





**The background and history of
Inclusive Education
in Scotland...**

**or Scotland's legacy of exclusive
and inequitable education**

Who are schools for in Scottish education?

“The rich and potent may not be permitted to suffer their children to spend their youth in vain idleness, as heretofore they have done. But they must be exhorted, and by the censure of the church compelled, to dedicate their sons, by good exercise, to the profit of the church and to the commonwealth; and that they must do of their own expenses, because they are able.

The children of the poor must be supported and sustained on the charge of the church, till trial is taken whether the spirit of docility is found in them or not. If they are found apt to letters and learning, then may they (we mean neither the sons of the rich, nor yet the sons of the poor) not be permitted to reject learning; but must be charged to continue their study, so that the commonwealth may have some comfort by them.” (Knox 1560)



Robert Owen - education as a common right of all children

- “Education was to be suited to the growth and development of the child’s mind and body. From two to six years the child would attend the nursery school; this would be followed by elementary education from six to twelve years, and adult education thereafter. Owen believed that all were capable of learning and he failed to recognize or appreciate any intellectual differences. In all, therefore, Owen brought a new dimension of humanitarian concern to the growth and development of the individual.”

- Margery Browning (1971) Owen as an Educator





1945 -1974

There were 3 categories of handicap and segregated provision

Categories

Provision

educable

special school or class

ineducable but trainable

occupational centre

ineducable and untrainable

mental deficiency hospitals







SPECIAL EDUCATIONAL NEEDS

Report of the Committee
of Enquiry into the
Education of Handicapped
Children and Young People

Chairman: Mrs H M Warnock

*Presented to Parliament by the Secretary of State for Education and Science, the
Secretary of State for Scotland and the Secretary of State for Wales by Command
of Her Majesty
May 1978*

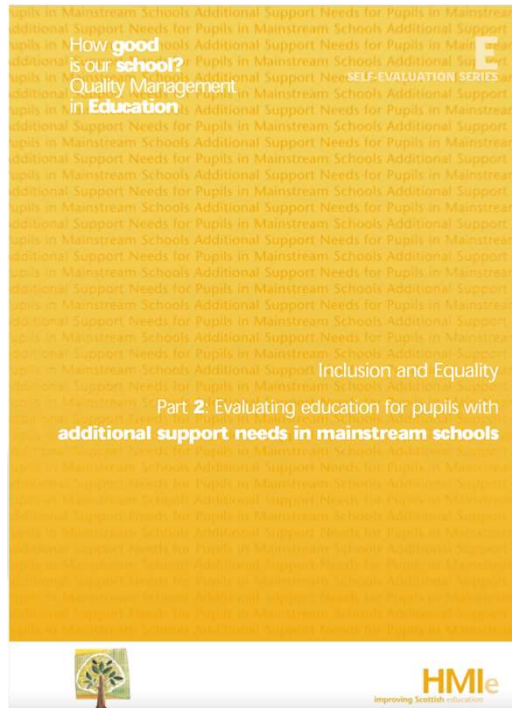
**The Education of
Pupils with Learning Difficulties
in Primary and Secondary Schools
in Scotland**

A PROGRESS REPORT BY
H M INSPECTORS OF SCHOOLS
SCOTTISH EDUCATION DEPARTMENT

HMSO £1 net



“Traditionally, the Scottish education system has prided itself on promoting equality of educational opportunity and inclusion in its broadest sense.”



“Increasingly, however, a broader definition of *‘inclusive education’* is gaining currency in Scotland and beyond. This broader definition relates not only to pupils who have particular needs, but also to the entitlement of all pupils to receive a high quality experience from the education system.”

Count Us In (2002)





POTENTIAL BARRIERS TO LEARNING

- **learning environment**
e.g. learning and teaching and curriculum unsuited to needs, poor relationships
- **family circumstances**
e.g. deprivation, parental drug/alcohol misuse, young carers, looked after children
- **health or disability**
e.g. sensory, language, autistic spectrum disorder, mental health, absence through illness
- **social or emotional factors**
e.g. discrimination, challenging behaviour, truanting



CfE Briefing ⁵

Personalised Learning

These briefings provide information and advice for practitioners, parents and partners in their implementation of Curriculum for Excellence.

Scottish education is going through a period of significant change to its curriculum, learning and teaching, the processes that underpin them, and to the qualifications that they may lead to. Education Scotland is supporting this change by evaluating and sharing evolving practice as part of a national professional learning community. This paper is the fifth in a series of briefings which provide succinct advice on the progress being made in key areas of change, to help inform discussion and promote further innovative development. This addition to the series explores the practical implications for staff, learners and parents of personalised learning which presumes a degree of choice and a stronger role for the learner in making decisions. The paper also

explores the entitlement to personal support as the means of ensuring personalisation. A small number of learners with significant barriers to learning need their learning personalised to the point where it is individualised, so the paper explores practical examples.

"A school is excellent to the extent that learners have choice in their learning. Teachers fully demonstrate the links with previous learning across the curriculum and real-life situations and make new learning meaningful. Learners themselves want to reach the highest possible standards."

The Journey to Excellence

November 2012



Learning Together: An Introduction to Inclusion



Achieving success for all learners

Journey to Excellence

Professional development pack topics have been chosen to help you plan a journey through popular staff development themes. They provide "guided tours" through some of the resources on The Journey to Excellence website as a window onto excellent practice. Engaging with the associated activities will help you to reflect on and develop your practice purposefully.

Table 8. Average tariff score and follow-up leaver destinations, by pupil characteristic, 2009/10 to 2012/13

	Average Tariff Score				In a positive follow-up destination			
	09/10	10/11	11/12	12/13	09/10	10/11	11/12	12/13
Gender								
Male	346	358	377	377	83.7	86.0	88.4	88.9
Female	398	412	437	439	86.7	88.5	90.6	91.3
Ethnicity¹								
White - Scottish	N/A	N/A	407	404	N/A	N/A	89.4	89.9
White - non-Scottish	N/A	N/A	427	438	N/A	N/A	89.8	91.8
White - UK	372	384	N/A	N/A	85.2	87.2	N/A	N/A
White - Other	360	389	N/A	N/A	85.5	89.2	N/A	N/A
Mixed or multiple ethnic groups	443	449	446	464	87.5	87.7	86.0	91.8
Asian - Indian	483	444	523	513	92.9	94.3	93.5	91.3
Asian - Pakistani	400	430	470	458	88.2	89.7	92.7	91.8
Asian - Chinese	565	614	643	671	95.3	94.3	98.3	98.8
Asian - Other	442	450	460	455	91.6	88.0	94.2	95.7
African/ Black/ Caribbean ²	379	391	431	433	90.7	91.7	94.9	91.7
All other categories ³	226	300	491	430	76.8	81.7	92.7	90.2
Not Disclosed/Not known	277	321	338	348	79.9	84.4	88.7	87.9
Urban/Rural								
Large Urban Areas	356	375	398	397	83.5	85.7	88.0	88.7
Other Urban Areas	366	379	403	404	85.2	87.6	89.9	89.9
Accessible Small Towns	390	409	425	422	86.0	88.7	90.0	92.0
Remote Small Towns	390	392	408	417	88.7	88.5	91.2	92.9
Accessible Rural	406	401	422	418	86.3	87.5	89.6	90.0
Remote Rural	421	424	438	446	88.4	91.3	93.4	93.8
SIMD⁴								
0-20% (most deprived)	231	250	268	277	73.8	77.9	81.6	82.6
20-40%	309	317	337	337	82.1	83.9	86.9	87.5
40-60%	373	384	400	405	86.8	88.2	90.3	91.3
60-80%	437	444	469	467	90.2	91.9	93.1	93.5
80-100% (least deprived)	517	531	552	554	93.5	94.5	95.2	95.7
Additional Support Needs⁵								
ASN	142	190	226	241	71.3	76.8	81.9	81.9
No ASN	386	405	433	439	86.1	88.3	90.6	91.7

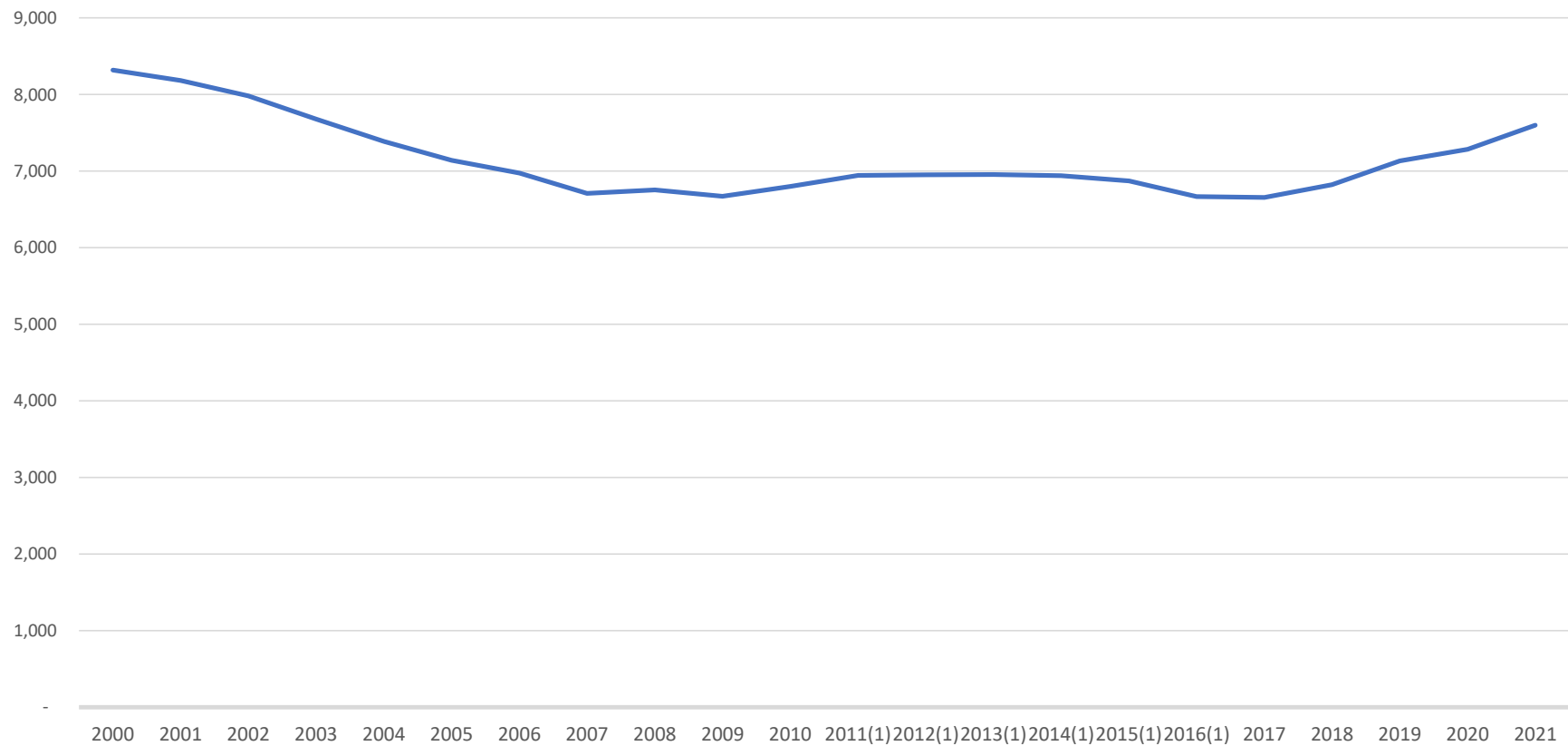
1. The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with

“In Scotland, who you are is far more important than what school you attend.”

p59, OECD Report 2007

Numbers

Numbers of children and young people in special schools in Scotland in 21st century



Percentage of pupils with SEN in segregated settings

Up to 1.0%	1.01 %- 2.0%	2.01%- 4.0%	4.01% and above
Italy	Austria	Czech Rep.	Belgium (Fl)
Luxembourg	Cyprus	Finland	Belgium (Fr)
Malta	Iceland	France	Denmark
Norway	Ireland	Greece	Estonia
Portugal	Lithuania	Hungary	Germany
Spain	Poland	Netherlands	Latvia
UK (Wales)	Sweden	Slovenia	Slovakia
	UK (England)		Switzerland
	UK (N.I.)		
	UK (Scotland)		



Education (art. 24)

50. The Committee takes note of the information provided by the State party of the continuing process to assess the possibility to withdraw its reservation to article 24 Clause 2 (a) and (b) of the Convention.

51. **The Committee recommends that the State party speed up the process aimed at withdrawing its reservation to article 24 Clause 2 (a) and (b) of the Convention.**

52. The Committee is concerned at:

(a) The persistence of a dual education system that segregates children with disabilities to special schools, including based on parental choice;

(b) The number of children with disabilities in segregated education environments is increasing;

(c) The education system is not geared to respond to the requirements for high-quality inclusive education, in particular the practices of school authorities turning down enrolment of student with disability who is deemed 'as disruptive to other classmates'; and

(d) Education and training of teachers in inclusion competences is not reflecting the requirements of inclusive education.

53. **The Committee recommends that the State party, in close consultation with organisations of persons with disabilities, especially organisations representing children and young persons with disabilities, and in line with the Committee's general comment No. 4 (2014) on inclusive education, and Sustainable Development Goal 4, targets 4.5 and 4.8:**

(a) **Develop a comprehensive and coordinated legislative and policy framework for inclusive education, and a timeframe to ensure that mainstream schools foster real inclusion of children with disabilities in the school environment and teachers and all other professionals and persons in contact with children understand the concept of inclusion and are able to enhance inclusive education;**

(b) **Adopt regulation, monitor development and offer remedies in combating disability-related discrimination and/or harassment, including deciding upon schemes for compensation;**

(c) **Adopt and implement a coherent strategy, financed with concrete timelines and measurable goals, on increasing and improving inclusive education. The strategy must:**

(i) **Ensure the implementation of laws, decrees and regulations improving the extent and quality of inclusive education in classrooms, support provisions and teacher training, including pedagogical capabilities, across all levels providing for high-quality inclusive environments, including within breaks between lessons and through socialisation outside "education time";**

(ii) **Setup initiatives raising awareness about and support to inclusive education among parents of children with disabilities; and**

(iii) **Provide sufficient, relevant data on the number of students both in inclusive and segregated education disaggregated by impairment, age, sex and ethnic background, and further provide data on the outcome of the education reflecting the capabilities of the students.**

Concluding observations on the initial report of the United Kingdom of Great Britain and Northern Ireland*

I. Introduction

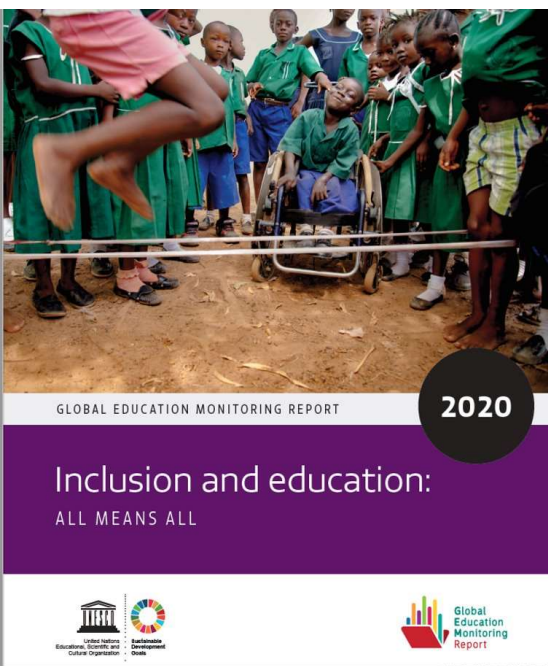
1. The Committee considered the initial report of the United Kingdom of Great Britain

“Adopt and implement a coherent strategy financed with concrete timelines and measurable goals, on increasing and improving inclusive education”

“Develop a comprehensive and coordinated legislative and policy framework for inclusive education”

“Set up initiatives raising awareness about and support to inclusive education among parents of children with disabilities”

UNCRPD 2017



“ ... the Report asks whether it really is necessary to seek justifications for inclusive education to be pursued. It notes that debating the benefits of inclusive education can be seen as tantamount to debating the benefits of the abolition of slavery, or indeed of apartheid”

“Discrimination, stereotypes and alienation do exclude many. These mechanisms of exclusion are essentially the same, regardless of gender, location, wealth, disability, ethnicity, language, migration, displacement, sexual orientation, incarceration, religion, and other beliefs and attitudes”

An Agenda for change

Monitor full incorporation of UNCRPD into Scots law by MSPs, Government.

Ensure Scotland acts on UNCRPD concerns and recommendations for Education

Secure NGOS such as EHRC, SHRC, Inclusion Scotland and ENABLE to commit to Article 24 and UN human rights laws and guidance

Repeal Section 15 (presumption of mainstreaming) of 2000 Act with a right to inclusive education for all based on UNCRPD advice

Seek to establish a Cross Party Group in Scottish Parliament for inclusive education

Seek collaboration with young Ambassadors for Inclusion

Join with A24Scotland to make Scotland a more inclusive nation