

**Course-506**  
**Understanding Children in Inclusive Context**  
**Solved Assignment-3**

**1. Observe a school and prepare a detail report on various factors for exclusion on prominent groups of children who are at risk for exclusion from education system. Write suggestive measures for inclusion of these groups.**

**Ans.** We observe a school primary school of our city situated in ( Your Wish )School name is ( Your Wish)

After observing the school we came to know about some children who are at risk of exclusion from education system. Below is the details of various factors for the exclusion including the suggestive measures for inclusion of these groups.

**Mental health issues**

Some children who are at risk of being excluded from school have a recognized mental health need. This can affect their behavior; for example, a child with anxiety may be prone to angry outbursts in the classroom.

‘If this is impacting on other children’s learning, it might be seen as grounds for exclusion,’ says Principal.

What can be done: Help is available for children with mental health issues, although you may need to push for it. A visit to the doctor should be your first step. Talking therapies are usually the first port of call for children with mental health problems, as medication is avoided in children and teenagers.

‘It’s also important to ask for clarity from the school on what your child is doing to be seen as unmanageable,

‘You need to make it clear what’s going on from your child’s perspective.’

**Special educational needs**

Children with special educational needs (SEN) may have difficulties with the school environment, which can make their behavior challenging

‘We fear that there are cases of schools excluding children rather than getting them the help they need,

‘Sadly, this is often because they lack the time and resources to help them get a diagnosis, which would trigger funding and support.’

What can be done: The school must have an SEN policy setting out how they will support children with additional needs. It should be available on their website, prospectus, so familiarize with what it says so you can challenge the school on areas where they’re not meeting your child’s needs.

‘Parents are advised to be proactive in requesting a proper assessment,’. This usually means working closely with the special educational needs coordinator (SENCO), and possibly involving the school nurse, or a health visitor as well.

Depending on the scale of child's needs, it may also be worth considering whether they'd fare better at a special school. 'It's sad to see pupils being excluded rather than sent to a special school where they would thrive,

### **Social deprivation**

Children who are excluded are four times as likely to come from disadvantaged families, or go to school in a deprived area.

'We know that in wealthier families and schools, children are more likely to receive help and support, including a diagnosis of SEN, whereas in areas of poverty they may end up being excluded.

What can be done: If child is being short-changed by their school and denied the support they need to avoid exclusion, parents need to speak up.

'If the school isn't fulfilling its obligations towards child, parents should take it to the concerend, who have a significant role in making sure they are accountable.

Be aware, too, that other agencies may be able to support your child, such as social services and local or national charities.

Having someone to advocate for you and your child may help you communicate with their school and make sure their needs are met.

### **Personal problems**

Whether it's a divorce, bereavement or even a new sibling, sometimes upheaval at home can affect children's behavior, and lead to them being excluded from school.

What can be done: 'Most parents will have had multiple meetings with the school before their child is excluded, and this is the chance to make it clear what's going on from your child's perspective.

'It's important to communicate what's going on in the home environment.'

Schools have a duty to support children who are having a hard time. It's the duty of school to help children who need some short-term support, and they may also be able to arrange for them to see a school counsellor.

There are also various charities that could help your child process their feelings around a traumatic event.

### **Previous exclusions or poor behavior**

Parents whose child has been excluded before may find that the school has a lower threshold for future exclusions.

'The teachers have to admit that children can become labelled as badly behaved, and given less chance to redeem themselves.

What can be done: Check out the school's behavior policy (on their website/prospectus), which should set out their different levels of discipline and sanctions. This will help you establish whether the correct procedures are being followed with your child.

Make sure parents go to any meetings the school requests, as this will show your cooperation. Parents might want to consider taking an advocate with you, whether that's a friend, family member or a professional such as a social worker who's involved with their child.

In extreme circumstances, parents may want to consider whether they'd benefit from changing school.

‘Moving school can be a fresh start and a chance for your child to get away from their previous labels.

‘However, it’s vital that it isn’t used by schools as a way of simply “getting rid” of a child who poses challenges, rather than supporting them through those challenges in school.’

### **Poor educational prospects**

‘We fear that schools may be more likely to exclude children who are expected to perform badly in exams, as a way of artificially boosting their position in league tables.

‘Children may also be excluded if they’re disrupting the class, so they don’t compromise the learning of others.’

What can be done: ‘In some cases, it’s appropriate to remove a child from class, but no child should be excluded because they’re not performing academically.

In this situation, good communication with school is essential. School budgets will dictate how much support can be given to a child who’s underachieving, but it’s reasonable to expect interventions such as small-group work to focus on literacy or numeracy, or support from a dedicated teaching assistant (TA).

If parents unhappy with the school’s approach and feel child is being pushed out because of their academic difficulties, there’s a specific complaints procedure to follow.

This will ensure that parents concerns are heard and dealt with appropriately.