

Critically analyse the application of the social model of disability in schools. Your answer should include reference to policy, theory and practice.

The Department for Education state *'inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'* (Evans, 2007).

Booth and Ainscow (2002) created the *Index for Inclusion* to support individuals to develop and reach their full potential through inclusive education. Instead of being an alternative to raise achievement, it is a way to build collaborative relationships and improvements in the learning and teaching environment.

Morris suggested the social model often denies the experience of disabled people's bodies, while Crow opted for a *'more complete recognition and understanding of individual's experiences of their body'* (Cameron, 2012).

Swain and French (2000) stated that the affirmation was *'essentially a non-tragic view of disability and impairment which encompasses positive and social identities, both individual and collective, for disabled people grounded in the benefits of lifestyle of being impaired and disabled'* (Swain and French, 2000, p.569).

The three elements of reasonable adjustments the Equality Act 2010 states are:

- 1) Criteria, provisions and practices
- 2) Auxiliary aids and services
- 3) Physical features

The physical features elements apply to individuals with disabilities' access within the physical environment of the school, such as ramps into buildings, wider doors, access to toilets and classrooms (Equality and Human Rights Commission, 2015).

'An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter' (Ofsted, 2000).

3 principles for developing an inclusive curriculum:

- 1) Adequate learning challenges
- 2) Acknowledging pupils' varied learning needs
- 3) Overcoming potential barriers for individuals (Evans, 2007).

The social model of disability is a perspective that *'social practices and attitudes render people disabled by making it difficult or impossible for those with physical or mental impairments to participate fully in social and economic life'* (Heery and Noon, 2008).

The medical model on the other hand is a perspective that *'disability originates in a physical or mental condition that is intrinsic to the individual sufferer and who thereby experiences a reduced quality of life'* (Heery and Noon, 2008).

The Welsh Government produced a guidance acknowledging that inclusion is a process all pupils should have to gain access to common and equal opportunities, relevant and specific for their individual needs. They also acknowledged that inclusion requires active involvement of all individuals concerned along with adapting organisations to ensure pupils development within all aspects of school life (Welsh Government, 2016).

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 provides a statutory framework to support children and young people with additional learning need, which replaces all previous legislation surrounding the previous special educational needs and the assessment of children and young people with learning difficulties and or disabilities within education (Welsh Government, 2018)

Reference list

- **Reference list:**

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