



A Down Syndrome Organisation

# INCLUSION

IN  
SCHOOLS



# HOW CAN YOU CREATE AN INCLUSIVE SCHOOL?

At KDSP, we envision a future where our children with Down syndrome can be included in mainstream schools along with their typical peers. Research shows that students with Down syndrome develop better spoken language skills and progress more academically, especially with their language and literacy skills, when they are included and taught in an inclusive classroom along with their typical peers.

## **Inclusion Checklist**

In this document, we have contextualized and compiled some guidelines, taken from the National Down Syndrome Society, that will help create and support inclusion in a school.

[Click here](#) to read more on guidelines for inclusive education.



# SCHOOL LEADERSHIP AND PRACTICES

The school leadership displays inclusion and supports collaborative opportunities between teachers and within classrooms

The school exhibits a welcoming, inclusive atmosphere where students show pride and responsibility for their learning community



School personnel partake in respectful and engaging interactions with students

The roles and responsibilities of teacher assistants/remedial teachers are clearly outlined and communicated to teacher assistants and the teachers with whom they work

There is a school-wide approach used to develop positive interdependent relationships among students with and without disabilities

Direct support from outside of the school is sought by a variety of professional groups (e.g. therapy support, training support, academic intervention support etc.)

# LEARNING ENVIRONMENT AND SUPPORTS



- Available support enables progress and draws on existing knowledge
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- Collaborative learning with peer models (learning buddy system) is encouraged
- School policy is successful in reducing barriers to learning and increasing student participation
- The knowledge that parents have about their children is valued
- Classroom organization promotes independent learning
- Students with disabilities spend majority of their school day with typical peers
- One-on-one learning is reserved only for specific learning goals
- General education classroom is the primary location for learning
- Supplemental instructions are given alongside core content
- There are appropriate work environments for individual learning



# TEACHING APPROACH AND LESSONS

- There are clear objectives for each student (SMART Goals)
- Students record work in various ways
- Students are encouraged to take on responsibility
- Staff includes parents/caregivers in the goals and objectives set forth for their child



- Individualized Education Plans are created to cater to all student needs and academic levels
- Learning Support in the school is directly linked to the development of curriculum and teaching for students

# FACULTY AND STAFF

- There is collaboration among the teachers, TAs and special educators/resource teachers
- Teachers share lesson plans and homework in advance
- Teacher Assistants and Special educators/Resource teachers are involved in curriculum planning
- Parents are included in the development of Individualized Education Plans for their children.
- Professional development opportunities relating to inclusion that impact school and teaching practices are available
- Staff members successfully work together to plan, teach and review course materials and plans for student support
- Staff understanding of inclusion enables them to apply valuable inclusive strategies in their classrooms
- Teachers are supported by inclusion representatives in place. A Special Needs Coordinator manages the needs of SEN students
- All staff members supervise all students, with out without disabilities, freely with positive, meaningful interaction during instructional and non-instructional activities
- Class teachers and Resource teachers are all trained to identify and take preventive measures towards learning difficulties



# LESSON PLANNING ACCORDING TO NEEDS

- Student independence is maximized
- Assessments lead to effective planning and are used to identify students achievement
- Tailored activities and lesson plans are present within the general education classroom
- Related services are pushed into the general education environment, limited pulling students out
- There is an emphasis on activities outside of school, with home-to-school links for communication
- The IEP's and/or additional information provided to the staff are thorough enough to adequately support all students
- Parents are provided access to a collection of effective and personalized learning strategies (eg. manual) to use across subject areas
- School develops specific resources at various levels to facilitate learning in a class with students with varying abilities eg. timetables, sand timers for time management
- There are technical tools and support resources in place for all students according to their individual needs
- Different strategies are used in the classroom to support diverse learning such as:
  1. Cooperative Learning
  2. Teaching Assistants working with everyone in class
  3. Peer tutoring
- Co-curricular teachers (eg. music, physical education, art, etc) consult with others about strategies to help them work with all the students in their classroom