samworth Academy (<http://www.samworthenterpriseacademy.org>) a brand new academy school, to explore with all the pupils what their dream school would be like and what they and others could do to make this possible.

We began each session asking pupils do say what their dream job would be as an adult with the suggestion that they make explicit links between their school experience now and their future work.

A common theme from all of the pupil visions was a school in which the activities/curriculum were strongly linked to pupils own future aspirations/work ambitions. In many of the 'dreams' this was expressed in imagining the kinds of visitors that came to the school. 'Famous visitors' were seen as a source of inspiration for individual students.

Another common theme was a school that offered many kinds of different spaces within it - rooms where all kinds of different experiences could be had including spaces where there was always 'calmness'. This variety was also dreamt of in the outdoor areas and again you'll see many examples of this on the individual graphics. Although they would not have used these words - ' flexibility and choice' were key headlines across the various graphics.

The other main theme for us was around a school that generated a sense of excitement and surprise, where unexpected things happened. For us this was way lay under some of the 'wackier' imaginings of theme parks, trips to far flung places, race tracks in the grounds and so on...

* **Reconsidering the KS3 Curriculum for Young People in Suffolk**In Westbourne School, Ipswich we worked with young people in Y7 to Sixth Formers to radically redesign their Key Stage 3 Curriculum. They told it like it is. Themes that would be recognised by secondary pupils everywhere – ‘*choice, freedom, respect’.*

**Young People Dreaming for a future for Hartlepool**



In Hartlepool we listened to young people expressing their aspirations and vision for their local communities and for the adult work force who engage with them. Wow! Their descriptions of respectful, listening, friendly, reasonable and responsive adults with just the right balance of fun and boundaries should be fed into the training of every teacher training course in the land!

In Sandwell on three occasions we have listened to young people around the issues surrounding **teenage pregnancy.** Again we were blown away by the wisdom in the room. The search for respect, acceptance of diversity, support for learning and mistakes without judgement along with tough challenges to the school and family systems to provide proper education around sex and relationships. Contact Sarah New [Sarah\_New@sandwell.gov.uk](mailto:Sarah_New@sandwell.gov.uk) for the detail of this session and what has followed.

I guess the learning is clear. Gather young people, listen to them, record their words and learn!

We have been working to enhance the work of educational psychologists in high profile inclusive casework in Newham, Islington, Windsor and Maidenhead, Nottinghamshire, Nottingham City and Lambeth using processes such as: Creating Circles of Support, running MAPs/PATH and Circle of Adults Sessions. We have also been called upon to carry out full assessments and write reports for examining boards, schools and LEAs.

We have been called upon to carry out legal expert witness work where pupils have not been well included by schools and LEAs.

We have worked with a number of schools that were in the process of amalgamating and this has led us to working and involving the pupils directly in this process.

‘One for all’ has launched a number of inputs into school assemblies and national conferences. They are a team of young people operating out of Nottingham, **Maresa, Lindsey and Lucy**. We have been proud to support their early development as a formidable team of young people speaking up for and training on inclusion. They can be contacted for inputs to training and conferences on Email: one4\_all2003@yahoo.co.uk or by Phone: 0115 9297526

**Improved examination results?**

We have carried out visioning to get the ‘best exam results I can possibly get’ in a Nottingham city comprehensive school and twice now in a Derbyshire Comprehensive school following the clear improvement in exam performance after the visioning process. Contact Tibshelf Community School, Derbyshire to verify this. The Head, Peter Crowe would be happy to confirm.

We also have been:

Setting up Circles of Friends around young people who are challenging, disabled or different enough to make inclusion a hard to imagine

Offering Free Advice to parents struggling with inclusion and the education system

We are looking for a sponsor so that we can expand our free services to parents. Any ideas/thoughts about this? Please contact us.

## **9. New Approaches to Transition**

The most frequent telephone queries we receive at ‘Inclusive Solutions’ are from parents whose disabled son or daughter is about to make the transition from Primary to Secondary School. Typically there is a tale to be told of LEA planning procedures that are too little and too late, and a severe lack of confidence from all parties that the transition will be successful. Little wonder that transfers from mainstream to special schools continue to peak at Year 7!

Because of this we have put together a different kind of support plan that aims to maximise the chances of Primary/Secondary transitions being successful. In essence our approach brings together a person centred planning tool called ‘MAPS’ and a ‘Circle of Friends’ recruited from within the Year 7 tutor group. The circle of friends forms the core of the MAPS session and are central in developing (with parents and staff) a Plan for embedding the focus child in the new school setting.

Do contact us direct if you think this approach could help in the transition of a child you are involved with and - Watch out for further updates on this approach to transition in further editions of this Ezine and on our website.

Seneca said, ***“Our plans miscarry if they have no aim.  When a man does not know what harbor he is making for, no wind is the right wind.”***

## **10. Strategic Work**

*Real behaviour change comes from a relationship; the more serious the need for change, the more serious this relationship needs to be.*

(Learning to Listen: Lovett, Herb, 1996)

Our strategic involvement with Education Authorities, Early Years networks, non educational organisations and schools ranges from work with high profile cases, through evaluation activities to work with councillors developing vision and understanding of inclusion.

* **Building Schools for the Future**

We have worked extensively in Staffordshire and strategically in Suffolk, Norfolk and Walsall with wide ranging groups trying to plan for a more inclusive future for their pupils currently in special schools, Going beyond the walls has been s strong theme for them all. The stakes are high here and elsewhere as millions of pounds are being invested. The in involvement of architects as we have visioned together has been a fascinating new development.

* [**Hartlepool Integrated Working and Information Sharing**](http://www.hartlepool.gov.uk/site/scripts/documents_info.php?documentID=639&pageNumber=2#navbox)Check out the work we are doing in Hartlepool to seriously engage people in working together with graphics, fun and participation across all their agencies and workforce. We are now providing training to strengthen ‘Team Around the Child’ processes using Circle of Adults as our central strategy.

Over the past two years ‘Inclusive Solutions’ has been working with Local Education Authorities across the UK with the aim of supporting the development of inclusive practice. This work has taken a variety of forms depending on the particular needs and priorities of the LEA at that time. We have co-designed with LEA managers a range of strategic approaches to create sustainable changes in practice at key places within SEN systems.

**We are particularly keen to look at:**

* + Strategies that transform SEN resourcing systems in ways that allow rapid and flexible response to the needs of mainstream schools and also serve, where necessary, to reduce overall statementing rates
  + Maximising inclusion and reducing reliance on special education
  + Supporting the development of multi-disciplinary working (across LEA teams and across Health, Social Services and Education Departments)
  + Parents voices - how to ensure equitable distribution of resources in the face of powerful lobbies for particular disability labels?
  + Finding creative ways to provide ‘the therapies’
  + Reducing Out Authority placements
  + Restructuring your support services in support of inclusion, the design and functioning of inclusion facilitation teams

We are offering to audit the inclusive practices of LEAs who have the highest levels of segregation in the UK. We are keen to examine in detail the administrative and professional processes and decision points which can trigger special school or unit placement instead of allowing more creativity around local mainstream placements. If you can help us get inside such doors, let us know.

We have completed three major evaluations of LEA Inclusion projects and a Behaviour Support Project. If you are interested in our findings or our recommendations for increasing inclusive practice let us know.

Email: <mailto:inclusive.solutions@me.com>

Web Site: <http://www.inclusive-solutions.com>

* **Heading for Inclusion**  
  'Heading for Inclusion' is a group of Headteachers and senior school leaders dedicated to the ideals of a fully inclusive mainstream education system.

There are numerous examples of mainstream schools adopting new practice to respond to the needs of a child with special needs and finding that many other children also benefit from the change.  
  
One school, which included a child with Downs syndrome, taught all the children and staff Makaton only to find that many of the children were able to benefit from receiving information in that way.  
  
In one school with provision for children with Emotional and Behavioural Difficulties the children repeatedly elected a child with an EBD statement to represent them on the school council because they knew he would not be afraid to put their views to the Headteacher.  When he first started at the school many children had been afraid of him.  Because of inclusion he put his temper and violence behind him and became a valued member of his society.  
  
School Councils, circles of friends, peer counselling, circles of support are just some of the ways inclusion is improving the lives of children - every day.  
  
Inclusion is a radical agenda - we are talking about changing the whole of society.  Baroness Warnock would do well to come and talk to Headteachers to see how wonderful those changes are proving to be.  We look forward to meeting with her.  
  
[nigelutton@btinternet.com](mailto:nigelutton@btinternet.com)  
Chair of Heading for Inclusion

Telephone 01420 84400

**11. Parents Lead the Way**

<http://www.inclusive-solutions.com/parentsvoices.asp>

Parents are making inclusion happen in pockets around the world. We need to listen to their voices and their experiences if inclusion is to become a reality in our education systems. The battles that some parents and carers are facing and have faced continue to be chilling. Our education and social care systems have a narrow vision of what a good life might look like for disabled children and young people - one which parents are generally expected to accept. It is the parents that refuse to accept this received vision and want to bring to being a much richer vision that are behind the real changes in how things are. They have the courage to take the LONG VIEW on behalf of their sons and daughters imagine them as known, valued and contributing members of their local communities long after their school days are over. This is the true aim of inclusive education.

**Parent Confronts David Cameron about his Position on Inclusion**

Jonathan Bartley, confronted the Conservative leader with his son Samuel as he left an event in South London. Mr Bartley voiced his concern about Tory plans to "end the bias towards the inclusion of children with special needs in mainstream schools".

Please see video link [here](http://news.sky.com/skynews/Home/Politics/David-Cameron-Is-Confronted-By-A-Parent-Who-Struggled-To-Get-Child-Into-Mainstream-School/Article/201004415620837?lpos=Politics_First_Home_Article_Teaser_Region_1&lid=ARTICLE_15620837_David_Cameron_Is_Confronted_By_A_Parent_Who_Struggled_To_Get_Child_Into_Mainstream_School) to watch the full interview.

Mr Bartley told Mr Cameron about the two-year struggle he had faced to get seven-year-old Samuel into his local mainstream school, and said the existing system was already biased against disabled children being educated alongside their able-bodied peers.

Mr Cameron insisted that, as the parent of a disabled child himself, he was "passionate" about helping them get the education that was right for them and would not do anything to make it more difficult for them. But Mr Bartley said: "It is the wrong way to go. You are not representing the needs of children in mainstream education. You want to segregate disabled children.

"You are saying you want to reverse the bias towards the inclusion of children in mainstream schools. At the moment there is a bias against inclusion, not a bias for it, as your manifesto says. You talk about the broken society. It nearly broke up our family getting our son into school.”

"His two sisters go there, it's our local school, we have had to struggle for two years and in the end the Secretary of State had to intervene. There is a bias against inclusion and you are saying there's a bias for it."

Mr Cameron - whose disabled son Ivan died last year - said: "I absolutely promise you that I would never do anything to make it more difficult for children to go to a mainstream school.

"At the moment, people don't get what they want. You didn't get what you wanted, I didn't get what I wanted. We both had to fight. We are going to make it easier by making sure that statements (of special needs) are not provided by local education authorities, they are provided by someone separate".

## **12. Inclusion Links –** [**www.inclusive-solutions.com/links.asp**](http://www.inclusive-solutions.com/links.asp)

New on our website:

[**Disabilty Archive**](http://www.leeds.ac.uk/disability-studies/archiveuk/index.html)The aim of the Disability Archive UK is to provide disabled people, students and scholars with an interest in this and related fields, access to the writings of those disability activists, writers and allies whose work may no longer be easily accessible in the public domain.

The [**Age Matters Clinic**](http://www.agematters.org.uk/) aims to improve emotional well-being in the second half of the lifespan.

Age Matters are firmly committed to a positive approach to the treatment of depression and dementia in later life and believe that all people who are older are entitled to a full range of therapies.  Age Matters has access to a wide range of highly skilled practitioners and are experienced in matching the most appropriate form of psychological therapy to each individuals needs.

[**Circles UK**](http://www.circles-uk.org.uk/) Work to build Circles of Support and Accountability and are an innovative and successful community based organisation whose aim is to reduce sex offending, they work in close partnership with criminal justice agencies.   Check out other areas and organisations working on circles of support and accountability.   [Ottawa](http://www.stjohnsottawa.ca/pages/cosa.html)  [Rhodes](http://www.rhodescollege.ca/cosa/index.htm)  [New Leaf Trust England](http://www.newleaftrust.co.uk/index.html)

[**Positive Images**](http://www.positiveimagesuk.co.uk/) This organisation makes films with a range of excluded people, mainly within the prison system in the UK. They ask prisoners to share their insights about their lives and how others may be helped through this process. They aren't able to show the films to the general public as many of the participants are still serving long sentences, however, the films are are allowed shown to young people at risk of offending who are about to enter the criminal justice system.

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| --- |
|  |
| For our full list of Inclusion links visit our website [www.inclusive-solutions.com](http://www.inclusive-solutions.com) |

## **13. Back issues of the Inclusive Solutions Ezine**

To read back issues of Ezine, visit the home page of:

## <http://www.inclusive-solutions.com/ezine.asp>

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#### Make Inclusion Happen

**Colin Newton and Derek Wilson**

**Co-Founders**

**Inclusive Solutions**

***Making Inclusion Happen!***

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