



**IS INTEGRATION
THE SAME AS
INCLUSION?**

Research on special educational
needs assumes that a school should
be

INCLUSIVE

BUT WHEN CAN A SCHOOL BE CONSIDERED INCLUSIVE?

As an institution a school is generally functional to
“normal people”, since disability is (wrongly)
considered as the problem of a minority.



AS A MATTER OF FACT...

To be considered inclusive
A school should

OVERTURN THIS PERSPECTIVE

A definition of inclusion

- Inclusion is a process by which the school and its operators (the school itself, students, teachers, families and the social context) take on the characteristics of an environment ready to fulfill all students' needs.

- It's not the student but the school which should adapt itself to the students 's needs. It ought to be prepared to change according to the student's demands, rather than help the student become more and more similar to the majority.

- AN INCLUSIVE SCHOOL SHOULD THEN BE:

- FLEXIBLE: Prepared to continuously transform itself;
- Focused on both the PLURALITY of subjects and their INDIVIDUALITIES;
- Ready to provide the students with the tools needed to face life outside.

We believe that a school should be

A MIRROR OF SOCIETY,

- Therefore it should be PLURALISTIC And OPEN
to all kinds of diversities.

This implies a double advantage:

- It supports the weak to develop SELF AWARENESS And SOCIAL IDENTITY;
- It helps the other students become MORE ACCEPTING OF DIFFERENCES.

How far have we gone?

Since 1971 Italy has been working on finding effective inclusive practices. For about three decades special education civil rights legislation has been produced to guarantee inclusion of SEN students in state schools.

- WHAT WE STILL NEED IS:

- - the sharing of a common frame of ideas and attitudes within the different school contexts (provided by specific professional qualification for all staff members)
 - the creation of a comfortable and conducive learning environment;
 - the use of good educational and didactic strategies which can really foster SEN students' cognitive and psychosocial growth;
 - the implementation of co-operation between school and families.

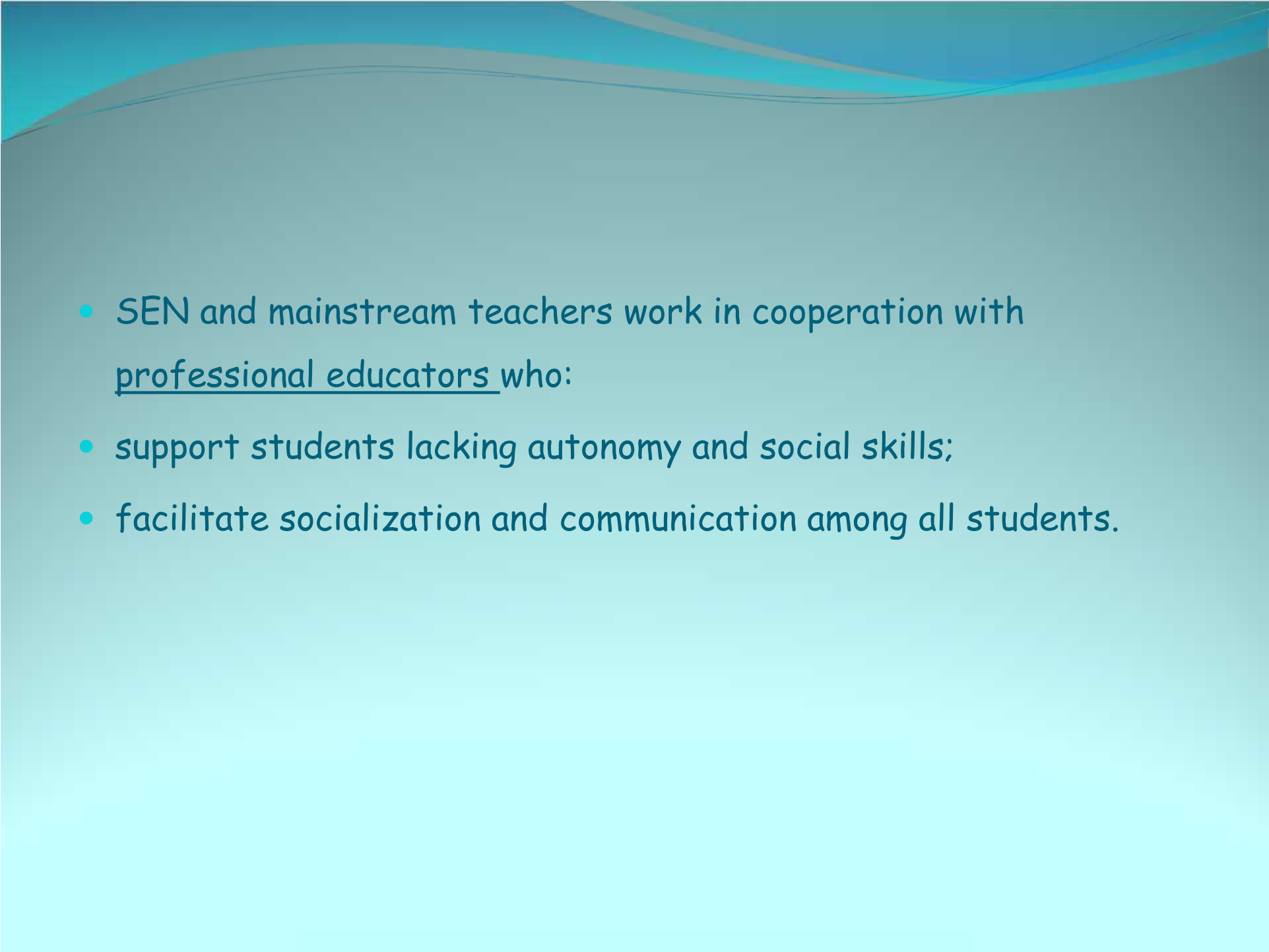
Opportunities.

- Comparative projects on an international level (promoted by universities and other institutions) offer the opportunity to:
- compare the Italian model of integration with other European special educational practices;
- reconsider our system to find weak points and build up new intervention measures.

"E. MATTEI" HIGH SCHOOL

- HUMAN RESOURCES FOR INCLUSION -

- The institution avails itself of a Special Educational Needs co-ordinator (appointed by the teaching staff) in charge of:
 - - reception and tutoring of incoming SEN teachers;
 - - co-ordination of SEN staff by means of:
 - a) Actions for student progress monitoring;
 - b) Counselling for the drawing up of PEI (Individualized Education Programme) and student assessment;
 - c) Identification of personalized strategies and building up of specific plans;
 - d) Providing solutions for a better co-operation between the school, the public healthcare (responsible for the students' functional diagnoses) and the "H Office" of USP (Provincial School Office)
 - e) ...

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- SEN and mainstream teachers work in cooperation with professional educators who:
 - support students lacking autonomy and social skills;
 - facilitate socialization and communication among all students.

GLHI Meetings

- Periodic meetings, GLHI (Work Team for Handicap), are also held by the headteacher with the aim of fostering co-operation between the school and the following subjects:
- SEN Co-ordinator, support and mainstream teachers;
- Public health service and local authorities;
- Associations and families.

GLHO Meetings

- GLHO (with executive functions) is made up of:
- teaching staff of classes hosting SEN students;
- health services members;
- SEN students' parents and a representative of the association providing support to families.

GLHO meetings are held once a school year to draw up the PEI (or life project) and monitor its fulfillment and efficacy through constant assessment.

OTHER RESOURCES

- The school library is provided with a section on special didactics that can be consulted by all teachers.
- A special classroom is equipped with technology resources to meet the SEN students' needs.