

Inclusive Education in England: what we have learned

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All children are different...

...so all schools are inclusive



Decisions about who is 'special' are arbitrary

Norway 0.3%

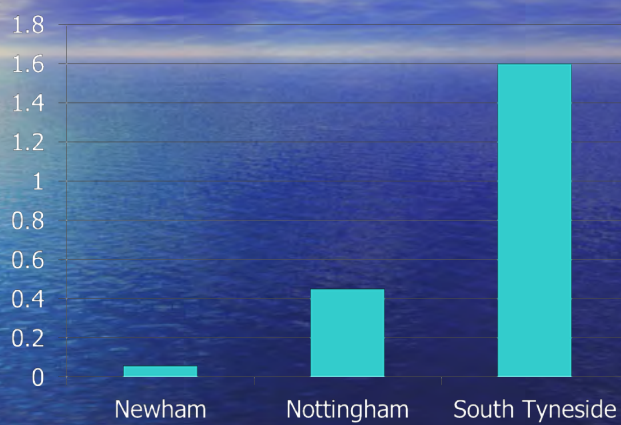
England 1.2%

Austria 1.5%

Netherlands 2.7%



Source: <http://www.european-agency.org/publications/ereports/sne-country-data-2012/sne-country-data-2012>



% of students in segregated settings in different local authorities (CSIE, 2005)

Developing inclusive schools - Three studies from England

Dyson, A., Howes, A. & Roberts, B. (2002) A systematic review of the effectiveness of school-level actions for promoting participation by all students (EPPI-Centre Review, version 1.1) *Research Evidence in Education Library* (London, EPPI-Centre, Social Science Research Unit, Institute of Education)
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=276>

Dyson, A., Farrell, P., Gallannaugh, F., Hutcheson, G. & Polat, F. (2004) *Inclusion and pupil achievement* (London, DfES)
<http://www.education.gov.uk/research/data/uploadfiles/ACFC9F.pdf>

Ainscow, M., Booth, T. & Dyson, A. (2006) *Improving schools, developing inclusion* (London, Routledge).

The systematic review



Findings

- Characteristics of inclusive schools:
 - The importance of school culture
 - Strong & principled leadership
 - Structures & practices
 - A supportive policy environment
- But:
 - No independent assessment of inclusiveness of schools
 - Limited fieldwork
 - Little assessment of impacts on children
 - Few comparative studies

Inclusion & pupil achievement



Inclusive schools...

Flexible provision

Careful assessment
& monitoring

Adult support

Strategies for
achievement



Commitment to
inclusion

High-quality teaching
in special settings

Flexible pedagogy
in mainstream classes

But...

'Inclusive' schools differ

Provision is not
fully inclusive

There is no
'magic' practice

Achievement
matters

Progress varies



Behaviour is a problem

Not everyone
agrees with inclusion

Understanding and developing inclusive schools



Engagement with evidence works
- especially children's 'voices'

Group interpretive practices help

Small changes can grow

School culture can help or hinder

Change happens in the real world of 'bad' policy

Modest development matters



The exceptional model
of inclusive development



The un-exceptional model

Broadening the focus...

Students with
SEN

Integration

Presence in
mainstream
schools

Disability rights

Social justice

Schools for all

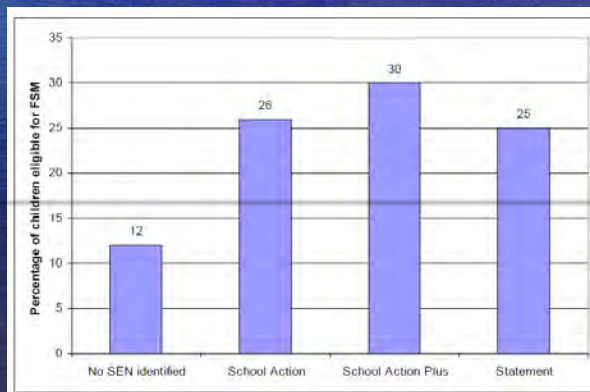
Social inclusion

All people

Disadvantaged children end up in special education



% in school population



But we know what to do...



Working on learning

Working with the child

Working with the family

Working with the area

The Harlem Children's Zone pipeline



The report



Dyson, Kerr, Raffo & Wigelsworth *Developing Children's Zones for England*

<http://www.savethechildren.org.uk/resources/online-library/developing-childrens-zones-england>

<http://www.education.manchester.ac.uk/research/centres/cee/publications/Developing-Children's-Zones-low-res.pdf>

Three key messages

All schools are inclusive

Small changes matter

Link inclusion to wider issues



Further information

Centre for Equity in Education:

[http://www.education.manchester.ac.uk/
research/centres/cee/](http://www.education.manchester.ac.uk/research/centres/cee/)