



Early Childhood

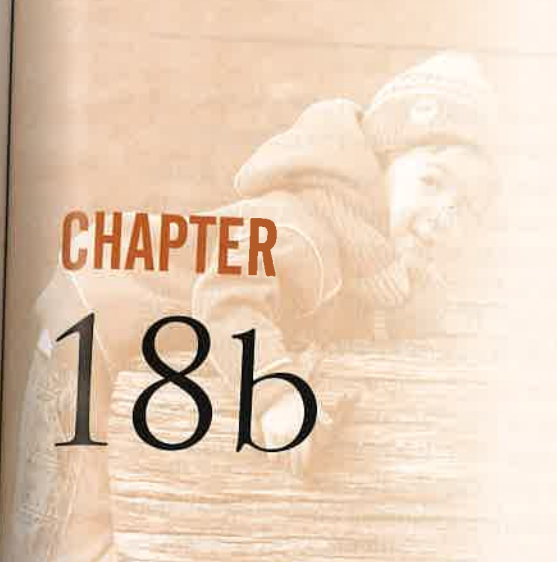
A GUIDE FOR STUDENTS

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CHAPTER 18b

Inclusion and Diversity

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Aims

To develop understanding of:

- ☐ the principles and policy context of inclusion
- ☐ how inclusive practice can support teaching, learning and assessment with specific groups of children (boys and girls; children from minority religious, ethnic and cultural groups; children who are new to learning English and children with special educational needs and disabled children)
- ☐ the main elements of a framework for inclusion.

Inclusion

The action of including; the fact or condition of being included; an instance of this:

Inclusive

Including, enclosing, comprehending ... characterised by including or taking in as opposed to excluding or leaving out. (*The Shorter Oxford English Dictionary*, vol. 1, 1983)

Settings that are committed to inclusive and anti-discriminatory practice are staffed by people who are sensitive, empathetic, flexible and knowledgeable – staff who constantly examine their own attitudes and are aware of how these influence their assumptions about children and their families. (Brown, 2001: 6)

Introduction

The broad concept of inclusion is one that the majority of people working with young children will instinctively agree with: that every child matters and should have a chance to flourish within a wider educational community. Nevertheless, in many instances, inclusion for all may be an aspiration rather than an immediately achievable goal.

Not all children fit easily into early years classrooms. Furthermore, how pupils are included, and the groups of children who are the focus of inclusion will vary. Inclusion is interpreted and practised in many different ways. There is, however, a set of unifying principles emerging from the inclusion of different groups of children, such as those with disabilities and those who are new to the English language, and this can be drawn upon to ensure that all settings have in place a framework for inclusive practice for all.

This chapter will focus on ways to promote and sustain educational environments that work for all children and families. By focusing on those groups of children who sometimes miss out, the premise of the chapter is that if we get it right for children who are in danger of not being fully included, we will get it right for everyone.

What is inclusion?

The most basic definition of inclusion as applied to the early years of school is about children being present within services. Many people would describe this as integration – not true inclusion. It is still the case that not all children are able to gain access to the education system. For example, some disabled children, despite inclusion being a key principle in current educational policy, are still not able to take up a place in their local school. They and their parents may be deterred by suggestions that they would be happier elsewhere. Equally, Gypsy and Traveller children may not be encouraged to take up school places as school authorities judge that the disruption of pupils being present temporarily is too great.

But inclusive practice does not stop once children are actually in school. Within early years school settings good inclusive practice is about promoting the right to development for each child; meaning, for example, that the impacts of limiting expectations must be actively countered. Just being in the classroom is not sufficient; each child should be able to achieve his/her best. Some children will be quietly present but not fully involved – rarely noticed, little trouble – but not really participating. Other children will be noisily uncomfortable and unhappy, not enjoying or achieving and making the lives of others miserable. There is a huge spectrum of experience between these two extremes.

The best inclusive practice aims to build on existing good practice to create educational environments within which all children can develop and learn. It takes account of varying individual capacities and temperaments; of wider pressures and expectations in society, and the different family backgrounds and belief systems within which children grow up.

A scale of inclusion might be described as follows:

1. Being present (integration).
2. The promotion of the rights and capacities of the individual child, whose potential may be hampered by limited expectations or because of wider social factors such as discrimination.

3. A setting where every child (and adult) is recognised in their diversity and is valued and supported to fulfil their potential through full participation.

Which children are not included?

The Office for Standards in Education (OFSTED, 2000) identifies the following groups of children who are at risk of not being fully included and who are therefore at risk of under-achieving:

- both girls and boys
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language
- pupils with special educational needs
- children who are gifted and talented
- children who are looked after by the local authority
- sick children, young carers and those whose families are under extreme stress.

Being a member of one of the above groups does not, of course, automatically mean that children will not be included. There are various reasons why children are not included – for instance, children's varying intellectual, physical, emotional and social capacities and experiences will mean that they sometimes learn at different rates and in different ways. Equally, discrimination, stereotyping and reduced expectations mean that some children will not enjoy the same opportunities as others.

Wider policy framework

The government's policy paper, *Every Child Matters* (DfES, 2005b) and the Children Act 2004 set out a policy framework that aims to ensure that every child is able to:

- be healthy
- enjoy and achieve
- stay safe
- make a positive contribution
- achieve economic well-being.

One of its primary aims is to ensure that all services for children aged 0–19 work together to narrow the gap between pupils who may be disadvantaged and their peers. Early years and schools settings can contribute to this through the strengthening of links between services for children, and by becoming centres in the community where people come together and begin to break down the barriers of exclusion that so many groups face.

In this way inclusion is not just about what early years settings and schools do internally. It is also a principle that extends to the institution as part of the community.

Inclusion in the National Curriculum – strong foundations

Inclusion is one of four national standards identified in the National Curriculum, and in greater detail requires:

- teaching to respond to pupils' individual needs
- suitable learning challenges to be established
- overcoming of barriers to assessment and learning.

When starting Key Stage 1 children will have varying capacities and differing experiences of the early years. It is important to build upon the flexible and supportive ethos of the Foundation Stage to ensure a smooth transition into Key Stage 1. The Foundation Stage Profile should provide an insight both into children's strengths and areas that require additional focus.

What are the features of good practice developed in the Foundation Stage that contribute towards an inclusive setting at Key Stage 1? The following examples will illustrate good practice for four groups of children.

Inclusion for girls and boys

Context

Children's gender influences every aspect of their development, from their values, beliefs, language, emotion, imagination, cognition and style of communication to their involvement in physical activities, use of space and social relations. (McNaughton, 1996: 53)

Different expectations of how a boy or a girl should behave still impact on children's abilities to benefit fully from all that is on offer in the early years of school.

Most obviously, some boys may be drawn to activities that promote specific capacities at the expense of others, for example, motor skills rather than engagement with activities promoting literacy. Some girls may appear to thrive in the school community but never be challenged to extend their physical or spatial skills and abilities.

Principles

The first principle when working to ensure the full inclusion of girls and boys in all aspects of learning is to be aware of the impact of gender stereotyping. This requires the use of systematic monitoring and observation of classroom interactions, expectations and the wider curriculum. It also requires educators to be aware of the different stages of gender development through which children progress.

Around the ages of 5 to 7 years, many children will be quite rigid in their beliefs about what is appropriate for each sex. Some children will be adamant that particular activities or behaviours are suitable for males only (driving lorries, being firefighters) while others are only suitable for females (being a nurse, looking after babies).

It is important to support children through this rigid period of gender development, offering a different picture of the world where men and women, girls and boys can develop skills and interests that are not limited by gender stereotyping. The key principle here is that, while boys and girls may be different, their learning and development should not be limited by that difference.

Implications for development, learning and teaching

Because we are all subject to the impact of gender stereotyping it is very important to stand back and examine objectively how this works. For instance, perceptions often do not reflect reality. A common assumption is that girls talk more than boys – research suggests that in fact boys dominate communication in a group.

This is illustrated by research findings from an experiment where teachers watched a video of children in the classroom; both male and female teachers reported that girls were more talkative whereas, in reality, boys had spent three times as long talking (cited in Hyder and Kenway, 1995: 13).

Nevertheless, the underachievement of some groups of boys, particularly in later school life, continues to be of concern. It can be argued that the roots of such underachievement can be traced back to the early years of schooling, when early teaching practices do not always engage boys, precisely because of the gendered nature of early education (where the vast majority of adults in the settings are female).

As research suggests: 'Reading and the associated behaviour of sitting quietly or becoming absorbed in a book can also be understood as gender marked behaviour' (Barrs, 1993, cited in Lloyd, 2000: 9). Barrs goes on to say: 'Teaching a boy to become a reader, and to remain a reader, involves helping him to develop a reading identity that offers him a way of being a male, and which at the same time encourages him to develop a personal response – possibly at risk of being different' (ibid.).

How to ensure the inclusion of boys and girls? Monitor your setting, noting down:

- Which activities appeal to boys *and* girls?
- The content of group dynamics – who sets the agenda? Are girls or boys excluded from particular activities because of gender stereotyping, for example, boys can't dress up or girls can't play football?
- Child and adult interactions – are gender stereotypes reinforced or challenged? Are girls praised for being helpful and boys for being strong?
- Materials and resources – are they free from gender bias?
- What more can you do to challenge gender inequality?

Effective practice: working with others

It is important that all parents and carers work together to challenge the pressures that may force children to adopt particular roles and behaviours. Children may receive conflicting messages from home and school about what is appropriate for them to do and say. However, an important starting point with all parents is that, whatever the beliefs of parents, the majority will want their child to be treated as an individual not a stereotype.

Challenges and dilemmas

One of the biggest challenges remaining in the education of young children in respect of gender is the lack of men in childcare and education. According to a report from the Equal Opportunities Commission (2005) there is an untapped pool of men who express an interest in working with younger children. Ensuring that men and women are seen in nurturing roles must benefit boys and girls. Children actively construct their gender identities; the presence of more appropriately qualified and trained men in the early years will counter the cycle of boys not choosing caring roles in later life owing to the lack of such role models in their earlier years.

Inclusion of children from minority ethnic, religious and cultural groups

Context

The recommendations of the report into the death of Stephen Lawrence highlighted the need for inclusive education as a means to eradicate racism (MacPherson, 1999). The subsequent Race Relations Amendment Act 2000 sets out the duty of schools and other educational establishments to promote race equality and to show 'due regard to the need to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between persons of different racial groups'.

Research demonstrates that the roots of racism and discrimination can be found in early childhood (Brown, 2001). As children grow up, attitudes towards difference can harden into stereotyping and prejudice. Schools have a role in promoting diversity and community cohesion, from a starting point of each child feeling that their respective cultural, ethnic and religious backgrounds are respected; they can then be actively encouraged to respect others.

Just as young children aged 5 to 7 are developing gender awareness, they are also developing a growing awareness of ethnic, cultural and religious identity, of self and others. Children will be very aware of who is like them and who is different. They will also be conscious of the different status allocated or attributed to various communities in the UK. The self-esteem of the individual child may be affected by how the outside world seems to respond to their social identity.

Key principles

A key principle when working on issues of ethnic, religious and cultural difference is to promote a sense of belonging. Being Black, or from a minority ethnic community or a minority faith group can mean that children are not always fully included. Such discrimination can operate even when children have been born and raised in the UK. Educational underachievement is a particular concern for some communities, with racism and discrimination being key contributing factors.

An important further principle is respect for the rights of others, as set out for example in the European Convention of Human Rights (ECHR), which forms the basis of the British Human Rights Act. The ECHR guarantees freedom of thought, conscience and religion, freedom of expression and the right to respect for family and private life.

It also makes it clear that these rights are not absolute, but can be limited by law, particularly where that is necessary to protect the public, or to protect the rights and freedoms of others. It therefore sets a useful framework for promoting diversity and inclusion.

Implications for development, learning and teaching

Schools must have a race equality policy that is linked to an action plan. Equally, school places must be open and fairly administered for pupils from all communities and backgrounds. Additionally, schools also have a specific duty to monitor and assess how their policies affect ethnic minority pupils, staff and parents.

It is essential that practitioners have the highest possible expectations of all pupils, particularly those from minority groups.

Respect for a wide range of cultural, ethnic and religious backgrounds can be demonstrated through the use of assemblies and displays. Parents and members of the wider community can also be invited to support literacy and other curriculum activities – thus bringing diversity into the classroom.

It is equally important that such activities take place in schools where the school population is largely homogeneous. In some instances school will provide the only source of accurate information about the lives of people different from the children themselves.

Assessment for learning

It is important to notice if children from varying ethnic, religious and cultural groups are achieving differentially. This means that data must be gathered and analysed for specific groups of pupils – thus enabling trends to be assessed. If concerns are raised, it is also important to introduce initiatives that focus on raising the attainment of specific groups.

Working with others

Forging effective links between school and home is one of the best ways to ensure that diversity is valued and that there is a match of expectations between the home and setting.

Staff from different minority groups are essential if inclusion is to be a reality in schools.

Challenges and dilemmas

At the time of writing, the climate of increased tension following bomb attacks in London underlines how important it is that children feel they are not being blamed for who they are. Religious, ethnic and cultural intolerance could very easily become the common response to extremism. However, in order to ensure that exclusion and alienation do not become worse, schools have an increasingly important role in promoting inclusion and a sense of belonging.

A useful practical checklist has been set out by Jane Lane (2005) and is summarised below.

Belonging means:

- setting up a policy for equality with effective analysis and evaluation mechanisms. It includes removing any barriers to participation and belonging
- continually challenging stereotypes and assumptions
- talking regularly and openly about equality principles
- reflecting on existing practice
- continually being alert and assessing whether everyone involved really feels they belong
- positively engendering an ethos of hope and optimism for the future
- working together with family members, children and staff so that everyone 'owns' the principles of belonging.

Inclusion for new arrivals and children acquiring English as a second language

Context

Children generally arrive in Key Stage 1 as competent linguists – what they may not be able to do is speak English. Children who arrive with no or little exposure to spoken and written English may face tough challenges. However, it is likely that they are already fluent in one or more spoken languages and may also be very competent early readers and writers.

Children newly arrived in the country as asylum seekers or refugees will of course often be coping not only with a new language, but with a completely new life that has been forced upon them.

Key principles

Language is a key to identity, and therefore all children need to be competent in the language(s) of home. At the same time English provides a route into inclusion in the wider society and is the entitlement of all children who are born and live in the UK.

Within Key Stage 1 it is essential that children who are acquiring English as an additional language are provided with opportunities to maintain their home languages, as this will contribute towards a sense of self-esteem and competence. At the same time it is essential to structure children's opportunities to acquire both spoken and written English.

Implications for development, learning and teaching

Children in the early stages of acquiring a new language may be silent at first. This does not mean they are not participating – instead, they are likely to be watching and listening, gaining the confidence they need to start communicating. There will be considerable variation between learners, and it is important that practitioners are familiar with the stages of additional language learning and do not confuse them with signs of developmental delay.

Again, to ensure inclusion it is important for practitioners to think carefully about the ways pupils are grouped, to ensure that children are exposed to fluent exchanges in English from the earliest opportunity. It is these informal exchanges with peers, and the desire to communicate, that will provide the underpinning impetus for language learning.

Reading and writing activities can extend spoken activities, and as usual it is important to recognise that children will arrive with a range of learning styles. Flexibility in the delivery of teaching by adapting schemes of work and using different ways to deliver the standard teaching outcomes is an effective strategy to meet the needs of the individual learner.

Assessment for learning

Teachers can consider a range of strategies for ensuring that newly arrived pupils understand the goals they are pursuing and how they can take a full part in assessing their learning. These include:

- allowing time for pupils to adjust and become familiar with the structure and pace of lessons
- providing positive and constructive feedback
- considering class groupings carefully to enable pupils to work together collaboratively and to talk about learning
- providing opportunities for peer feedback
- ensuring learning objectives are explained clearly through visual supports
- providing key visuals and displays that illustrate the process of tasks and the steps to take
- including opportunities for pupils to build on existing knowledge
- providing opportunities for pupils to use their first-language skills for reflection and self-assessment (QCA, 2005b).

Working with others

Good induction in the early stages of children's arrival in school should provide you with information from carers and parents about children's capacities and past experiences. It should also enable you to integrate features of a child's previous cultural experiences into the curriculum. You will also be able to establish parental expectations of the school system and at the same time be able to convey the values and requirements of the school to parents.

Bi-lingual staff are a huge asset when working with bi-lingual communities, and can be key to a good induction. Otherwise it may be possible for other parents to support and interpret for newly arrived families as necessary.

Challenges and dilemmas

Children who arrive as asylum seekers and refugees will vary tremendously, but it is likely that they will share common experiences of change, loss and, even, trauma. Children may have lived under siege, in hiding, been witness or subjected to terrible acts of violence and will have endured difficult journeys to safety.

While the routine of an early years school setting may provide safety and reassurance, for some children the impacts of their experiences will be so profound that the structure and expectations of school will be confusing and threatening.

There is a danger of children such as these becoming excluded from the school community very quickly. But it is important not to underestimate children's resilience, especially if the ethos of the setting enables the child to feel valued. Activities that enable children to express their feelings, whether through art, music or drama, are particularly valuable.

Inclusion of children with special educational needs and disabled children

The context of inclusion

There is a legal basis to meeting the special educational needs (SEN) of children. The terminology that is associated with this legislation is used in this section.

The 1996 Education Act, which is still current but has been amended by the SEN and Disability Act (HMSO, 2001), sets out the duties that local authorities have in relation to children whose needs require special educational provision to be made for them. Section 312 defines this as: 'for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area'. The SEN Code of Practice (DfES, 2001) offers practical guidance on how to identify and meet the needs of children with SEN.

The Disability Discrimination Act 1995, now amended by the Disability Discrimination Act 2005, places a general duty on public authorities, such as schools, to promote disability equality, that is, equality of opportunity between disabled persons and other persons. The Disability Equality Duty, which came into force in December 2006, does not bring in new rights for disabled people, but it does require schools to take a more proactive approach to promoting disability equality and eliminating discrimination. It outlined a specific duty to produce and publish a disability equality scheme.

Like much legislation, these frameworks are needed when children's rights are being tested and this is mainly in relation to their right to be included alongside their peers in a mainstream setting and join in learning experiences in a collaborative way that sets the course for the rest of their lives.

Key principles

So what are the key principles that support children's development and learning when they are considered to have a special educational need or be disabled? Ruth Wilson describes one critical feature as: 'Many of the challenges associated with merging early childhood education and special education involve the integration of developmentally appropriate practices with exceptionality appropriate practices' (Wilson, 2003: 27).

You will bring your own experiences and knowledge to the children you are working with, so start from what you know: developmentally appropriate practices. But you may meet children where you feel less sure of what you know: children who need alternative ways to learn, ways that are 'additional or different', or exceptionality appropriate practices.

Implications for development, learning and teaching

An understanding of child development, of how children learn, is essential for any practitioner working with children. The care, development and learning of children with specific requirements should be encompassed within the learning and teaching frameworks set out for all children: curriculum, organisation, and match of learning and teaching styles.

There is no real evidence to suggest that the pathway of development for children with specific impairments is substantially and qualitatively different, but the sequence and rate

of progress along the pathway may vary, and some of the behaviours children show us may differ from what we anticipate. Mason suggests that:

the big mistake people are making is to think that all development follows a straight line. In fact, close association with children with disabilities or learning difficulties indicates that development is more like a 'fan' of different levels of development in specific areas which is constantly changing, not just with age, but with experience, stimulation, opportunity and practice. (Mason, in Mason and Davies, 1993: 10)

An understanding of the particular needs of the child and the potential risks that may arise from specific impairments will help you to reflect on why children may learn in particular ways, and how you can support them in this, by offering alternative ways to explore and experience the world around them.

Assessment for learning

Assessing children's needs is about everyday practice. It involves understanding the child, from observations and other information, and understanding the implications of the learning difficulty. Brahm Norwich (1996) has written about SEN in the context of related needs:

- Of individual needs arising from characteristics different from all others: what makes a child unique?
- Of exceptional needs arising from characteristics shared by some: what are the potential developmental risks of, for example, a visual impairment or autism?
- Of common needs arising from characteristics shared by all: how do children develop and learn most effectively?

This approach to assessment is interactive, not simplistic. It takes us back to the definition of SEN: what is it that is additional to or otherwise different from what would be effective practice for all children? This will vary from child to child, but gives us the core of effective practice that is our sounding board.

One definition of inclusion states that 'inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging' (Early Childhood Forum, 2003).

This approach to assessment will help us, as practitioners, to identify both social and physical barriers to participation and belonging. Wilson states that a major goal of early intervention is to 'remove or side-step the barriers to learning that disabilities often impose' (Wilson, 2003: 2). We may need to enable children to do things that they would not be able to do on their own. If a child cannot tie shoe laces, we can use velcro straps. If a child cannot communicate using speech, a speech therapist can help us to find alternative ways, for instance by using signs or symbols.

Effective practice: involving parents and other professionals

Planning for an inclusive environment requires teamwork. Children with SEN and disabled children are often more dependent on significant adults to provide learning opportunities that minimise the potential developmental risks associated with the impairment.

Many parents will, over the years, have built up skills for working with practitioners: if their child has been identified with a SEN or impairment at birth, their experience of professionals – who can offer something extra to them and their child – will be shaped through countless encounters. This may be your first time of working with a young child with SEN. But you are not on your own:

- Parents can be a great source of information on their child.
- Your setting will have policies and procedures in place for SEN.
- You will have access to a special educational needs co-ordinator (SENCo) who can offer guidance.
- There are specialist support services who can support and advise.

EXERCISE 18 b. 1

Think of a child that you are working with in your setting who has been identified as having a special educational need or disability.

Consider

- What do I know about how this child learns?
- What does the setting already have in place to support me and the child?
- Are there any potential barriers to inclusion in the setting?
- How could these be addressed?
- How do I involve parents in their child's learning?
- How do I involve the child?
- What specialist support services could help?
- How can we all work together?

Challenges and dilemmas

The fact that this book still needs a section on special educational needs is a dilemma: 'disability can disappear positively only when it is accepted completely as part of normality ... we have quite a way to go before that happens' (Mackay, 2002: 162). Some practitioners still feel a lack of confidence when working with children with identified additional requirements, those who follow an alternative pathway in learning.

Working with a disabled child requires equal value to be given to building relationships between the child, other children and responsive adults, and to developing strategies for supporting and extending learning experiences by providing a challenging and stimulating environment, both social and physical. This means that the process of inclusion for children with SEN and disabled children depends on attitudes as well as on systems of provision. Maria Robinson reminds us of the feelings we bring to our relationships with children

who have SEN: 'beliefs about and towards them, whether physical, social or emotional' which she describes as 'filters for our thinking' (Robinson, 2003: 178).

Children with SEN and disabled children may challenge our accepted ways of thinking and working because they have greater need for creative and sensitive support: our challenge is to reflect on the processes that make learning a positive meaningful experience for each child in a way that is truly individualised and personalised.

Key features of inclusive educational settings

- Clear leadership and commitment to diversity and equality for all children, families and staff.
- Participation as an integral feature of children's experiences; where each child has an opportunity to be heard, and to hear, respect and understand the perspective of others.
- Working effectively with parents and communities as an integral part of the running of the school.
- Viewing children as individuals and as whole people.
- Finding opportunities within the curriculum to draw on the life experiences of boys and girls, and to recognise linguistic, religious, cultural and ethnic differences and differences in ability and aptitude.
- Having the highest expectations for every child, tracked through good monitoring systems that record the progress of each pupil and set targets for improvement if needed.
- Encouraging respect for difference, whether on the grounds of (dis)ability, gender and ethnicity or other, is encouraged, and bullying and discrimination actively dealt with.
- Welcoming change when it works to overcome barriers to inclusion (adapted from Centre for Studies on Inclusive Education, 2005).

Conclusion

For true inclusive practice, the focus is not on moulding the individual child to fit the setting, but instead is on the setting being responsive in its ethos and practices to the needs of every child – thus reinforcing the fact that every child really does matter. As the definition of 'inclusive' at the beginning of the chapter suggests, part of the act of being inclusive is that of comprehending or understanding. If we are to create inclusive services for all children the first step is that of understanding the varying lives, experiences, identities and aspirations of the children and families we work with.

EXERCISE 18b.2

Analyse how your setting promotes inclusion and anti-discriminatory practice taking into account:

- strategies for supporting individual children
- working with parents
- whole-school policies and practices.

Which areas of inclusive practice (as identified in the chapter) does your setting address well? Which areas require more work and why?

Further reading

- Brown, B. (2001) *Combating Discrimination: Persona Dolls in Action*. Stoke-on-Trent: Trentham Books.
- Brown, B. (2004) *Celebrating Diversity: Inclusion in Practice*. (Video and support book.) London: Persona Doll Training.
- Jones, C.A. (2004) *Supporting Inclusion in the Early Years*. Maidenhead: Open University Press.
- This book provides guidance on the inclusion of young children with special educational needs or disabilities in early education settings. It considers issues such as identification, assessment and 'labelling' and highlights the importance of working in partnership with parents and carers. It emphasises the significance of creating a culture of inclusion based on rights rather than options.
- Hyder, T. (2005) *War, Conflict and Play*. Maidenhead: Open University Press.
- Reid, G. (2005) *Learning Styles and Inclusion*. London: Paul Chapman Publishing.
- This book shows how an understanding of learning styles can encourage and promote good inclusive practice. It describes how to assess children's different learning styles, including children with special educational needs. It emphasises the role the classroom environment and different teaching styles play in children's ability to learn.
- Thomas, G. and Vaughan, M. (eds) (2004) *Inclusive Education: Readings and Reflections*. Maidenhead: Open University Press.
- This book examines the key influences behind the move towards inclusive education and inclusion in mainstream society. It features extracts from key documents and classic texts alongside illuminating commentaries from the authors and demonstrates that progress towards inclusion has come from many directions.
- Tilstone, C. and Rose, R. (2003) *Strategies to Promote Inclusion*. London: RoutledgeFalmer.
- Wall, K. (2006) *Special Needs and Early Years: A Practitioner's Guide*. 2nd edn. London: Paul Chapman Publishing.
- This book offers theoretical knowledge and practical suggestions for delivering high quality special needs provision in early years settings, based on values and respect. It considers interagency working and working with parents and uses case studies to illustrate examples of current effective practice.