



Taking into account the  
inherent complexity

Overall, there is a need to respect the right of the user to which  
data is collected

to receive system

to generate user

in order to optimize

findings, outcomes.

White paper

(Event) - At the system or

relatively recent phenomena

However, the

The purpose for which data is collected

The user to which data is collected

The nature of the data collected, at

The purpose for which it was

at the purpose for which it was

data is collected

other hand

legitimate interest

or, which

the system

quarter

committee

been used to

demonstrate

social outcomes

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people

to the people



## What is inclusive education?

Inclusive education differs from previously held notions of 'integration' and 'mainstreaming', which tended to be concerned principally with 'special educational needs' and implied learners changing or becoming 'ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept. It is about ...

- rejecting segregation or exclusion of learners for whatever reason – ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin;
- maximising the participation of all learners in the community schools of their choice;
- making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures;
- rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.

## Tensions and challenges

Whatever the arguments, it must be recognised that there are many tensions and challenges in moving toward a more inclusive education. Some of the tensions exist around issues of choice and diversity, and for whom; around what constitutes an inclusive learning environment, and whether this has to equate to schools as they are currently structured. Other challenges concern the competing demands of legislative frameworks such as the 1998 School Standards and Framework Act and the 2001 SEN and Disability Act. One of the most pressing issues is about the achievement and management of inclusion of young people who present the most challenging behaviour.

## The contribution of applied psychology and psychologists

Not only educational psychologists, but all psychologists – occupational, health, developmental, counselling, clinical and academic – can help schools, colleges and other learning environments to become more inclusive.

- Educational psychologists have for many years laid stress on the environment and the systems within it as part of a move away from an individually orientated, deficit approach to failure. Continuing and developing this emphasis – designing effective learning environments for learners with diverse learning styles and needs – is consistent with the beliefs and precepts behind inclusive education.
- Psychologists will use their skills in applied psychology to help identify, assess and resolve issues of concern, drawing, as they do so, on the abilities and resources of their clients and others in a supportive community.
- Psychologists will use their expertise to engage in research into the development of new ways in which learning environments can become more inclusive.
- Psychologists have a key role to play in the process by which new technology can enhance the capacity of schools and other educational settings to meet the learning needs of all their members – including those learners most vulnerable to exclusion.
- Psychologists will demonstrate an acceptance of difference and diversity, in terms of abilities, values and aspirations held in a plural society.
- Psychologists will work in close collaboration with teachers, parents and others to help schools and other educational settings to develop as more inclusive educational environments.
- Psychologists will work closely with colleagues in all learning environments to foster in learners the attitudes and values expected of citizens of an inclusive society.

## What is inclusive education?

Inclusive education differs from previously held notions of 'integration' and 'mainstreaming', which tended to be concerned principally with special educational needs, and implied a more or less total accommodation by the mainstream. By contrast, inclusion is about the right to participate and the school's duty to accept it is about...

...ensuring segregation or exclusion of learners for whatever reason - ability, gender, language, race, status, family income, disability, sexuality, cultural, religious or ethnic origin, maximising the participation of all learners in the community schools or their choice.

Making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary practices, rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.

## Issues and challenges

At every stage, it must be recognised that there are many tensions and challenges in moving towards a more inclusive education. Some of the tensions exist around issues of choice and diversity, and for whom, at what level, and under what conditions. Inclusive learning environments, and whether this has to adjust to schools as they are, or to existing structures. Other challenges concern the competing demands of legislative frameworks such as the 1998 School Standards and Framework Act and the 2001 SEN and Disability Act. One of the most pressing issues is about the involvement and management of inclusion of young people who present the most challenging situation.

## The contribution of applied psychology and psychologists

For only educational psychologists, but all psychologists - occupational, health, developmental, counselling, clinical and academic - can help schools, colleges and other learning environments to become more inclusive.

Educational psychologists have for many years laid stress on the environment and the systems within it as part of a move away from an individually orientated, deficit approach to learning. Continuing and developing this emphasis - designing effective learning environments for learners with diverse learning styles and needs - is consistent with the beliefs and practice behind inclusive education. Psychologists will use their skills in applied psychology to help identify, assess and resolve issues of concern, drawing, as they do so, on the abilities and resources of their clients and others in a supportive community.

Psychologists will use their expertise to engage in research into the development of new ways in which learning environments can become more inclusive. Psychologists have a key role to play in the process by which new technology can enhance the capacity of schools and other educational settings to meet the learning needs of all their members - including those learners most vulnerable to exclusion.

Psychologists will demonstrate an acceptance of difference and diversity, in terms of abilities, values and aspirations, and in a plural society.

Psychologists will work in close collaboration with teachers, parents and others to help schools and other educational settings to develop a more inclusive educational environment.

Psychologists will work closely with colleagues in all learning environments to help to ensure the attitudes and values expected of officers of an inclusive society.