

Inclusion is a journey and a process, not a destination!

1. The Backdrop

1.1 In Retrospect

The Education system in the Republic of Mauritius has been responsive to the learners with SEN. It is sensitive towards the learners with disabilities and realizes the responsibility of providing appropriate education for all those who would not otherwise benefit from the regular curricular programs that are offered to most of the learners.



In this direction, the Ministry initiated the process of educational reform under the Government Programme 2015-2019, 'Achieving Meaningful Change'. A well-defined SEN Policy, in alignment with SGD4, has been drawn up to fulfil its commitment to 'ensure inclusive and equitable quality education and promote lifelong learning opportunity' by "Leaving no child behind".

The guiding principle of this policy and strategy framework is quality education for ALL and Government's proactive approach to address the issues related to SEN by promoting inclusion.

A great amount of thinking and effort has gone into the planning, execution and evaluation of the educational path that has been drawn for learners with SEN. The Policy and Strategy Document of 2006 set out a strategy to improve the facilities for learners with SEN. A clear commitment to promoting greater inclusion was signalled, as was the need to develop and strengthen the special schools. NGOs have made significant contributions towards the care and education of children with SEN.

In Mauritius, education is regarded as a source of economic and social advancement. Since its independence in 1968, the Government of Mauritius took the initiative to meet the challenges it had to face as a small, geographically isolated, Island State. Education has always been a prime concern for Government and thus heavy investments have been made to make education accessible to people of the Republic of Mauritius. Yet despite all the affirmative efforts by Government and the NGOs, somehow the education for special needs remained in the periphery. After the Salamanca Convention (1994), the Government's efforts have been strengthened towards the education of children with special needs.

The Ministry of Education has a long history for provision of Education for learners with special needs. A major milestone in the history of special education was the enactment of three Acts of Parliament which gave birth to three special education schools, namely, the School for the Blind, established in year 1946 by the then Society for the Welfare of the Blind (re-named the Lois Lagesse Trust Fund in 1984). Thereafter, the Mauritius Mental Health

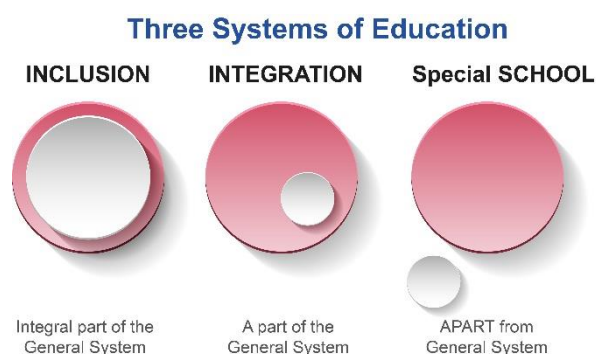
Association was set up in the year 1958 and the School for the Deaf founded by the Society for the Welfare of the Deaf in the year 1965. That paved the way for Non- Governmental Organisations (NGOs) to cater for the needs of learners with SEN and saw the emergence of SEN schools. To further improve access to education for learners with special needs, and in line with the UN Convention, the first integrated unit was set up in 1995. It turned out ultimately to be in line as well with the United Nations Convention on Rights of the Persons with Disabilities (UNCRPD), 2006.

Over the past decades, the ground work has been laid so that “no child is left behind”. To ensure that all learners with Special Education Needs (SEN) access education and have a full range of support and opportunities available to them to make the most of their life chances, aims and aspirations, the Ministry of Education embarked on a series of affirmative actions.

This Policy and Strategy document is one of those steps that aim at fulfilling the mandate of Government as encapsulated by Government Programme 2015-2019, ‘Achieving Meaningful Change’. It has been drawn up to fulfil the commitment to ‘ensure inclusive and equitable access to quality education and promote life- long learning opportunity for all’ (SDG4) and thus places special focus on the provision for learners with Special Education Needs. This is also in alignment with the Nine Year Continuous Basic Education (NYCBE) programme that is inclusion- driven.

1.2 The Present Context

Education is a fundamental right of every child. All children must be given the opportunity to achieve and maintain an acceptable level of learning considering that every child has unique characteristics, interests, abilities and learning needs. An Education system should be so designed and educational programmes so implemented as to address the wide diversity of characteristics and needs of ALL learners.



The Republic of Mauritius has, on 25th September 2007, signed and ratified (with reservation) the UNCRPD, which requires the education system of the Republic to be responsive to the educational needs of ALL learners, including those with special educational needs.

As a signatory / adherent to the following international agreements/ Declarations, the Government of Mauritius is committed to establishing an Inclusive Education system in the country:

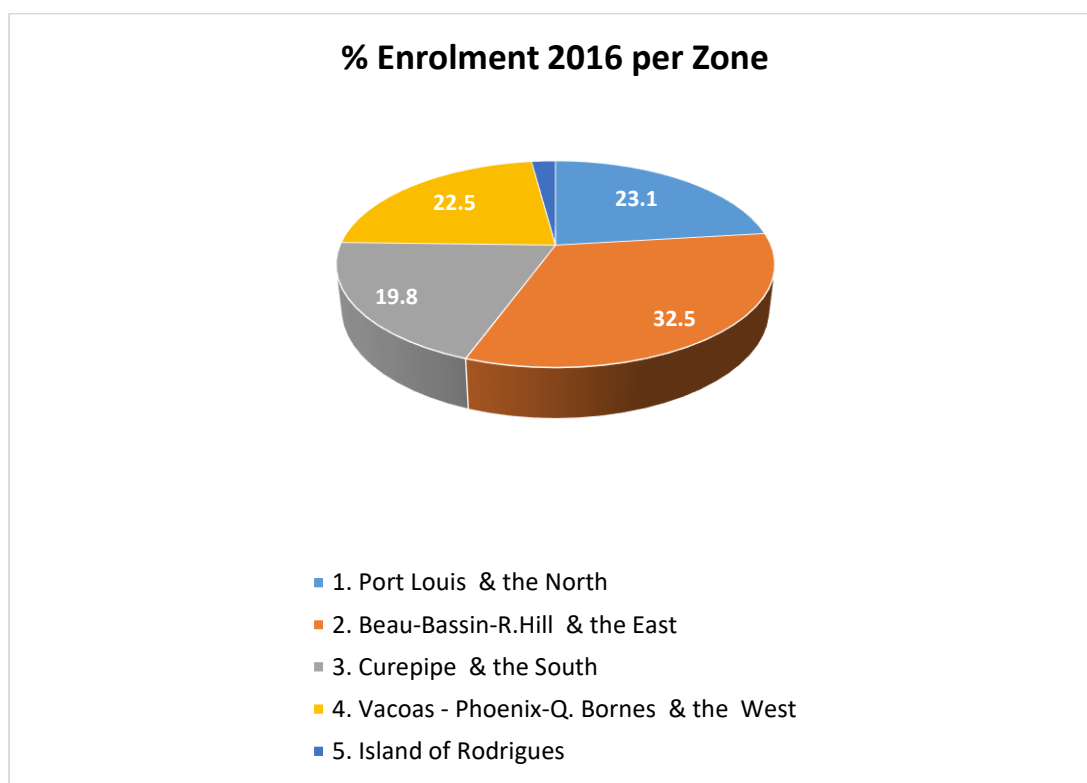
- UN Convention on the Rights of the Child (1989)
- Jomtien World Declaration on Education for All (1990)
- Salamanca Statement and Framework for Action (UNESCO, 1994)
- Dakar Framework for Action (Dakar World Education Conference, UNESCO 2000)
- UN Convention on the Rights of Persons with Disabilities (2006).

The Constitution of the Republic of Mauritius guarantees the right of all children to education. Universal Primary Education (UPE) dates back prior to independence while free secondary education (age 12 to 20) started in 1977. Education was also made compulsory till age 16 in 2004.

The above policy measures have had a repercussion on the enrolment of learners with special needs.

1.2.1 Enrolment

Learners with special needs are today enrolled in special schools, Integrated Units or mainstream schools. This subsection shows the distribution as per the geographical demarcations of the Education Zones currently operational (4 in Mauritius and Rodrigues as a zonal entity on its own).

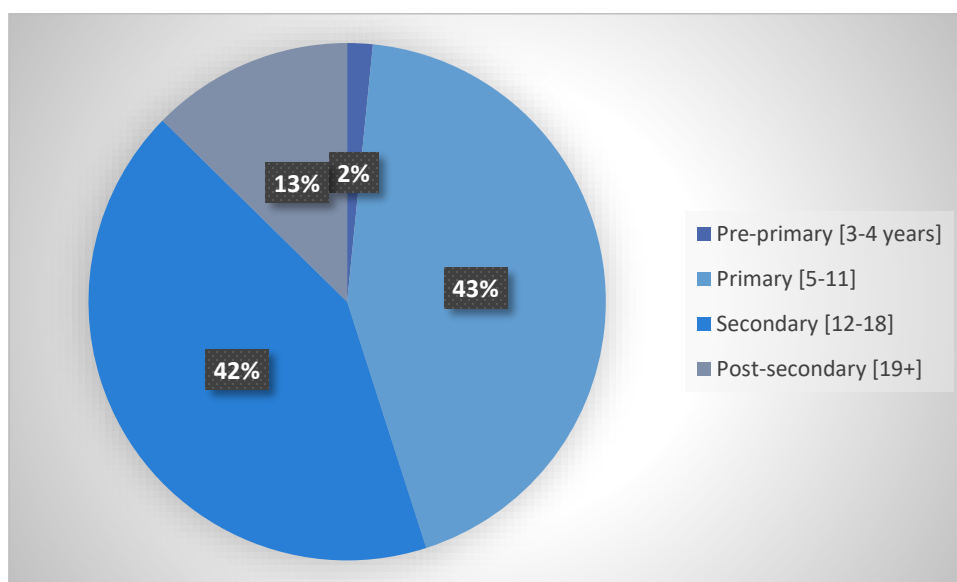


1.2.2 Integrated Units (IU)

The Ministry has put up thirteen Integrated Units in Government primary schools around the island so as to reach out to those who would otherwise have to travel long distances despite their disabilities. Seven of these Units are run in partnership with NGOs.

1.2.2 Enrolment by level

The chart below shows the enrolment of learners with special needs across levels.



The context in which the SEN is evolving demonstrates that, for all the positive elements and numerous achievements that have been accomplished to-date (see section 5 below), there are other needs that still remain to be fulfilled and that call for strategies to be articulated.

In view of the International requirements and National policies, the learners who have special educational needs must have access to regular schools which should accommodate them within a learner-centred pedagogy which is intended to meet their diverse needs. Regular schools with inclusive orientations are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education for All. They can provide an effective education to All learners and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Schools should accommodate all learners regardless of their physical, intellectual, social and emotional, linguistic or other conditions. (Salamanca Statement 1994). The schools should include learners who are disabled, gifted, out of school and those belonging to other disadvantaged or marginalized regions or groups.

In addition to gaining access to school, children with disabilities should have access to information and guidance as well as to models. These would help them make realistic choices and preparation for their future role as adults.

Special Needs Education assumes that human differences are normal and that learning must accordingly be adapted to the needs of the learner rather than the learner fitted to pre-ordained assumptions regarding the pace and nature of the learning process.

The Ministry's positive approach to creating an inclusive culture in schools will be a milestone in the coming years for special education as we are proposing a shift from Social Model to a Rights Model. The policy framework and the strategy goals envisage a collaborative approach with major stakeholders. While teachers and the parents are key players in the process of inclusion, other actors need to be mobilized through inter- ministerial communication and collaboration.

The 6 E's of inclusion viz., Equity, Equal Access, Equal Opportunity, Equal Dignity, Effective Communication, Embrace Culture are clearly reflected in the policy and strategy directions. The quality orientation and assurance, and sustainability are integral part of the inclusive process. The three R's of inclusion Reach, Respect and Relationship are the key components that have been addressed

1.3 Shifting Models of Disability: Historical Progression

Primarily, the following two approaches have been adopted to treat disability.

Individual Pathology	Social Pathology
Charity Model	Functional Model
Biocentric Model	Human Rights Model

Individual Pathology

Charity Model	Bio-centric Model
<ul style="list-style-type: none"> • Persons with Disabilities treated as helpless victims needing 'care' & protection. • Custodial care • Marginalization of Persons with Disability 	<ul style="list-style-type: none"> • Disability is medical or genetic condition • Families of persons with disabilities should strive for 'normalization' through cures, medical & miracles.

Social Pathology:

Functional Model	Human Rights Model
<ul style="list-style-type: none"> • Entitlements to rights are differentiated according to judgments of individual incapacity. • Extent to which a person is perceived to be independent enough to exercise his/her rights. • A child's right to education is not an obligation of the school system to be accessible 	<ul style="list-style-type: none"> • Affirms that all human beings are born with certain rights which are inalienable. <p>(a) Diversity</p> <ul style="list-style-type: none"> • "Things that are alike should be treated alike, whereas things that are unlike should be treated unlike in proportion to their un-alikeness." (Aristotle) • The principle of respect for difference and acceptance of disability is a part of human diversity. <p>(b) Breaking Down Barriers</p> <ul style="list-style-type: none"> • Identifying barriers in society that restrict participation of persons with disabilities. <p>(c) Equality & Non- Discrimination</p> <ul style="list-style-type: none"> • Embracing the notion of positive rights, affirmative action and reasonable accommodation. <p>(d) Reasonable Accommodation</p> <p>"Introduction of necessary and appropriate measures to enable a person with a disability fully to enjoy fundamental rights and freedoms and to have access without prejudice to all structures, processes, public, goods, information, and other systems."</p> <p>(e) Accessibility</p> <p>"Accessibility" is "the measure or condition of things and services that can readily be reached or used (at the physical, visual, auditory and/or cognitive levels) by people including those with disabilities..."</p> <p>(f) Equal Participation & Inclusion</p> <p>All individuals are enabled to gain capacity for free interaction and participation to develop an inclusive society.</p> <p>(g) Private & Public Freedom</p> <p>Both private & public sectors should enhance the level of access to freedom and enjoyment of rights.</p>

2 Inclusion and Inclusive Education

2.1 What is inclusion?

Inclusion means *ALL for Children for All Children*. Inclusion is a philosophy that is based on the belief that education is a fundamental right of every individual; that s/he has an inherent right to fully participate in society. Inclusion respects diversity, celebrates differences and promotes non- discrimination. Those who have been excluded from the system for any reason or have been marginalized due to other social disadvantages have as much a right to be included and enjoy full participation in society.

2.2 Inclusive Education

Inclusive education is a child's right and not a privilege. "Inclusion" does not simply mean the placement of students with disabilities in regular education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each learner. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those without disabilities, should have the opportunity to flourish.



The respect for diversity creates an environment that is conducive to learning for ALL. In inclusive schools, the establishment of such a climate benefits everyone by fostering an environment where students and their families are valued for who they are. Inclusive schools provide academic supports (flexible pacing and grouping, reading and literacy specialists, tutoring, etc.) that create a supportive environment for all learners.

Inclusion refers to the full acceptance of All students that leads to a sense of belonging within the classroom community. It is an effort to make sure students with disabilities go to school along with their peers while also receiving “specially designed instruction and support” they need. To achieve exacting standards and succeed as learners, a reconstruction of the educational process is imperative.

This includes educational services, curriculum, rehabilitation, staff's beliefs and roles in the educational field to address the diverse learning needs of all students.

2.3 Inclusion in classrooms

Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Inclusive education provides to all learners an opportunity to attend schools in proximity to their residence in age and level appropriate regular classes. All learners are encouraged and supported to learn, contribute and participate in all aspects of school life



The purpose of inclusive education is **NOT** the same as for a student without SEN—that is, it **IS NOT** to bring students with SEN up to the level of, or maintain their grades at the same level as, students without SEN. It **IS** to meet the individualised goals of students with SEN, within the context of general educational settings and activities.

2.4 Inclusion in Practice



In the context of Nine Year Continuous Basic Education (NYCBE), all the children identified as having special education needs will have the opportunity to access education to the extent possible in the most appropriate educational setting, be it mainstream or the special school. It does not force all children especially those with SEN to reach the highest level of the NYCBE i.e. Grade Nine. Appropriate assessment procedures will determine up to what level a

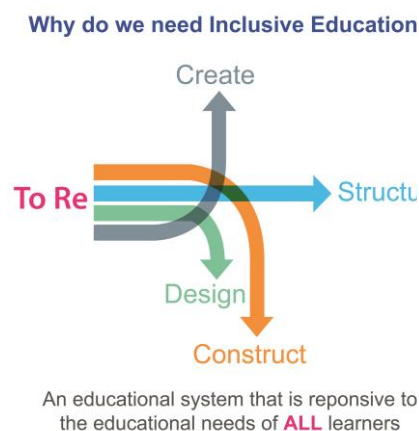
child would be able to succeed in the school. Through necessary adaptations, modifications, accommodations and acceleration, there would be enough opportunities for the children with SEN to succeed and optimize their potential. The goal is to provide equal opportunities to all learners irrespective of their conditions, strengths and weaknesses.

In addition to the three R's of learning – Reading, Writing and Arithmetic - working towards the three R's of Inclusion, namely, **Reach, Respect and Relationship**, is equally aimed at.

3. Inclusive Education Policy

3.1 The Consultative Process

The preparation of a policy document involves much more than just thinking about the texts that describe Laws, Acts, Rules, Regulations, Principles, Policies, Schemes, Plans and Curriculum Frameworks. The policy is shaped by the concepts and ideas of the people and all stakeholders and involves thinking about the research, discussions, debates, and interactions among people. Viewed from that perspective, a policy framework is a dynamic process and should not be considered as one that is rigid, fixed or static.



To initiate the consultative process, the Ministry invited the public and the NGOs to send proposals in connection with the policy framework. A large number of NGOs, being the major stakeholders in the education of children with special needs, responded with constructive proposals. A subsequent meeting was organised with all NGOs so that their concerns could be recorded and addressed in the policy document. One of the concerns of the NGOs pertained to the eventual closure of special schools run by them. During the meeting, they were also explained the process of inclusion that promotes a unified system of education that includes all children irrespective of their conditions. The shift in service delivery system for children with SEN from Social model to Rights model was equally expatiated upon.

3.2 Nature of SEN Policy

Education policy and other policies related to the socio-economic aspects of the life of people directly impact the lives of all stakeholders and their practices. Therefore, the efforts in the direction of promoting inclusive education depend on clear and meaningful policies for guidance, support and protection of the rights of persons with disabilities. The SEN Code of Practice in the UNCRPD highlights the importance of the participation of children and young learners in the decision-making process regarding their education. The views of the learner with SEN must also be taken into consideration as to whether s/he should be placed and educated in a mainstream school.



To arrive at a policy of Inclusive Education that is responsive to the educational needs of ALL learners, a meaningful and sustained collaborative effort between the policy makers and the key stakeholders such as teachers, students, parents/families, teacher educators, non- Govt. and voluntary organisations and community was de facto envisaged. Thus, the proposed policy document on Inclusive education is comprehensive, reality- oriented and user- friendly to impact the teaching and learning of ALL learners at various levels.

The Policy on Inclusive Education ensures that all learners are educated in the education settings that are commensurate with their learning needs and facilitate realisation of their potential to the extent possible. The policy contributes to pedagogical and wider educational development, and correlates with the policy directions of the Sustainable Development Goals and the National Curriculum for Nine Years of Continuous Basic Education.

3.3 Guiding Principles of the Policy

The Policy on Inclusive Education of Mauritius will contribute, through a holistic framework for learning and participation, to the achievement of the goal of Education for All.

The Ministry of Education hence recognises that all children need educational support, and that this support should be an integral part of the entire education system and is provided in every school and by every teacher

The guiding principles of the policy are:

- Ensuring Right to education as a human right
- Sustaining the efforts towards the elimination of barriers in the education system
- Designing, developing and implementing a system of Inclusive Education
- Building the professional capacity of the workforce and stakeholders
- Strengthening and empowering support service providers
- Infusing flexibility and elasticity in curriculum and assessment to take on board the diversity of learning needs
- Consolidating network, communication, partnership and collaboration

4 Vision, Mission and Goal

Vision

“Inclusionary and empowerment measures for all persons with disabilities today for an inclusive society tomorrow”.



Mission

To achieve inclusion by creating and providing a conducive environment to ALL learners that ensures equal access to relevant and quality education and training.

Goal

Maximize and optimize inclusive practices to facilitate and achieve inclusion of ALL learners with Special Education Needs (SEN), in the Republic of Mauritius, by 2030.

Objectives

1. Identify and classify the learning needs of children with disabilities.
2. Provide for appropriate placement to learners with special needs either in inclusive or special settings
3. Promote the culture of inclusiveness in All schools by providing an environment free from physical, psycho-social, attitudinal barriers
4. Develop a unified system of inclusive education for learners in formal and non- formal settings
5. Establish a reciprocal relationship between access and quality of inclusive education and training for children with special needs
6. Provide holistic education as a Right to all learners with special needs
7. Introduce flexibility, elasticity in curriculum through adaptation, modification, substitution, accommodation and acceleration to address the diverse needs of learners, including talented and gifted.
8. Enrich and strengthen all training programs for professionals involved in inclusion of children with special learning needs.

5 Affirmative Actions of the Government

Over the last few years, there has been growing importance attached to the provision of fit-for-purpose services to learners with SEN and several policy measures have been spearheaded to strengthen actions.

These measures fall under the following 4 major areas, to wit,

- Accessibility
- Empowerment of Personnel through Professional Training
- Regulation and monitoring
- Support system

5.1 Accessibility

5.1.1 Setting up of Integrated Units

An Integrated Unit is a classroom on the premises of a Government primary school specifically set up to cater for learners with SEN. The Ministry has set up 13 Integrated Units in the Island to bring education closer to where the learners are.

Name of IU	Zone	Type of Disabilities	In Partnership with
D. Hurry GS	1	Intellectual Impairment	
D. Hurry GS	1	Hearing Impairment	Society for the Welfare of the Deaf
D. Hurry GS	1	Visual Impairment	Centre Lois Lagesse (School for the Blind)
Notre Dame GS	1	Autism	Autisme Maurice
Pamplemousses GS	1	Intellectual Impairment	
Jean Lebrun GS	1	Intellectual/Physical impairment	
Moka GS	2	Intellectual Impairment	Centre D'Education et de Progrès des Enfants Handicapés (CEPEH)
Nouvelle France GS	3	Hearing Impairment	Association des Parents des Déficients Auditifs (APDA)
Riche en Eau GS	3	Intellectual Impairment	Smt. L. P. Govindramen. Aryan Vedic S EN School
Allée Brillant GS	4	Intellectual Impairment	
J. T. Ramsoondur GS	4	Intellectual Impairment	
H. Chooromoney GS	4	Hearing Impairment	Association des Parents des Déficients Auditifs (APDA)
Ollier GS	4	Intellectual Impairment	

5.1.2 Outreach Programme

The Ministry introduced an Outreach Program in 2010 to identify out-of-school children with special needs and enrol them in special schools. The number of children brought to the system showed a year-wise incremental increase, i.e., from 5 children in 2010 to 89 in 2017.

Year	No of pupils
2010	5
2011	68
2012	59
2013	79
2014	50
2015	62
2016	80
2017	89

5.1.3 Barrier-Free Access

With regards to the provision of a barrier-free access, schools are in the process of being retrofitted with ramps in a phased manner. All new secondary schools have been provided with disabled-friendly toilets while facilities like music room, library, science laboratory, computer rooms are made available on the ground floor, wherever required.

5.2 Empowerment of Personnel through Professional Training

5.2.1 Curriculum Development and Activity Books

In 2014, a new programme was operational in SEN schools whereby materials for Grade I had been adapted to cater for children with Hearing, Visual, and Intellectual impairments, as well as for Autism Spectrum Disorder (ASD). The MIE is currently working on a series of Adapted Activity Books for Grades II & V

The National Curriculum Framework (Primary) (2016) also makes provision for such an adaptation of curricular materials and assessment so as to optimise the potential of children with SEN.

5.2.2 Digitisation

To encourage the use of technology and provide a digitized learning environment in the Special Schools, six (6) NGOs running special schools have been provided with the appropriate equipment such as projectors and laptops under the Sankore project. Under this project, an interactive whiteboard is used in the classroom along with the adapted materials developed by the Mauritius Institute of Education (MIE), the sole teacher training institute in the country.

Personal Computers fitted with Screen Reader, Screen Magnifier Software as well as Braille Display have been provided to all students with visual impairment in these special schools, including one in Rodrigues.

5.2.3 Norms and standards

A set of norms and standards have been developed in consultation with all NGOs (2014) for all Special Education Needs Schools in the Republic of Mauritius with regard to School Governance, Curriculum, Pedagogical Materials and Adapted Furniture; Qualification of Staff; Student Learning Outcome, Care, Safety and Welfare of Students, Food and Nutrition and Infrastructure.

5.2.4 Special Needs Profile Book (SNPB)

A Special Needs Profile Book (*SNPB*) has been devised (consensually with all NGOs running SEN schools) to enable staff working in SEN schools to record students' personal data and progress made as per the Individual Education Plans (IEPs). This record helps teachers and other professionals to assess and evaluate student performance throughout the academic year.

5.2.5 Capacity Building

Various courses are being conducted for Teachers working in the SEN schools. These courses lead to the award of the following:

- Post Graduate Diploma in Special Education
- Diploma in SEN
- Certificate in Special Education
- Educators' Licence in SEN
- Foundation course in SEN

Various courses are being conducted for professionals such as Lecturers, Educational Psychologists and Educational Social Workers and for Teachers working in the SEN schools. Short- term Programmes are also conducted for parents and Carers.

5.2.6 International Collaboration

With a view to profitably gain from the experience and good practices already taking place in other countries, the Ministry sought assistance from the European Union, Norway and Reunion Island. The Ministry has also signed a Memorandum of Understanding with Académie de la Reunion for collaboration in the field of special education needs.

5.2.7 Partnership with NGOs

The Ministry of Education has a long history of partnership with Non-Governmental Organisations (NGOs) for the running of special schools. There is an on-going collaboration to facilitate the integration and education of learners with SEN.

There are currently 42 NGOs running 54 registered SEN Schools.

Furthermore, out of the five Special Education Needs Resource and Development Centres (SENRDCs) the Ministry has partnered with NGOs to run model classrooms in four of them.

5.2.8 Classification of Disabilities

To address the diverse needs of children with disabilities, a Technical Committee was set up by the Ministry in partnership with NGOs. The Committee has prepared a list of disabilities to provide specialised services in accordance with the specific needs of learners with disabilities.

Disabilities have been classified into the following eight categories.

	Categories of Disabilities
1.	Physical Disability (mobility problems, spinal cord injuries, spina bifida, hemiplegia, cerebral palsy,)
2.	Social, emotional and behavioural disturbance (attention deficit hyperactivity disorder, schizophrenia, anxiety disorders, antisocial personality disorders)
3.	Intellectual and neurological impairments (down syndrome, William syndrome, dyslexia, dysgraphia, dyscalculia, epilepsy,)
4.	Visual Impairment
5.	Hearing Impairment
6.	Multiple disabilities (skeletal deformities, sensory disorders, seizure disorders)
7.	Other health-related disabilities (cancer, lyme's disease, lupus, multiple sclerosis)
8.	Autism Spectrum Disorder (autism, Asperger's syndrome, pervasive developmental disorders,)

5.2.9 Recognition of Prior Learning (RPL)

In a bid to introduce professionalism in the provision of Special Education, a number of capacity building and award programmes have been mounted and are conducted by the MIE while the Mauritius Qualifications Authority has developed a system of Recognition of Prior Learning (RPL) as an assessment pathway for staff working in special schools. These initiatives provide an opportunity to teachers who have had no formal qualification in the field but have at least three (3) years of working experience therein. They are eligible and qualified for the National Certificate Level 2 or Level 3 or level 4 in Special Education Needs.

5.3 Regulation and monitoring

5.3.1 National Remuneration Board

The Ministry of Education has initiated the process of regulating the conditions of service and prescribing the salaries of staff working in the NGOs running special schools through the National Remuneration Board (NRB).

5.3.2 Amendment to the Education Act

In the context of providing an all-inclusive and quality education in the primary and secondary sub-sectors, the Education Act has been amended to include a definition of “Special Education Needs”. There is now need for regulations to make provision for registration of SEN schools and payment of grant-in-aid.

5.4 Support system

5.4.1 Special Education Needs Resource and Development Centres (SENTRDCs)

Five (5) SENTRDCs are currently fully operational in collaboration with four NGOs registered with the Ministry, while two others are expected to be in operation by 2018.

These centres operate as One-Stop-Shops to provide specialized services, such as those of psychologists, occupational and speech and language therapists, to students with special needs. They also provide support to those learners with SEN, especially those who are living in areas where no such facilities are available.

Moreover, Parent Mediators and Project Officers are currently servicing the SENTRDCs to facilitate communication between parents of children with special education needs and the staff working with these children.

5.4.2 Grant-in-Aid to NGOs

54 Special Schools run by 42 NGOs are registered with the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. They are provided financial support in the form of a Grant-in-Aid (GIA) to meet the recurring costs of their schools.

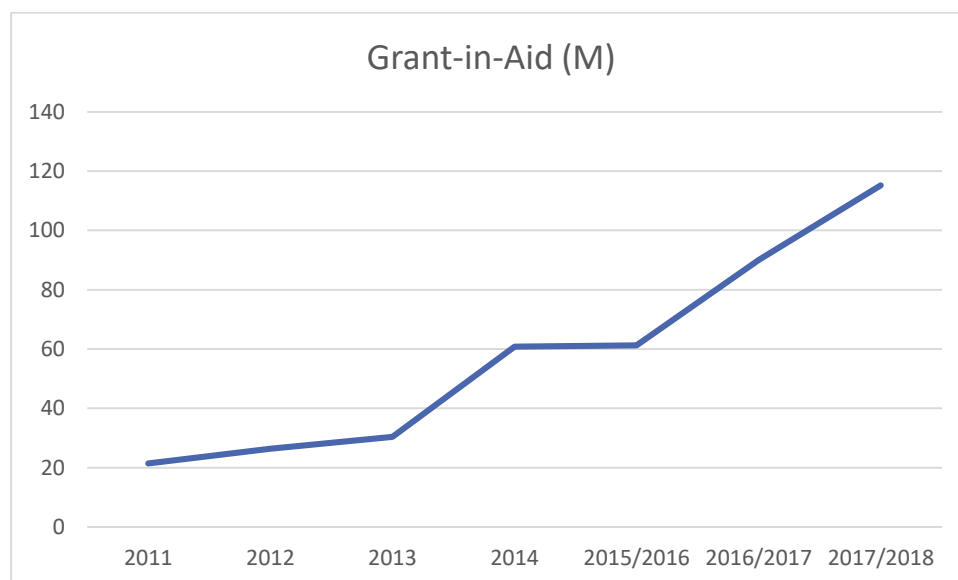
The services covered under the GIA include staffing (teaching and non-teaching), teaching-learning materials and specialised support services provided by Psychologists, Occupational therapists and Speech therapists, specialised furniture and equipment and a Supplementary Feeding Programme.

For the fiscal year 2017/2018, the budgetary provision of RS. 115.2 M for the Grant-in-Aid (GIA) was allocated out of a total budget of Rs.168.7 M earmarked for SEN. The figures shown in the table below are indicative of year wise progression in GIA to the NGOs.

Year- wise allocation of GIA for the SEN to the NGOs

Year	GIA (Rs. m)
2011	21.4
2012	26.4
2013	30.4
2014	60.8
2015/16	61.2
2016/17	90.0
2017/18	115.2

Source: Statistics Unit, MOEHRTESR



Evolution of Grant-in-Aid

5.4.3 Institutional Commitment for SEN

The dedication to the SEN cause has resulted in the Ministry of Education placing that sector under the direct purview of a Director since 2007. The Director is supported by a Senior Inspector and an Inspector, Heads, Specialised Schools, and Deputy Heads, Specialised Special Schools, and Special Educators (SEN).

Much of the headway made in the sector in terms of this direction through the programmes and projects initiated has been a direct result of the new institutional (Organisational/ Structural) arrangement.

5.4.4 Setting up of a Directorate, Health and Wellness

This Ministry has initiated action for the setting up of a Health and Wellness Directorate which will be headed by a Medical Practitioner. This Directorate will, inter alia, be responsible for health promotion, rehabilitation measures and therapies for learners with or without disabilities from the primary to the tertiary level.

5.4.5 Scholarships

One of the measures enunciated in the Government Program 2015-2019 is to provide higher learning opportunities and encourage access to tertiary education to students with disabilities. This seminal program aims at ensuring that all learners get equal opportunities for access to quality education. For the financial year 2016/17, five SEN learners have been offered a scholarship to pursue post-secondary education, as well as a monthly stipend of Rs. 5,000.

6 Making Inclusive Education a Reality

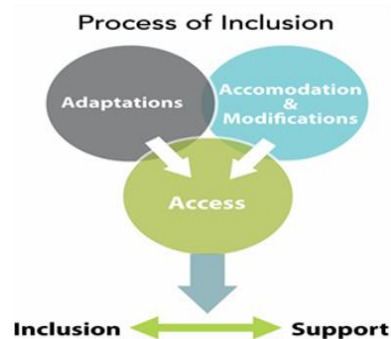
Despite the affirmative action undertaken by the Government, it has been observed that many children get marginalised due to lack of familiarity and understanding, amongst the class teachers, of the disabling condition and the learning needs arising out of it. The scope of the present policy is broad-based as it attempts to address the diverse needs of ALL learners who experience barriers to learning. The policy provides for a significant conceptual shift that is based on the following premises:

- All children have the potential to learn, given the necessary support.
- Lack of attention to recognise, accommodate and address the diverse range of learning needs results in a breakdown of learning.

The policy asserts that, to make inclusive education a reality, there needs to be a conceptual shift regarding the provision of support for learners who experience barriers to learning. To respond to Learner Diversity in the Classroom, it is important to identify and classify the children according to their learning needs.

The application of Universal Design of Learning (UDL) is one of the approaches to meet the challenges.

Hence, differentiation in curriculum and assessment has been emphasized to bring reform in the education system to provide opportunities to all learners to succeed as per their potential.



The issue of curriculum differentiation is fundamental to the implementation of inclusion. In its apparent absence, children who experience barriers to learning cannot expect to have their needs met in a least-restrictive and inclusive setting with their class and age-mates.

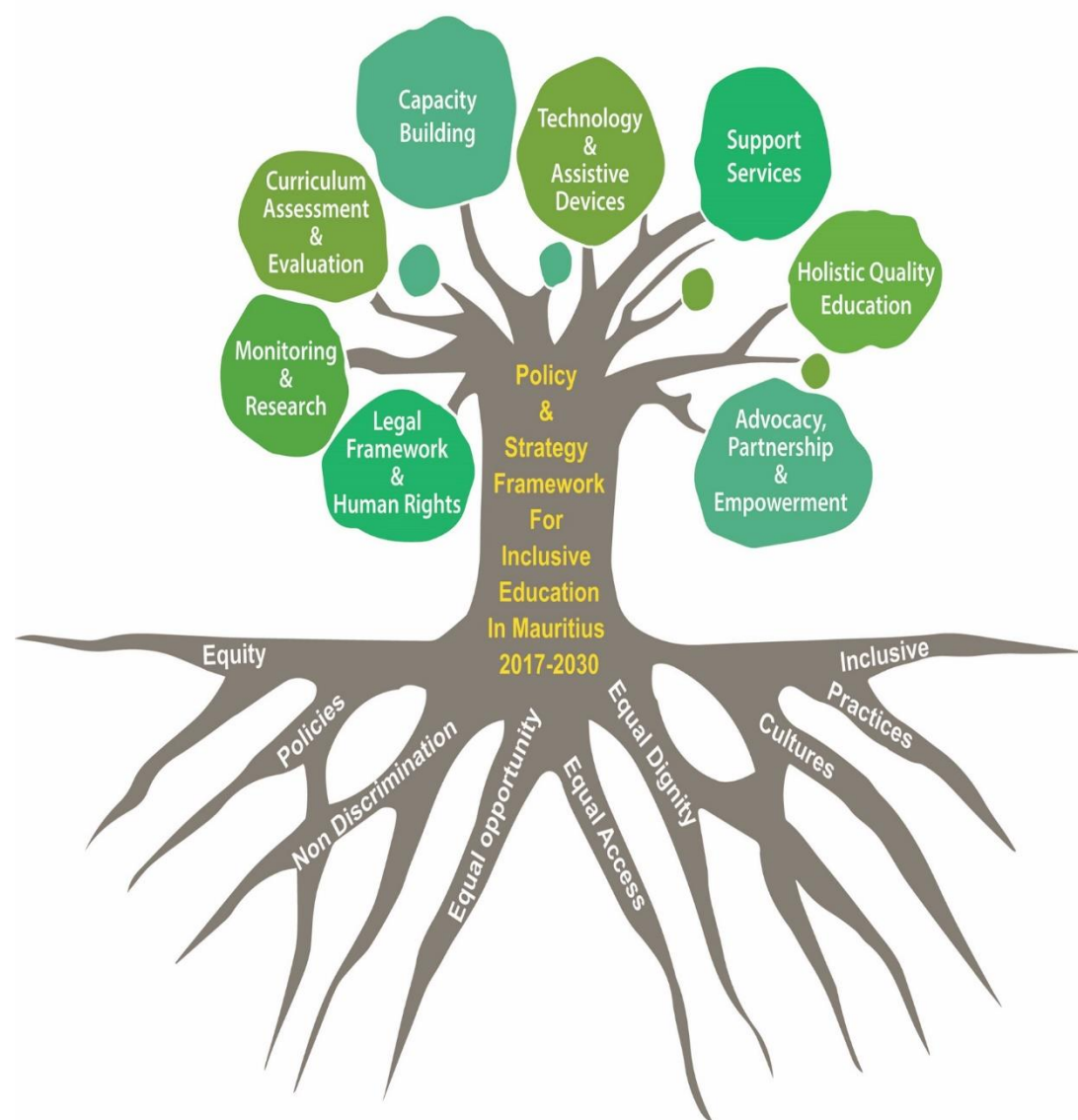
6.1 Classification of CWD according to Learning Needs

Category	Learning Needs
Category I : Mild/Moderate	Includes children with mild/ moderate learning needs including the gifted and talented who can study in a general class with some special inputs. [45% of CWD belong to this category]
Category II Moderate	Children with mild and moderate disabilities who need counseling services from time to time can study in general mainstream class. [30% CWD come in this category]
Category III Severe	Children with moderate/ severe disabilities, needing resource assistance including corrective aids and periodical help in academic areas will study in Special Schools [15% CWD can be classified in this category]
Category IV Severe/Prof ound	Children with severe/ profound disabilities who require direct attention from special teachers can be placed in Special schools [10% of disabled children come under this category]
Children from the Non-Formal sector who remained unidentified would be included in the system through identification, assesement and appropriate placement.	

7 SWOC Analysis

Based on the present scenario of SEN in the Republic of Mauritius and Government's commitment to provide quality education to ALL, the following section presents a SWOC analysis. The indicators of SWOC Analysis provide the direction to the formulation of Strategy Goals.

Strengths	<ul style="list-style-type: none"> • Political will and intentions • Affirmative actions • Strong commitment for support • Conducive environment for reform • Availability of legal framework and provisions for persons with disabilities
Weaknesses	<ul style="list-style-type: none"> • Inadequate awareness about Inclusion and inclusive practices among the people in general • Dearth of professionals, general school teachers, administrators trained in Inclusive Education • Prevalence of Physical, Psycho- social and attitudinal barriers • Inadequate inter- ministerial coordination, collaboration and networking; also amongst the stakeholders • Inadequate awareness, facilities and efforts at the secondary and tertiary levels
Opportunities	<ul style="list-style-type: none"> • Creation of inclusive culture and inclusive society • Appropriate allocation and utilization of funds • Capacity building of professionals • Reengineering the education system across the levels to be responsive to ALL learners • Creation and Optimum utilization of the appropriate resources • Implementation of UNESCO SDG4
Challenges	<ul style="list-style-type: none"> • Development and implementation of inclusive practices including Universal Design of Learning(UDL) • Removal of infrastructural barriers in all Schools- regular and special • Training and capacity building of all professionals in the given time frame. • Adaptations, modifications, accelerations and reforms in curricular aspects and examination system across the levels • Resource generation, mobilization and utilization



We grow, expand & blossom

8 Strategy Goals

8.1 Strategy Goal 1: Legal Framework and Human Rights

- Prepare a legal framework based on human rights for inclusive education as a guiding principle
- Develop a framework which is aligned with the philosophy of inclusion as incorporated in National Curriculum Framework for Nine Year Continuous Basic Education
- Regulations, norms and standards to be formulated in view of the NYS.
- Ensure effective implementation of the regulations.
- Conduct periodical supervision and monitoring of the practices.
- Ensure effective implementation of the framework as per the SGD Goals
- Make all early education and care programmes (from 0–5 years) sensitive and responsive to the special needs of children
- Make all learning institutions inclusive. **This will be achieved by:**
 - Removing physical barriers
 - Building the capacity of teachers to function in an inclusive setting
 - Making the curriculum flexible and appropriate to accommodate the diversity of school children, including those with disability in both cognitive and non-cognitive areas
 - Making support services available in the form of technology (including ICT), teaching–learning materials and specialists
 - Involving parents, family, and the community at all stages of education

8.2 Strategy Goal 2: Establish Regulatory, Advisory, Monitoring and Research Bodies

- Establishing an Authority to regulate, monitor and facilitate quality implementation of the policy, support services and empowerment of Children and Youth with Special needs in the Republic of Mauritius
- Functions of the Advisory, Regulatory, Monitoring and Facilitating Body
 - Quality Assurance
 - Developing quality parameters & indicators for each of the aspects of Service Delivery system to promote and facilitate quality practices.
 - Curriculum Development
 - Guiding, supervising, monitoring curriculum adaptation & modification
 - Promotion and implementation of inclusive practices
 - Identification & Assessment
 - Planning & execution of the process of identification and assessment,
 - Selection and procurement of age and level appropriate assessment tools

- Networking, Communication, Collaboration and Coordination
 - Establishing Inter- Ministerial Communication, Collaboration and coordination,
 - Networking and collaboration among the stakeholders,
 - Implementation and optimal utilization of collaborative efforts
- Finance and Accounts
 - Generation, mobilization, disbursement and appropriate utilization of funds
 - Maintaining financial records, audit of accounts
 - Capacity Building & Resource Support
- Identifying the need and nature of support required by various stakeholders and making provisions as per the need
 - Conducting a need assessment exercise to identify the gap areas in teaching-learning, therapeutics, advocacy
 - Organising/ conducting capacity building programs for different professionals, removal of infrastructural barriers in all schools,
 - Conducting need based programs to address the issues of psycho-social and attitudinal barriers
- Provision of Technology and Devices including Assistive Devices
 - Procure, distribute and encourage the utilization of appropriate technological tools/ instruments and devices including assistive devices
- Facilitation and Monitoring
 - Responsible for initiating awareness drives about inclusion/ inclusive education at a larger level,
 - Facilitation and monitoring of educational programmes, clinical/ psychological support, therapeutic interventions and all types of services
- Setting up of a Research Coordination Committee comprising members from Teacher Education Institution and other Institutions of higher learning, hospitals and the resource centres.

The role of the Committee would be to strengthen the Special Needs Education system through research and innovations

- Ensure quality in research, materials, equipment developed for the purpose.
- Develop and standardize tools for assessment of learning needs

8.3 Strategy Goal 3: Screening, Identification and Assessment of Learning Needs

- Promote Child Referral practices.
 - Child referral from the parents, hospitals, pre-schools and other institutions to be made to the Monitoring body
Arriving at an appropriate criterion for determining the eligibility of students who would be tested for identification.
 - Establishing eligibility for assessment of learning needs through school records.

- Monitoring and facilitating placement and admission process.
- Conducting assessment in the following two areas
 - Psychological**

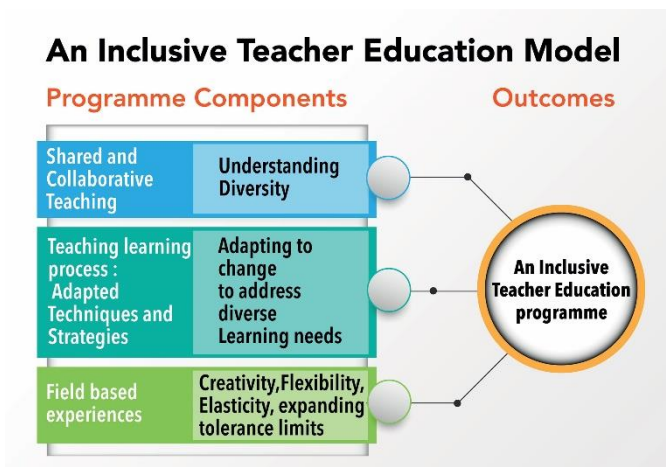
Psychological assessment will be done by Educational psychologists. If necessary, for further diagnosis, the services of clinical psychologists would be sought.
 - Educational**

Educational assessment will be done by the class teacher.
- Creating a database of ALL children who are observed to be 'At Risk' for Learning difficulties for appropriate placement.
 - Confidentiality of data is imperative.
 - Selection, procurement and utilization of need based appropriate assessment tools. In due course of time, through Research Coordination Committee, age and level appropriate assessment tools will be developed.
 - Conducting Need- based capacity building programs
 - Setting up a nodal centre for guiding, supervising and monitoring the process of identification and assessment at the MIE

8.4 Strategy Goal 4: Curriculum, Assessment, Evaluation and Placement

- Interconnectivity to be ensured in all curricular practices across the levels and subjects. Differentiation in curriculum and curricular practices to be adopted both in general and special schools.
- Adaptation and modification of curriculum according to the learning needs by making it flexible, elastic and accelerated for learners in Category I & II.
- Profiling learning needs of all learners and adjusting curricular practices
- Development and implementation of Individualised Education Program (IEP) for learners in Category III & IV.
- Adopting Differentiated Assessment procedures that would entail Assessment AS learning, Assessment FOR learning and Assessment OF learning.
- Ensuring evaluation to reflect progression of ALL learners in all aspects of schooling; interconnectivity in evaluation and consistency in report preparation and presentation across the levels.
- Certification after ascertaining optimum level of achievement in scholastic and vocational areas as per the potential. Develop strengths and abilities of all learners rather than highlighting limitations.
- To recognize diversity among learners, the medium of instruction should include sign language for learners with hearing impairment, and Braille for learners with visual impairment.

- Promote self-reliance and enable learners to acquire coping skills, the emphasis of inclusive education must be on inculcating independent living skills, critical thinking, decision making and problem-solving skills, and articulation of their concerns.
- Make the class/subject teacher responsible for all learners in the class. In case special support is required because of SEN, this should be in the form of assistance to the class/ subject teacher.
- Education must aim at developing a system by which abstract concepts are effectively communicated to learners with varying learning styles, including those using sign language, Braille, etc.
- Develop partnerships with institutions of higher learning, governmental organisations, and NGOs to promote participation of learners with disabilities in all educational activities.

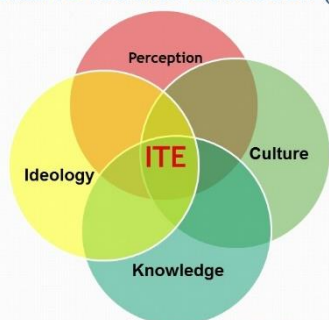


8.5 Strategy Goal 5: Capacity Building of Professionals

- Gear all teacher education programmes (both pre-service and in-service) to developing the pedagogical skills required in inclusive classrooms.
- Inculcate respect for diversity and the concept of an inclusive society. The teacher education programmes and the curriculum framework should incorporate a component of human rights education
- Correlate the style of teaching to the learning styles of all learners.
- Orientation and training in Inclusive Education for All teachers, administrators, managers, inspectors at pre-service and in-service levels from general and special schools as well as the faculty in institutions of higher education.

- Hands-on training in adaptations and modifications in Curriculum, Classroom environment, teaching–learning process, teaching–learning materials including technology and devices, assessment and evaluation

Inclusive Teacher Education (ITE)



- Building a community of teachers through collaborations between general and special school teachers, resource support staff and volunteers
- Empowering special teachers to do the follow-up of therapeutic interventions designed and implemented by various therapists such as Speech,

Physio-and Occupational Therapists, with children in her class

- Training and involving general school teachers in the process of screening, identification and assessment. Providing training in writing reports and profiling of learners in her class in general schools
- Training of teachers at all levels in specific areas such as preparation of Individual Education Plans (IEPs), Behaviour modification, Universal Design of Learning (UDL), differentiated instructions and differentiated assessment
- Building Home-School Partnership through appropriate training of the parents. Empowering and involving parents in the teaching–learning process and facilitating creation of congenial environment for learning both in school/ college/ institution and at home.
- Capacity building of Para-medical professionals (Speech Therapist, Occupational Therapist and Physio Therapist). Special emphasis may be given to role clarification and assignments.
- Develop perspective and skills in all administrators, including heads of schools, for planning and executing programmes based on the philosophy of inclusion.

8.6 Strategy Goal 6: Creation, Provision and Strengthening of Support Services

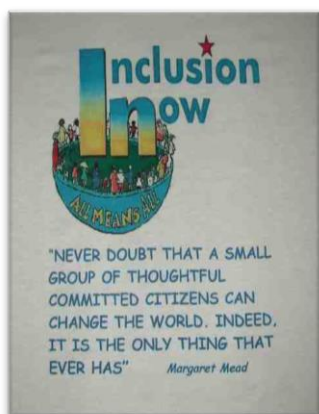
- Formation and activation of multi- disciplinary teams in SENRDC- to strengthen coordinated efforts. (The size and number of the clusters may vary according to the no. of general schools in a region).
- Empowering existing resource centres and establishing Resource Support groups of

Continuum of Student Needs



professionals for providing well planned resource support to the inclusive schools.

- Setting up multi-disciplinary teams in SENRDC.
- Forming Cluster of neighbouring schools in all regions of the island
- The Special school teachers working in schools managed by the NGOs should be entrusted with the responsibility of providing resource support to the inclusive schools as and when required.
- Digitization of learning resources by making necessary learning resources available online or through any other medium



- Resource support to be provided in the areas of assessment, diagnosis and prognosis, counselling, therapeutic interventions, social skills and add-on training as a preparation for vocational education
- The Resource Centres would be made responsible for preparing and maintaining records for documentation and creation of database of services provided
- Ensure the suitability, feasibility and quality of resource support provided
- Ascertain availability of age- and level- appropriate tools, especially the psychological tests, equipment and devices in

each Resource Centre

- Educational support units as 'Enabling Units' may be established in secondary and tertiary education institutions to facilitate progression of students with SEN
- Special Service Units may be set up and operationalized to address severe and profound individual needs including of those who are home bound.
- The quality of resource support would be regulated, monitored and facilitated by the Monitoring Authority. A system for resource generation, mobilization, utilization and quality assurance will be developed and implemented.

8.7 Strategy Goal 7: Preparation for Life through Holistic Education

- Providing need, interests and ability based education and skill training as an enabling strategy for life to learners with SEN through the resource centres.
- Involvement of parents and the community in teaching-learning process and skill training.
- Focused education and training to be provided in view of the IEP Goals.
- The education and training to be geared towards addressing the abilities, competencies, skills for future planning and placement of learners with SEN.
- To nurture all aspects of the personality, viz., cognitive, affective, and conative- games, dance, drama, music and art and craft must be given equal importance and

value

8.8 Strategy Goal 8: Advocacy, Partnership and Empowerment

- Create awareness about inclusive education for children and youth with SEN in society through various media- print, audio-visual, social media as well as face to face.
- Create a platform to provide and share knowledge about Rights of the children / persons with special needs.
- Prepare and partner with the stakeholders – peers, teachers, parents and professionals for Right Based Advocacy, shared responsibility and removal of attitudinal barriers.
- Prepare children with special needs for self-advocacy from early years of schooling.
- Develop ability in stakeholders to build relationships – personal, public and institutional for advocacy. Reciprocity, responsiveness and responsibility strengthen, build and sustain partnerships.

Advocacy for inclusive education of children with SEN requires:

- A 'can do' attitude from the staff
- An inclusive ethos that values learners and parents
- Respect for difference and encouragement of peer support
- Identification of barriers and finding practical solutions
- Recognition that good teaching is inclusive teaching
- Strong leadership
- Equity in resources allocation

3 Concluding Note

The implementation of the identified goals that are at the heart of the Policy Framework and this Strategy Document places the Ministry of Education on track for the setting up of an inclusive education system and paving the way for Mauritius to become a truly inclusive society.

Moving forward, the successful implementation of the strategy will rest on an active and enabling collaboration with the Ministry's partners and relevant stakeholders so that the formulations in the to-be-elaborated action plan can be duly executed in a phased manner

10 Glossary

10.1 Words associated with Special Education Needs

This section contains terms and concepts used in this document as well as those commonly used in the field of Special and Inclusive Education. It is provided for ease of reference and general understanding of the field.

Academic achievement: A student's level of academic performance when measured against the general curriculum.

Acceleration: Allows advanced learners jumping ahead to content that is academically at their level.

Accommodation: Any adaptation made to curriculum, instruction or the learning environment as well as teaching method and testing procedures that does not substantially alter the curricular objectives. Changes that do not change the content WHAT the student needs to learn.

Adaptations: Changes made to the environments, curriculum, instructions and /or assessment practices for a student to be a successful learner. Adaptations are based on student's strengths and needs. These changes do not impact the learning outcomes or the standards of assessment in the subject area. Adaptations include accommodation and modifications.

Adaptive Behaviour: A sort of "practical intelligence." It is usually measured by scales that identify how well a person manages with independence within his or her own environment. The term includes: communication, community participation, self-direction, health and safety, functional academics, leisure and work.

Assessment: A systematic process of gathering information. It is designed to identify a student's strengths, needs and progress. This process should result in identification and implementation of appropriate educational strategies. Assessments may be formal, informal, standardized or norm-referenced. The tests are designed to provide an overview of a child's academic performance, basic cognitive functioning and/or his or her current strengths or weaknesses; they can also test hearing and vision. Assessments can consist of anything from the observations of a teacher or aide to standardized and criterion-referenced tests to complex, multi-stage procedures such as a group of teachers assembling a large portfolio of student work.

Assistive Technology Device: Equipment used to maintain or improve the capabilities of a child with a disability; any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes-- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities; (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with

existing education and rehabilitation plans and programs; (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

Awareness: Having knowledge of something through observing or interpreting what one sees, hears, or feels.

Closure: Ability to form a whole word or puzzle from some of its separate parts

Cognitive: Reasoning or intellectual capacity; thinking and understanding

Curriculum: The subject matter that is to be learned. A curriculum is usually described in terms of its scope and sequence. All the courses and educational opportunities offered by a school district.

Development: Stages of growth from babyhood on up, observable in sequential steps. The approximate ages in which steps in development occur are charted in developmental scales. Development is usually measured in the following areas: • Fine Motor • Self-help • Gross Motor • Social-emotional • Cognitive • Language

Enrichment: Advanced learners work on materials at their academic level within the classroom, alongside their typically developing peers

Equity: Securing all children's rights to education, and their rights within and through education to realize their potential and aspirations. It also requires implementing and institutionalizing arrangements that help ensure all children can achieve these aims.

IEP Team: Team that develops the IEP. By law, the team should include parent(s), regular teacher, special education teacher, special services providers, school district representative, person knowledgeable about evaluating the child's disability, others invited by the parent or school district, and in some cases, the student. Ideally parents and where appropriate students are also members of the IEP team. Membership of team members depends on the need of the individual student. The principal is responsible for ensuring the IEP is developed. The team includes the classroom teacher, teaching assistants, learning assistants and resource teachers and may include other community or district specialists. A Case Manager is usually appointed- this person will coordinate and record the IEP planning and monitor its progress.

IFSP: Individualized Family Support Plan. The document that outlines the services to be delivered to families of infants and toddlers receiving early supports and services (ESS).

Inclusion: Responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves

changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.

Inclusive Education: Ensuring that all students are educated with their peers, have equitable access to learning and achievement, and are welcomed, valued and supported in the public school system. Inclusion promotes participation, friendship and interaction.

Individual Education Plan (IEP): An individualized plan for a student that includes learning goals, support services required by the student and a description of any of the adapted materials, instructional or assessment methods required by the student to attain the learning goals. The document, developed at an IEP meeting describes the child's special education program. It sets the standard by which special education services are determined appropriate for a child with a disability.

Input: Any information coming in through the ears, eyes, touching, through body movement, through the nose, or through tasting. The amount, the rate of speed and the sequence of input may determine success or failure in school.

Integration: Placing students with special needs into regular classrooms. Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and an unaltered environment. For example: the child is required to "fit in" to what already exists in the school.

Intelligence: Ability to learn from experience and apply it in the future to solve problems and make judgments.

Learning disability: A neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways. A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Learning Style: The way a person goes about learning. A person's preferred or most used mode for obtaining information. Learning takes place through auditory, visual, verbal, visual-motor, and other channels.

Modification: Any adaptation made to curriculum, instruction or environment that substantially alters the curricular objectives. Alternative assignments and significantly different objectives using the same assignments are examples of modification. **Modifications refer to the** changes made to a student's learning program that is significantly different from prescribed learning outcomes for the subject area reflecting the needs of an individual student, incorporated into an IEP - also modified

Norm: Statistical term which describes the performance of some specified group; “Norm” indicates “normal” or usual or average performance; status quo.

Parent: The guardian of the student or child• the person legally entitled to custody of the student or child, or• the person who usually has the care of the student or child.

Placement: The setting in which the special education service is delivered to the student. It must be derived from the student’s IEP.

SEN: The term 'special educational needs' has a legal definition, referring to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education. Gifted learners also have special education needs as they require acceleration of curriculum and curricular practices. They find the general classroom activities uninteresting and sometimes boring.

Special Education: Services: are supports school districts must provide to students with IEPs.

Special School: A school that is organised to make special educational provision for pupils with SEN and available for children with Statements of Special Educational Needs

Therapeutic Day Program: An instructional placement for students with serious emotional disturbance, in which aspects of treatment for the emotional difficulty are incorporated into the school program

Therapy Services: Includes speech therapy, physiotherapy, occupational therapy, nursing support, behavioural intervention and any other specialized therapy required by the student.

Universal Design: A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

Universal Design of Learning (UDL): A "scientifically valid framework for guiding educational practice". UDL facilitates the design and implementation of a flexible, responsive curriculum. UDL implementation provides the opportunity for all students to access, participate in, and progress in the education curriculum by reducing barriers to instruction. UDL is an educational approach to teaching, learning, and assessment. UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning

10.2 The “abc” of Special Education Needs

ADHD: Attention Deficit Hyperactivity Disorder: a medical diagnosis; may also be referred to as ADD.

ADL: Activities of Daily Living

Assessment Plan: A written description of the assessments that will be used to evaluate a student’s strengths, weaknesses and progress and to determine his or her eligibility for special education services and the types of services that would help that student succeed.

Auditory discrimination: Ability to discern likenesses and differences in sound.

Auditory perception: Association: ability to understand (or process) relationships, auditorially. Example: boat goes with water – not with sky or ground.

Autism: A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance.

Behaviour Management: Responding to, preventing and de-escalating disruptive behaviour.

Child with a disability: A child who has been evaluated through the special education process and found to have one of the following disabilities: mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopaedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, multiple disabilities, or a developmental delay (for children ages 3 through 9, and who, because of that disability, needs special education and related services.

Children with Special Needs: Children who require extra support for their physical, intellectual, emotional, communicative, behavioural or social development.

Collaborative Teaching: A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the class

Constancy of sounds: Ability to know that sounds are the same when heard in different ways.

Constancy of objects: Ability to see that objects are the same when they are seen from different angles.

Curricular Adaptations: Changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations

consist of both accommodations and modifications.

Developmental curriculum: Curriculum that follows the typical pattern of development for children.

Disability: A physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions

Emotional disturbance (ED): A condition exhibiting one or more of the following characteristics over an extended period of time and to a marked degree, which adversely affects educational performance. 1. Inability to learn which cannot be explained by intellectual, sensory, or health factors 2. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers 3. Inappropriate types of behaviour or feelings under normal circumstances 4. A general pervasive mood of unhappiness or depression 5. A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children with schizophrenia, but not children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Figure-ground: Ability of learner to distinguish at will what one wishes to see (figure) from the environment (ground); ability to pick out a sound (figure) from a number of sounds together (ground) Example: pick the sound of a flute in an orchestral piece

Fine Motor: Functions that require tiny muscle movements. For example: writing or typing

Functional Behavioural Assessment (FBA): An assessment of a student's behaviour. An FBA is used when developing positive behavioural interventions for a child with a disability.

Functional Curriculum: A curriculum focused on practical life skills, and usually taught in the community-based setting, with concrete materials that are a regular part of everyday life. The purpose of this type of instruction is to maximize the student's generalization to real life use of his/her skills.

Functional goal: A measurable outcome that is developed by the IEP Team to address a need detailed in the analysis of the student's functional performance.

Functional performance: How the child demonstrates skills and behaviours in cognition, communication, motor, adaptive, social/emotional and sensory areas.

Gross motor: Functions that require large muscle movements. For example walking, jumping.

Hearing Impairment: Impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance, but is not included under definition of deafness.

Home Education or Home Schooling: When a parent makes the decision to educate their child at home

Hyperactivity: Habitually unusual and inappropriate amounts of movement in a child when compared to other children of the same age and in the same setting.

Impairment: The state of being diminished, weakened, or damaged, especially mentally or physically.

Independent Level: A way of expressing a child's level of mastery of basic academic skills. At this level, the learner works easily and doesn't have to be under constant direction of the instructor. Example: in reading, the learner will make less than 4 errors in 100 consecutive words and have 90% or better comprehension.

Instruction: The methods teachers use. Common methods of instruction are lecture, discussion, exercise, experiment, role play, small group, and writing assignments. Instructional level: learners' need for teacher's assistance. After instruction, the child can continue independently.

Intellectual disability: Disability characterized by significant limitations in both **intellectual** functioning and in adaptive behaviour, which covers many everyday social and practical skills. This **disability** originates before the age of 18.

Intelligence Quotient (IQ): A way of expressing the results, through a score, of an intelligence test.

Kinaesthetic: Ability to learn through body movements

Learning Characteristics: Physical factors, attention factors, preferred input channel, preferred response channel, level of cognitive development, capacity to work independently or not.

Least Restrictive Environment: To the maximum extent appropriate, educating children with disabilities, including children in public or private institutions or other care facilities, with children who are nondisabled; and removing children with disabilities to special classes, separate schooling, or other settings apart from the regular educational occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Localization: ability to locate the source and direction of sound.

Mainstreaming: Term used during the initial period of moving away from segregated education it refers to placing special needs students in regular classes with their typical peers – replaced by the term integration

Mastery: Competence in a subject area; an ability to demonstrate an attained skill independently under a variety of conditions.

MD-Muscular Dystrophy: A group of diseases that cause progressive weakness and loss of muscle mass. In muscular dystrophy, abnormal genes (mutations) interfere with the production of proteins needed to form healthy muscle.

Memory sequence: Ability to remember in order what has been seen – for long and short periods of

time.

Mental Age: (MA): The score a person receives on an intelligence test. Compares scores to the results achieved by other children give the same test at the same age.

Mental Retardation: Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, which adversely affects a child's educational performance.

Modality: Channels of input

Multiple disabilities: Simultaneous impairments, the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include children with deaf-blindness.

Multi-Sensory: Using many senses (seeing, hearing, smelling, tasting and touching)

Objective Tests: Tests in which a single answer key is used-scores have no option as to rightness or wrongness of the answer (examples: multiple choice or true/false tests).

Observation: Watching and recording systematically-facts, data, behaviour, time on task, etc.

Occupational Therapy: A special education related service which is usually focused upon the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living when a student's disabilities preclude doing those tasks in typical ways. Occupational therapy: related service provided by a qualified occupational therapist; including: (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and (C) Preventing, through early intervention, initial or further impairment or loss of function.

OCD: Obsessive Compulsive Disorder

On-Task Behaviour: Expected behaviour at that moment on a particular task

Orientation and mobility services: Services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Includes teaching children the following, as appropriate: (a) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); (b) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; (c) To understand and use remaining vision and distance low vision aids; and (d) Other concepts, techniques, and tools.

Orthopaedic Impairment: Condition which adversely affects a child's educational performance. The

term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Paraprofessional: Individual who provides direct support to a child, teacher, or other school professional and who works only under the direct supervision of qualified personnel.

Parent counselling and training: A related service assisting parents in understanding the special needs of their child including by: providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP

PDD: Pervasive Developmental disorder PDD/NOS: Pervasive Developmental Disorder, Not Otherwise Specified

Peer tutor: Students who have mastered certain skills or information and then help others at the same grade level learn those same skills.

Perception: The ability to see, hear, or become aware of something through the sense. The way in which something is regarded, understood, or interpreted.

Performance Standards: What a student is supposed to be able to do by the end of a particular grade. For example: at the end of third grade students are expected to know how to multiply numbers

Performance Test: Test in which requires learner to manipulate objects rather than use paper and pencil

Permanent Record: A brief document upon which essential information is entered and preserved

Physical disability: A limitation on a person's **physical** functioning, mobility, dexterity or stamina. Other **physical disabilities** include **impairments** which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

PPVT: Peabody Picture Vocabulary Test

Present level of academic achievement and functional performance: A statement on the IEP that describes what the child knows and can do at this time. It includes how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Proficiency: The ability to do something at grade-level

Profile: A graphic representation of the results of several comparable tests. A profile is useful in identifying general areas of strength or those needing reinforcement.

PSAT: Preliminary Scholastic Aptitude Test

Psychological services: A related service that includes-- (i) Administering psychological and

educational tests, and other assessment procedures;

Psychological Test: A range of tests used for studying people and how they behave; may include intelligence tests, projective or non-projective tests to study personality or other tests to decide if there may be an organic impairment of functioning.

Psychometric: Technique generally used on norm-referenced tests or criterion-referenced tests

Psycho-Social: Pertaining to the psychological development of an individual in relation to his or her social environment

Pull-Out Programs: Remove a child from a regular classroom for part of the school day for remedial services or enrichment

Readiness Test: Test that ascertains whether a learner is “ready” for certain school tasks, such as adequate basic skills and maturity to enter first grade.

Receptive Language: Ability to attach meanings to words, gestures, based on experience; understanding what another person is saying

Regression: The amount of loss of skills a child experiences over an instructional break

Related Services: A special education term meaning transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counselling services, including rehabilitation counselling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counselling and training

Resource placement: A special education placement (must consist of no more than 60% of a child’s school day).

Resource services: Services provided in a resource room, as an adjunct to the general curriculum.

Retention: The ability to remember, keep or hold onto something; keeping a student in one grade instead of promoting them to the next.

SAT: Scholastic Aptitude Test

School Reform: Describes efforts to improve schools by making fundamental or sweeping changes. These changes include teacher training, increasing parent involvement, adopting innovative approaches or philosophies, and more.

Screening: Brief testing, observation or both that gives preliminary information on how a child learns and whether more testing is needed.

Self-contained placement: A setting, apart from the regular educational environment, where a child

with a disability spends more than 60% of his/her school day.

Self-Help: Capacity for self-care, such as drinking from cup, making choices, being independent

Sequencing: Perceiving, understanding or remembering things in a particular order.

Short-Term Objectives: (STOs): A requirement of the IEP that breaks down the measurable annual goal into smaller (more manageable or understandable) components.

SLP: Speech and Language Pathologist

Social work services in schools: A related service that includes— (i) preparing a social or developmental history on a child with a disability; (ii) group and individual counselling with the child and family; (iii) working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; (iv) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and (v) assisting in developing positive behavioural intervention strategies.

Social-Emotional: Growth in self-concept and social skills...smiling at familiar faces, expressing feelings, making friends

Spatial Relationships: Ability of individual to relate self, objects, or parts of self, to the environment in terms of size, position, distance or direction

Special factors: The factors that the IEP team shall consider when the team develops each child's IEP.

Specific Learning Disability: (also referred to as "learning disability") - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell or to do math calculations. The term includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment: A communication disorder such as stuttering; impaired articulation, language impairment, or a voice impairment which adversely affects a child's educational performance.

Speech-language pathology services: A related service that includes-- (i) Identification of children with speech or language impairments; (ii) Diagnosis and appraisal of specific speech or language impairments; (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and (v) Counselling and guidance of parents, children, and teachers regarding speech and language impairments.

Standardized Tests: Test which have norms reflecting a larger population, usually age or grade based norms reflecting the performance of children throughout the country; given under uniform conditions with the same instructions given every time.

Student code of conduct: A written policy of behavioural expectations adopted by the school or private provider of special education.

Student mobility: The number or percentage of students in a region who move to another school during the school year.

Student's IEP Team: Includes student, parents, teachers, administrative and support personnel and representatives of districts/community agencies.

Study Skills: Strategies or activities to help students learn how to study, organize their materials and workspace, conduct research, plan for multiple-step or long-term assignments and take tests

Subjective test: Test in which different scorers may rate the answers differently. No set answer key – in contrast to objective test. Example: essay test.

Sub-test: Many tests are broken down into parts; the results of a sub-test may be used by itself or in a battery of tests.

Supplement Aids and Services: Accommodations that could permit a student to profit from instruction in the least restrictive environment

Tactile: Ability to discern likenesses and differences in objects through feeling

TOWL-3: Test of Written Language, 3rd edition

TOWRE: Test of Word Reading Efficiency

Transition Plans: Transition plans describe how the school will help students prepare for life after high school, in college, employment and/or independent living. It must be included in the IEP beginning by the first IEP when the student turns 14

Transition Services: A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

Traumatic Brain Injury: An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, which adversely affects educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning;

abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behaviour; physical functions; information processing; and speech.

Types of teaching methods used in inclusive classroom: **Interactive Teaching:** Two or more teachers shift roles between leading whole-class instruction, observing instruction and monitoring learning.

Alternative Teaching: One teacher leads small-group instruction while the other teacher works with the rest of the class. This model works particularly well if a small group requires reinforcement or re-teaching to master a concept. **Parallel Teaching:** Two or more teachers lead small, mixed-ability groups of students in the same lesson. This approach functions well when teachers require a high level of focus and participation from students.

Station Teaching: Two or more teachers lead or observe small groups of students as these groups rotate through several learning stations. This technique helps students stay on task as they complete shorter activities and transition clearly from task to task.

Visual Discrimination: Ability to discern likenesses and differences in colours, shapes, objects, words, symbols

Visual Impairment, including Blindness: A visual impairment that, even with correction, adversely affects child's educational performance; includes both partial sight and blindness.

Visual motor: Ability to coordinate the eyes with the movement of the hands and the process of thinking. These three processes must be able to work together in order to write.

Visual perception: Association: ability to categorize visually those relationships that go together
Example: tree goes with plants – not with food

WAIS: Weschler Adult Intelligence Scale

WIAT: Weschler Individual Achievement Test

WISC-IV: Weschler Intelligence Scale for Children, 4th edition

W-J-III: Woodcock-Johnson test, 3rd edition. This test has 2 parts, achievement and cognitive.

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Inclusion is ...

Valuing everyone

Celebrating Diversity and individuality

Everybody's responsibilities

Identifying and addressing the needs of all learners

Adopting reflective practices

Creating school community

Valuing cultures

Addressing learner's needs

Providing flexible teaching / learning

Not an add-on or an after thought

Addressing needs of whole community

Not just about access

More than just a priority

Not just about IEP's