

Good Practice Examples of Inclusive Education from England

Evie, a 6-year-old girl and Johnny, a 3-year-old boy

Evie is a 6 year old girl and Johnny is a 3 year old boy, they both have Downs Syndrome.

This case study explores the support that both children and those caring for them receive from a UK Charity called 'The Education Centre for Children with Down Syndrome'.

In the case study you will see how a mainstream primary school, an independent nursery school, a local Children's Centre and the charity work collaboratively with each other and the children's families. This collaboration between organisations in the public sector (the mainstream primary school and the Children's Centre), the private sector (the Nursery School) and an independent charity (Education Centre for Children with Down Syndrome) is a model that is promoted by the Government in the UK. The case study highlights how the collaboration enables the children to access support that would not be able to be achieved by any of the organisations individually.

Although they are very different individuals, both Evie and Johnny share similar challenges in relation to their Down Syndrome.

In Evie's story the main key is collaboration and in Johnny's story communication– but we challenge you to see how many others you can find.

Aiden, an 8-year-old boy

This case study is about Aiden who is 8 years old.

Aiden was at a previous mainstream school until the age of 5. Whilst Aiden attended this school his parents were told every day about his inappropriate behaviour and this was often done in front of other parents. They felt that the messages they were receiving about Aiden were very negative and that the ethos of the school was not inclusive. Aiden was at risk from exclusion and his parents were very concerned. Aiden's parents decided to move Aiden to another nearby primary school. Aiden is in now in Year 4 of a primary school that he has been attending since joining there in the reception class. Since starting, his parents say that Aiden has been a fully inclusive member of the school.

Aiden was diagnosed at the age of 6 with Asperger's Syndrome by a clinical psychologist. Although Aiden is academically capable, his difficulties are with social interactions and communication. He has strengths with mathematics, particularly with number and pattern. He is able to give answers and describe orally his thoughts in English and other subject lessons but is often reluctant to write. Aiden has one key teacher who is very skilled and knowledgeable about Autism spectrum condition (ASC) and strategies involved. He also has other teachers for different subjects. The staff collaborate and plan for Aiden on a daily basis.

The main keys this case study focuses on are communication and collaboration. You may be able to find other keys.

