Inclusion or an Illusion

May 2010

Abstract

This small-scale research project explores an overview of the quality of equal opportunities for deaf children within an educational establishment. The researcher achieves this by researching and reviewing current literature which gives perspectives on inclusion for deaf children. The researcher draws attention to the benefits of home school links to assist inclusion.

Qualitative methods are used to collect data, carrying out semi-structured interviews with children, staff and parents and informal observations. "qualitative perspective is more concerned to understand individuals' perceptions of the world. They seek insights…" (Bell, 2005, page 7)

The children in this establishment appear to have equal opportunities through appropriate intervention, pupil participation and by offering pedagogy thus achieving inclusion.

Research Question

Topic: Inclusion

Research Question: Do deaf children have equal opportunities in an educational establishment?

Objective 1:   To investigate how deaf children are involved in the curriculum.

Objective 2:   To determine how children are engaged at home.

Objective 3:   To identify the ways of which equal opportunities is connected with 'Curriculum for Excellence'.

Data: Observations and Interviews.

Objective 1:   Interview

Objective 2:   Interview

Objective 3:   Observation and Interview

Background

Inclusion or an Illusion

This small scale qualitative research project explores equal opportunities for deaf children. The research data will be sourced from a local authority primary school which offers children with hearing impairment a base, providing full time support in the base and following the child into mainstream classes. This provision encompasses children from North, South and East Ayrshire.

The undertaken research will demonstrate how society has evolved and that we live in a rich and diverse society which incorporates equal opportunities for all. This is backed by the Scottish Government who recognises that equality and inclusion are priorities and since devolution, inclusion and equality is at the heart for every pupil to succeed in education as one of their national priorities. Children with disabilities and English as a second language especially, were to be recognised.

Since the Warnock Report (1978), implications from it are still affecting educational reform now, thirty years on. This undoubtly has implications for practitioners as there is constant change to policies and to be an effective practice children have to be seen as individuals eradicating any barriers. This small-scale research unfolds and in the words of (Flick, 1998, page 8) "… *will present itself in its true colours only at the end."*

This research has personal interest to the researcher as an early years practitioner within the provision and who already adheres to given equal opportunities policies. *'School policies on additional support for learning must make clear how the school will identify, assess and meet the needs of children and young people who need more help to make the most of their time in school.'* (North Ayrshire Council, 2005, page2).

Literature Review

Do deaf children have equal opportunities in an educational establishment?

This paper intends to look at how deaf children are involved within the curriculum, how children are engaged at home and to recognize ways in which equal opportunities are connected with Curriculum for Excellence. The research was found through relevant journal articles, using keywords such as inclusion, deaf children in mainstream education and additional support needs. The researcher subsequently examined the abstracts of these articles and then determined what was significant to use for the topic. Additional research material was sourced from government documents and policies, relevant to deaf children and relevant books were accessed.

Prior to taking into account how deaf children becoming equal in our hearing society and being incorporated into mainstream curriculum, we should consider the history of deaf education and how this has evolved.

There are changes constantly occurring. The Disability Discrimination Act (1995) was introduced and it formed in (2001) The Special Educational Needs and Disability Act which was backed by the Salamanca Statement who stated that children "*cannot be treated 'less favourably' and 'reasonable adjustments' must now be made to teaching to ensure that they are at no 'substantial disadvantage'*"". (Bryce and Humes, 2003, page 41). Lady Warnock (1978) believed that a child with a difficulty should be seen as a child with 'Special Educational Needs' (SEN) instead of 'handicap' and that provision should be sought for integration instead of segregation. "*The pre-school stage was identified in the Warnock Report (DES 1978) as an 'area of first priority' (p.336).*" (Hamill and Clark, 2007, page 55). Within the' Warnock Report' an important element of integration, was the level of staff training and that the key to accessing the curriculum lied in the teaching ability and support staff provided. Vygotsky (1978:87) stated "*What a child can do with assistance today she will be able to do by herself tomorrow.*"

(David et al, p.34). This view takes staff training seriously, increasing the knowledge of staff, removing barriers for disabled children and providing equal opportunities for all. Policies also added the responsibility of the Health Authorities and defined that they should work in partnership with the Local Education to ensure provision of specialist support, equipment and medical care with continuity for the individual child. The   individual child defined by Marie Clay (1998), who states that, *"Children move by different paths to common outcomes."* (David et al, p.34).

It was decided in June (1994), in Salamanca, Spain that recognition had to be given towards and driven to achieve *"institutions which include everybody, celebrate differences, support learning and respond to individual needs."* (Salamanca Statement, 1994, page iii) This definition saw the closure of specialist provisions such as schools for the deaf all over the country and a move to drive inclusion into the mainstream setting, as the government recognised that all children had equal rights.

An example of inclusion for deaf children can be seen in North Ayrshire Council as they inherited a hearing impairment base in (1999), due to the closure of a local school for the deaf, which was situated in East Ayrshire, heavily influenced by the Warnock Report (1978) which
believed that these types of schools created segregation and thus forced the issue towards inclusion. However this view is argued that it could isolate the deaf child if they are the only one in that particular establishment and thus lead to denial of their deafness and or a loss of deaf identity. One of the opposors could be Judy Kegl (1997) who suggests that deaf children when brought together become fluent and states that *"We need, literally, to participate with other people in our culture and language."* (Bruce, 2005, page 132). To create a specialist provision within a mainstream setting, was a compromise to inclusion, as the closure was heavily opposed by the parents of these children, who felt their children would 'drown' in the

mainstream environment and specialist support would decrease. This can be the view that the deaf children have the best of both worlds, whilst inclusion can be evident their deaf identity is indeed provided for. *"Once a rule-governed communication system is in operation among a group of speakers or signers (depending on whether the language is spoken or signed) then mutually intelligible communication is possible." (*Buckley, 2003, page 3).

Not so long ago, parents would have been encouraged to say their goodbyes to their child within the playground or at the door. In practice, when children displayed distress, parents were asked to leave quickly as it was thought that they disrupted the settling in period.   Parents are encouraged to enter establishments and this is backed by the governments initiative Curriculum for Excellence which states that staff should assist parents, "*… help them to play a full part in their children's learning".*   (Scottish Government, 2007, page 19). This view is that the practitioner has to build relationships valuing every child's parent/carer and underestimate no one.   "…*parental involvement is broadly accepted to be key to the successful and meaningful education of young children."* (Clough, Nutbrown, 2004, page 198).   The authority's decision to listen and value the parent's concerns on the closure of the school for the deaf obviously takes the view that it is fundamental to children's development that parents/carers are seen to be the child's first and main educator. *"Parents and carers are the key players in children's lives"* (Drury et al., 2000, page 92).

Due to a vow made at the World Conference, more than 300 people representing 25 governments around the world met in Salamanca, Spain to reiterate the (1948) Universal Declaration of Human Rights, Education for All and the UN Rights of the Child, (1975) who believed that all children had the same fundamental rights as their fellow peers "*to ensure that right for all regardless of individual differences"* (Salamanca Statement, 1994, page vii). Aided with support from the 'international community' law and plans for action were put into operation. "*Its purpose is to inform policy and guide*

action by governments, international organisations, national aid agencies, non-governmental organisations and other bodies". (Salamanca Statement, 1994, page 5) This was then implemented into a 'Framework for Action' which suggests that education should fit the individual child rather than the child fit the education and cascaded to all governments and down to local authority levels and finally into educational establishments. This views the need for additional inclusion inside the educational establishment and links with the community backed by providing appropriate staff training to deliver the provision. Previously the view was that all children were seen and not heard, so it appears we as a nation are changing attitudes and developing to strive for an inclusive society.

Scottish Government recognises that equality and inclusion are priorities and since devolution, inclusion and equality was at the heart for every pupil to succeed in education as one of their 'National Priorities'. Children with disabilities and English as a second language especially, were to be recognised. In Northern Ireland however it was stated that "*…despite decades of policy and legislation which set out to embed a philosophy of inclusion throughout all aspects of public life, the segregation of learners at the age of 11 on the basis of perceived academic ability has continued."* (Lambe, Bones, 2008, page 108). This description complicates the integration of the governments Curriculum for Excellence which includes children from birth to eighteen years of age. What has happened to the view of what the child can do as their own baseline? It takes a view that all children are seen as an individual until they reach the age of 11 and then they are faced with barriers in the educational system.

'Curriculum for Excellence' states that a child is an 'active' learner, "*Children learn by doing, thinking and exploring"* (Scottish Government, 2007, page 1). Piaget's theory is used today through Curriculum for Excellence, believing children are 'Active Learners'. Children's interests are used as a baseline, thinking is challenged whilst engaged in doing, thinking and exploring in a

various quality contexts. Thus incorporating the four capacities; Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.   As a class Teacher cited in the National Deaf Children's Society (2003), that *"The key to making a school inclusive is the attitude everyone involved from the senior managers to the other children. Without a positive can do attitude you can not have inclusion."* (page 5). The view in achieving inclusion equality has to be evident and an array of strategies used, with individuals respected for whom they are, eliminating bias, stereotyping and prejudice. *"Staff in pre-school settings would be required to consider values, attitudes and the quality of relationships between staff, children, parents and the community."* (Hamill, Clark, 2007 page 55). It takes the view that if all of the above is evident and promoted, then this view of inclusion is then accomplished.

How can this happen when we have legislation? The Disability Discrimination Act (1995) in education is intended to ensure that disabled people have equal opportunities to benefit from and contribute to the learning and services available in education. This can be seen in today's practice when including deaf children via interpreting services, loop systems, sound proofing rooms and other relevant adaptations. In theory this sounds fantastic but in

realistic terms can be argued as establishments require money to carry this through at all times.   The views of these policies are to ensure clear statements are made and action plans are carried out on how the establishment will adhere to their objectives.

Legislation encourages policy making working parties at authority level, they are then accessible in draft form for consultation with all of the stakeholders involved. The view being

that each educational establishment can draw from this draft and implement into their own policy's such as 'Equal Opportunities', encouraging good preparation within their practice. An example of local authority's guidelines on policy in place is, *"School policies on additional support for learning must*

make clear how the school will identify, assess and meet the needs of children and young people who need more help to make the most of their time in school. The policy must also show how the school will monitor the progress that children make and how much the extra help is benefiting them." (North Ayrshire Council, 2005, page2). This is the view that all segregation is eradicated in education.

In practice the individual's requirements are detailed within their individual Co-ordinated Support Plan (C.S.P.) and also raise awareness on how to have a positive approach towards delivering the curriculum, the physical, cognitive, linguistic, social and emotional requirements of the individual child and of our own behaviours. Presently, we now refer to 'Additional Support Needs' (ASN) and not SEN, we no longer have children with 'Records of Needs' but rather with 'Co-ordinated Support Plans' and this is a statutory document setting out a plan of action with certain criteria that must be adhered to. This is due to the educational Additional Support for Learning, Scotland Act (2004) which aims to ensure that all children are included, having the same equal opportunities as their peers and that they are all supported with any requirements that they have to reach their fullest potential. Both children and parents views are taken into account and if they disagree with anything the family can then access a user friendly tribunual.

.

Methodology

Inclusion or an Illusion

Rationale

A qualitative approach will be used for the intention of this small scale research report. "*Qualitative perspective is more concerned to understand individuals' perceptions of the world. They seek insights…*" (Bell, 2005, page 7) This will then shape and substantiate the evidence to attend to the research question and objectives.

The objective is to achieve an insight into the quality of equal opportunities for deaf children in an educational establishment. The researcher will carry out a series of informal observations and semi structured interviews involving parents, staff and children. "*Methods are the core to research and is a process to gain understanding ofa subject.*" (Flick, 1998, page 1) This information will be a reflection of the practice and of the individuals involved in the research project. However this will not be insensitive as to what is happening in other establishments.

Data Collection Methods of Research

It is important to recognize the most fitting research skill to guarantee that all of the contributors have equal opportunities to represent their personal analysis. "*To incorporate all parties involved perspective not solely your own opinions*" (Flick, 1998, p.5) *this* will be achieved by creating flexible sets of questions appropriate to the position of each individual.

The researcher has devised a programme to warrant that the assignment follows a controlled progression of proceedings owing to time constrictions. For this to be possible it is designed to be flexible to incorporate all of the stakeholders. "*To be diverse and understand other points of view and appreciate the ever changing society we live in.*" (Flick, 1998, p. 2)

Inclusion or an Illusion

Ethical Consideration

It is elementary to observe the extent of being conscious of and appreciative of ethics. This involves the researcher having the task to inform each stakeholder to make them aware of the purpose and their involvement in the research project before the task begins.

Permission will be sought after with all of the members to reveal their willingness of partaking in the project. All participants will be assured that confidentiality and anonymity will be upheld and used only for the purpose of this project.

Research Strategy

The intention of this research project is to be conscious of deaf children and investigate to gain an insight to whether they are acquiring equal opportunities in an educational establishment. *"Ensure research is not 'hot housed' it is true to life."* (Flick, 1998, p. 5)

The researcher will be carrying out nine semi-structured interviews with a combination of parents, staff and children. The prepared questions will be flexible enough to accommodate the replies of each candidate. This will include two parents who have children in the upper school, two parents in the lower school, one teacher of the deaf, one mainstream teacher, and one signing support assistant, one child from the upper school and one child from the lower school. In the course of this and with the assortment of participants the researcher anticipates that they will attain an unequivocal indication of their insight and perception of equal opportunities. Also the researcher will informally observe children and staff in order to identify ways in which equal opportunities are promoted.

<u>Findings</u>

The Hearing Impairment Base accommodates 10 children with hearing impairment from all over Ayrshire. Their philosophy is one of Total Communication, using British Sign Language, Speech, and Signed Supported English and is child led as to what their individual requirements are to access the curriculum. The base is situated within a local mainstream school and also has a council nursery attached accommodating 20 children in the morning and afternoon sessions. The school is set in a local housing estate with social deprivation and crime evident in the immediate environment and local amenities.

All of the deaf children travel to school via taxi, this can present difficulties so strategies have to be in place to build bridges between home and school such as home/school diaries.

Objective 1:

To concentrate on this objective the researcher conducted short semi-structured interviews with three members of staff, one female teacher of the deaf, one male mainstream teacher and one female signing support assistant. To make certain that the gathered information was a just and objective understanding for the researcher all three candidates were interviewed by means of identical questions for a fairer evaluation. The dialogue in the interview consisted of open questions which sanctioned each candidate to divulge their own understanding and beliefs as regards to the involvement of deaf children and to examine this fully, using the questions as a direction.

> *"Children are encouraged to use a home/school diary and any areas of interest*

is encouraged through long and short term planning". **(Female, teacher of the deaf, aged 46, twenty three years experience of deaf education).**

"I am aware that I can not always be in attendance to interpret what is going on but the hearing children help their deaf peers as they have embraced sign language. Probably because deaf studies are embedded into the curriculum in this school." **(Female, signing support assistant, aged 54, thirty years experience of deaf education).**

"I feel at times I am the biggest barrier to the children with hearing impairment. I am often told off by the children for moving around whilst speaking." **(male, mainstream teacher, aged 49, first year of experiencing hearing impairment).**

When reflecting on these points that were raised, the staff appear to have an understanding of what tools they can use to involve deaf children within the curriculum. There were however certain barriers staff highlighted that can impact on the child's involvement within the curriculum. Deaf studies including sign language classes are evident in the whole school approach, commencing in Nursery and through to primary 7.

Objective 2:

In order to address this objective and determine how parents viewed their child's engagement and involvement at home the researcher carried out short semi-structured interviews asking questions with four parents of deaf children. The candidates consisted of two female parents with children from the upper end of the school, one female and one male parent with children in the lower end.

*"******* has just joined the brownies but I do not think she will be there long because nobody can sign to her and I think they are just tolerating her. I can see her being frustrated in a few months when she has to make her promise and do badges.* **(Female, parent of child in upper school, aged 36)**

"He is pulling us out of bed at 4.30 in the morning all dressed up in his school uniform. He hates holidays. He has only gotten used to the weekend routines. **(Male, parent of child in lower school, aged 41).**

"*I hate to admit this as this school has definitely been the right choice for ******* but I feel inclusion for all of these kids stops at home time bell. I do not drive so I can not pick her up for any after school activities. I have had endless arguments with the school and authority but they will not pay for an extra taxi."* **(Female, parent of child in upper school, aged 28).**

It was clear that the children enjoy school and the parents were happy, valuing the placement for their individual child. When summarising the interviews it is evident that after school activities are problematic.

Inclusion or an Illusion

Objective 3:

The researcher embraced this objective as the 'journey to excellence' is fairly new. It was interesting to hear the opinions of the two children with hearing impairment, one in the upper school and one in the lower school. The researcher interviewed the children using British Sign Language and also used informal observations of children and staff of all sectors to corroborate collected data.

> *"We have' learn what today', next, glue in book writing."* **(Male, upper school, aged 10).**

> *"I play, learn, friends together."* **(Female, lower school, aged 5)**

When considering these interviews the children were aware of what they were learning and how they are learning together through play. Whilst this was evident through observations that these children were 'active learners' it was not as obvious as to their individual comprehension of what they were learning. Although they clearly understood what they were gluing into their book, if questioned there and then they could give an answer. In recall after the activity the children could not answer the same question concerning what they were learning.
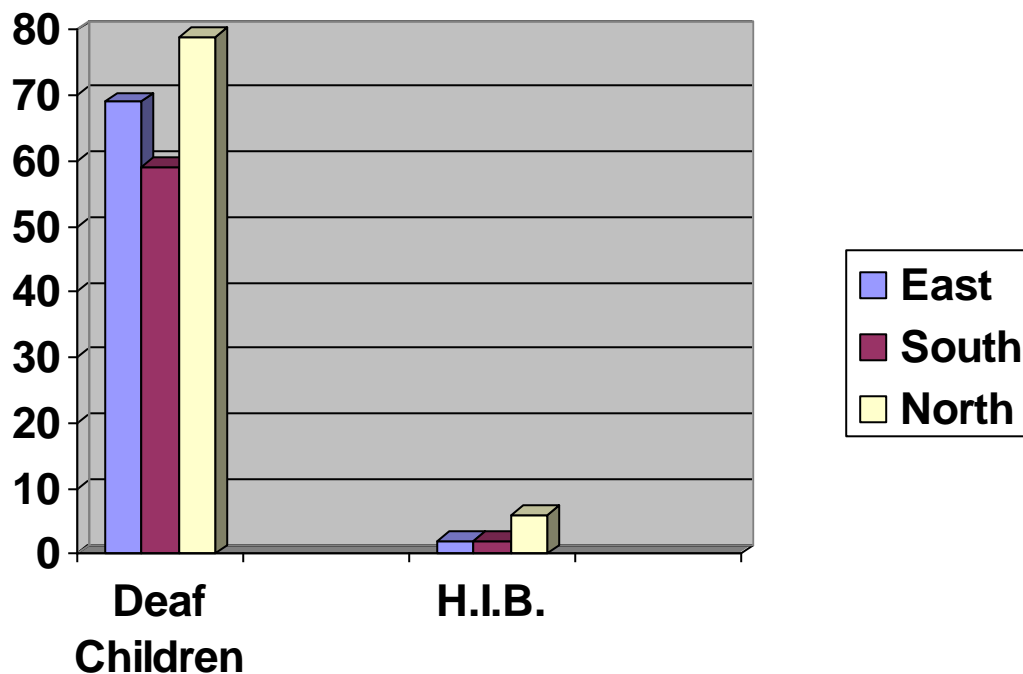
The above graph shows the number of children in Ayrshire who have been recorded as having a hearing impairment. Figures are taken from N.D.C.S. (2007) (accessed on April 09). Whilst there are 217 recorded deaf children in Ayrshire only 10 access a hearing impairment base and have full time support.

Nobody is 100 % sure of the exact figures of deaf children in Scotland due to the fact that children require a Co-ordinated Support Plan to identify their individual requirements. In this establishment only 2 children have a C.S.P. and they are both from East Ayrshire.

<u>**Analysis**</u>

When evaluating interviews concerning the involvement that deaf children have within the curriculum parent power is evident through the use of home/school diaries. This is an invaluable tool and allows parents to

promote positive attitudes and bridge the gap between school and home. Buckley (2003) suggests in page 207 that *"outcomes for children are significantly improved when parents are supported effectively and sensitively and involved in their children's management and their programmes"* (Lansdown 1980, Porter and McKenzie 2000). The parents suggest that they themselves recognise the base as an essential part of their child's access to education. They enjoy regular video diaries to inform them of their child's day and to extend and build bridges to their learning. *"We have come to the conclusion that the use of video evidence is a valuable tool in self and peer assessment and in reflective practice.* (Scottish Executive, 2007, P.20)".

The evidence gathered also suggests that parents are under no illusions about the wider setting and the limited access towards extra curricular activities. If everyone is aware of issues of this exclusion then while living in a democratic society they should all endeavour to eradicate these barriers. New government legislation has acknowledged the need for practitioners to continue their professional development *"Undertaking relevant training to maintain and improve your knowledge and skills…"* (S.S.S.C. 2005, 6.8) Obviously the staff within this establishment are knowledgeable and aware of the benefits the children gain when involved. They can see the importance that each child feels valued for their abilities and any barriers to learning identified to enable the individual to access the curriculum and work to their fullest potential. In reflection they should be ensuring all areas are covered to maintain inclusion and being fully aware of changes and their implications on inclusion. This proves that practitioners have to continually develop their practice and maintain contact and listen to the views of others.

The children and staff are empowered whereby sign language classes and deaf studies are incorporated into the curriculum. This allows for a common goal and a whole school approach thus fostering positive messages. Communication is paramount to learning for all children it is not just the act of talking it encompasses gestures, eye contact, facial expressions, listening,

thinking skills and understanding of the meaning. *"Try to do or say something without moving, it is very difficult, if not impossible to do so without facial expression, eye contact, body language and hand gestures."* (Acredelo and Goodwyn, 1997, Bruce, T., 2004, P.74)

However it was a member of staff from the mainstream that identified a barrier and that it came from the adult. Obviously this adult was new to the school, perhaps feeling out of depth due to the lack of training and in reflection this should be considered when allocating classes. This possibly highlights the fact that these children are perhaps the lucky few, due to the fact they have access to full time support, as less than 10% of recorded deaf children in Ayrshire have this privilege. This could be an argument of how do you determine inclusion? Are these few having too much support to quantify inclusion? Or are we failing the other deaf children who have minimum support in full time mainstream? It is imperative to remember in any setting that each child is an individual and barriers should be eradicated for young children to develop their own identity to achieve "*institutions which include everybody, celebrate differences, support learning and respond to individual needs."* (Salamanca Statement, 1994, page iii)

In relation to objective three the data suggests inconsistency between the views of the candidates interviewed and informal observations. The children are aware of certain aspects of the Curriculum for Excellence but do they realise what an impact it has in designing confident individuals, responsible citizens, effective contributors and successful learners? It appears the deaf children in this setting are just going through the motions of gluing into their books what they were learning. This questions their understanding as they could not tell you when out of context. It also queries their views on equal opportunities and if they are aware that they have individual rights. If this is correct how can deaf children become more involved in the curriculum without adults providing the materials so lip service can be made that they know how the curriculum for excellence is working? These barriers may be

identified in other settings and if so how are they achieving their outcomes? Perhaps the linking with other schools that have deaf children, working like the UN, meeting and resolving issues and together identifying and eradicating any barriers would be a better solution.

Conclusion

Once taking into consideration the research process and addressing the question, 'Do deaf children have equal opportunities in an educational establishment?', the findings suggest that the setting , staff, parents and children endeavour to achieve this. As we do not live in a 'perfect' world there are obvious issues that crop up. When identified and addressed hopefully the future will seek "*…contributions that children can make in educational settings that aim to move towards greater inclusion."* (Messiou, 2008, page 26)

Legislation that was brought to the fore in the literature review will inevitably not cover every detail; it doesn't change behaviour and attitudes of certain individuals but strives to eradicate negative attitudes within education and society. Slowly adjustments to codes of practice can be sought if any situations of exclusion crop up. Through the years it has been recognised that staff development is at the core of moving forward and continuing professional development will strive to do this.

Policies are designed to show and value all children and are achieved by working in collaboration. "*Rights are the language of equality. Rights claims are about dignity, respect, liberty, opportunity, access to and protection from the law and participation in ones own fate." (*McGillivray, 1994, page 252*),* if we celebrate our childrens successes it would mean high aspirations, expectations and a real concern towards equal opportunities. This view is good and well in the child's early years but what happens when they leave education or in the predicament of Ireland is this a case of inclusion just an illusion? So is the definition of inclusion only for the young? Why is it felt that after the age of eleven it is then felt eradicated?

Inclusion or an Illusion

Due to the time constraints and the small number of participants the results will inevitably not represent that of other establishments. This project can be developed further by incorporating other settings in Scotland and comparing.

References

Bell, J., (2005) *Doing Your Research Project: a guide for first time researchers in education, health and social science*, Maidenhead, Open University Press

Bruce, T., (2005) *Early Childhood Education 3rd Edition* Hodder Arnold

Bryce, T.G.K. and Humes W.M. (2003), *Scottish Education, Second Edition: Post-Devolution,* Edinburgh University Press

Buckley, B., (2003) *Children's Communication Skills from Birth to Five Years*
London:
Routledge

Class Teacher, (2003) *Deaf Friendly Teaching,* The National Deaf Children's Society

Clough, P., Nutbrown, C., (2004) *ecr special educational needs and inclusion multiple perpsectives of preschool educators in the UK* Sage

Department of Education and Science (DES), (1978), *Special Educational Needs, (The Warnock Report),* London, HMSO

Flick, U., (1998) *An Introduction to Qualitative Research,* London, Sage

Hamill Paul and Clark Kathleen (2007) *continuing professional development in education, Additional Support Needs, An introduction to ASN from Nursery to Secondary,* TES Scotland

Lambe, J., Bones, R., (2008) *The Impact of a special school placement on student teacher beliefs about inclusive education in Northern Ireland* Blackwell, Oxford

Messiou, K., (2008) *Encouraging children to think in more inclusive ways* Blackwell Oxford

N.D.C.S. (2007) *How many deaf children are there in Scotland? No one knows,* available on www.ndcs.co.uk , accessed on 29/04/09

North Ayrshire Council Educational services, (2005) *Draft template for school policy:* Additional Support for Learning

Scottish Executive (2007) *A Curriculum for Excellence Building the Curriculum 2: Active learning in the early years* Scottish Executive Edinburgh

The Salamanca Statement (1994) *On Principles, Policy and Practice in Special Needs Education*

Bibliography

British Association of Teachers of the Deaf Magazine (November 2008) *Delegated; isolated; unattached?* Nuffield Press Ltd

jdsde.oxford**journals**.org/cgi/content/abstract/7/3/230

Lindon J (1998), *Equal Opportunities in Practice,* London: Hodder and Stoughton

Richards, J. (2004), *Refining the Role of the Teacher of the Deaf for the 21st Century: a practical model developed at the Western Australian Institute for Deaf Education.* BATOD Magazine, May/June 2008

Scottish Office Education Department, (1994), *Effective Provision for Special Educational Needs,* (EPSEN Report) Edinburgh, HMSO

Taylor, G and Bishop, J, (eds.), (2001) *Being Deaf: The Experience of Deafness.* Open University Press, Milton Keynes

www.countusin.co.uk
www.csie.org.uk
www.**deafeducation**.org.uk
www.everychildmatters.gov.uk
www.hmie.gov.uk/documents/publication/cui.html
www.inclusion.ngfl.gov.uk
www.**inclusions**cotland.org
www.ntid.rit.edu/research/publications
www.standards.dfes.gov.uk/research/themes/**inclusion**
www.stjerome.co.uk/periodicals/**journal**.

Appendices

Inclusion or an Illusion

Dear

I am required to undertake a research project as part of my university course. This project is based on inclusion and to learn if deaf children have equal opportunities in an educational establishment.

I propose to accomplish this by examining local and national policies and investigate earlier research. This will be accompanied with observations to ascertain deaf children's involvement in relation to their hearing peers within the curriculum. I will also endeavour to interview various staff members and would be grateful if you could yourself have an input and agree to meeting with myself at a convenient time to yourself. This will enable me to identify what and your child achieves equal opportunities.

All of the information will be collated and confidentiality will be paramount and solely kept for this research only. I wish with your permission record these interviews and will delete after I reach my findings. If you are not happy with this I will record the interview with notes.

If you would like to assist me in my research please sign the tear off slip indicating a suitable time for us to meet.

Thank you in advance for your co-operation.

Regards,

Inclusion or an Illusion

Please tear off and return.

I _____ agree to an interview.

Please   indicate   three   suitable   dates   and   times:
_____

_____

_____

_____

I _____ can not meet with you.

Inclusion or an Illusion

Interview Schedule

Date of Interview: **Location:**

_____

Background:

1. It is important that I record this interview before my memory lapses! Is this okay? As I indicated in my letter to you that this will be confidential and notes and recordings will be destroyed after I have completed my research project.

2. It would be helpful if I were to tell you a bit about myself and learn a little about your own background.
   - Names?
   - Job description?
   - Qualifications (only staff)?
   - How long is service?

Objective 3:

3. What changes have you came across within your job?

4. Do you feel that deaf children are included within the Curriculum for Excellence?

5. Are these children achieving the four capacities? Sometimes/always/never?

6. What specialised training and support have you been involved in?

Objective 1:

7. How are deaf children given the opportunity to air their views through current planning?

8. How flexible is the planning if you could not access an interpreter?

9. Do you consider deaf and hearing children or in your professional opinion could the current planning does more to accommodate the deaf child?

10. What adaptations i.e. computer software, videoing are used to include all children?

11. What strategies do you feel are most useful tools?

12. What barriers if any do you anticipate?

13. Do deaf children in your opinion understand that they have a right to equal opportunities?

Objective 2 - Parents and carers:

14. What activities is your child engaged in at home?

15. Do you feel that your child is fully included in family activities?

16. Is your child involved in after school activities?

17. If yes, how is this co-ordinated?

18.Is your child happy at school?

19.Is your child happy to inform you of their daily life?

20.Is there any curricular area whereby you or your child is not included?

Children's questions in British Sign Language interpretation:

21.Favourite, what, school?

22.Tell teacher like what?

23.When tell?

24.Friends who work with?

25.Change what?