

An investigation into pupil's perceptions of how inclusion is facilitated at their school



Introduction

Initial article focused on special educational needs (SEN) students and how inclusion is facilitated for them at their school in England.

Research was extended upon arriving in Kazakhstan to find how inclusion is facilitated for all students at Nazarbayev Intellectual School Karaganda (NISK).

Background

The 'general inclusion statement' which forms part of the National Curriculum (QCA, 2007) is based on three principles:

- The need to set suitable challenges**
- Responding to pupils' diverse learning needs**
- The overcoming of potential barriers to learning and assessment.**

The endorsement of inclusive education has resulted in substantial educational reforms, thus opening up new lines of research which, in turn, has attempted to identify organizational structures and practices which may be associated with facilitating or impeding the development of inclusion. *(Peer and Reid, 2012)*

Important Questions

Do students generally feel included in their school?

What aspects of school life allow students to feel included?

Methodology

Questionnaire given to students at NISK

How are your needs met at School?

Disagree	1
Somewhat Disagree	2
Neutral	3
Somewhat Agree	4
Agree	5

1. Staff speak to you and treat you respectfully.

1 2 3 4 5

2. Students speak to you and treat you respectfully.

1 2 3 4 5

3. You feel included in school life.

1 2 3 4 5

4. You know who to speak to when you have a problem.

1 2 3 4 5

5. Your problems are listened to and acted upon when you raise them.

1 2 3 4 5

6. Students are asked about how the school can be improved.

1 2 3 4 5

7. Curators make a difference to my learning.

1 2 3 4 5

Name two things that you like about the school

1.

2.

Name one thing that the school can improve on to make you feel more included.

1.

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Как Ваши потребности удовлетворяются в школе?

Полностью не согласен	1
Не согласен	2
Затрудняюсь ответить	3
Согласен	4
Полностью согласен	5

1. Персонал школы обращается к Вам с уважением.

1 2 3 4 5

2. Учащиеся обращаются к Вам с уважением.

1 2 3 4 5

3. Вы чувствуете себя вовлеченными в школьную жизнь.

1 2 3 4 5

4. В случае возникновения какой-либо проблемы Вы знаете к кому обратиться.

1 2 3 4 5

5. В случае возникновения какой-либо проблемы Вас выслушают и предпримут действия по ее решению.

1 2 3 4 5

6. В школе интересуются мнением учащихся по поводу улучшений в жизни школы.

1 2 3 4 5

7. Кураторы положительно влияют на мое обучение.

1 2 3 4 5

Назовите две вещи, которые Вам нравятся в школе.

1.

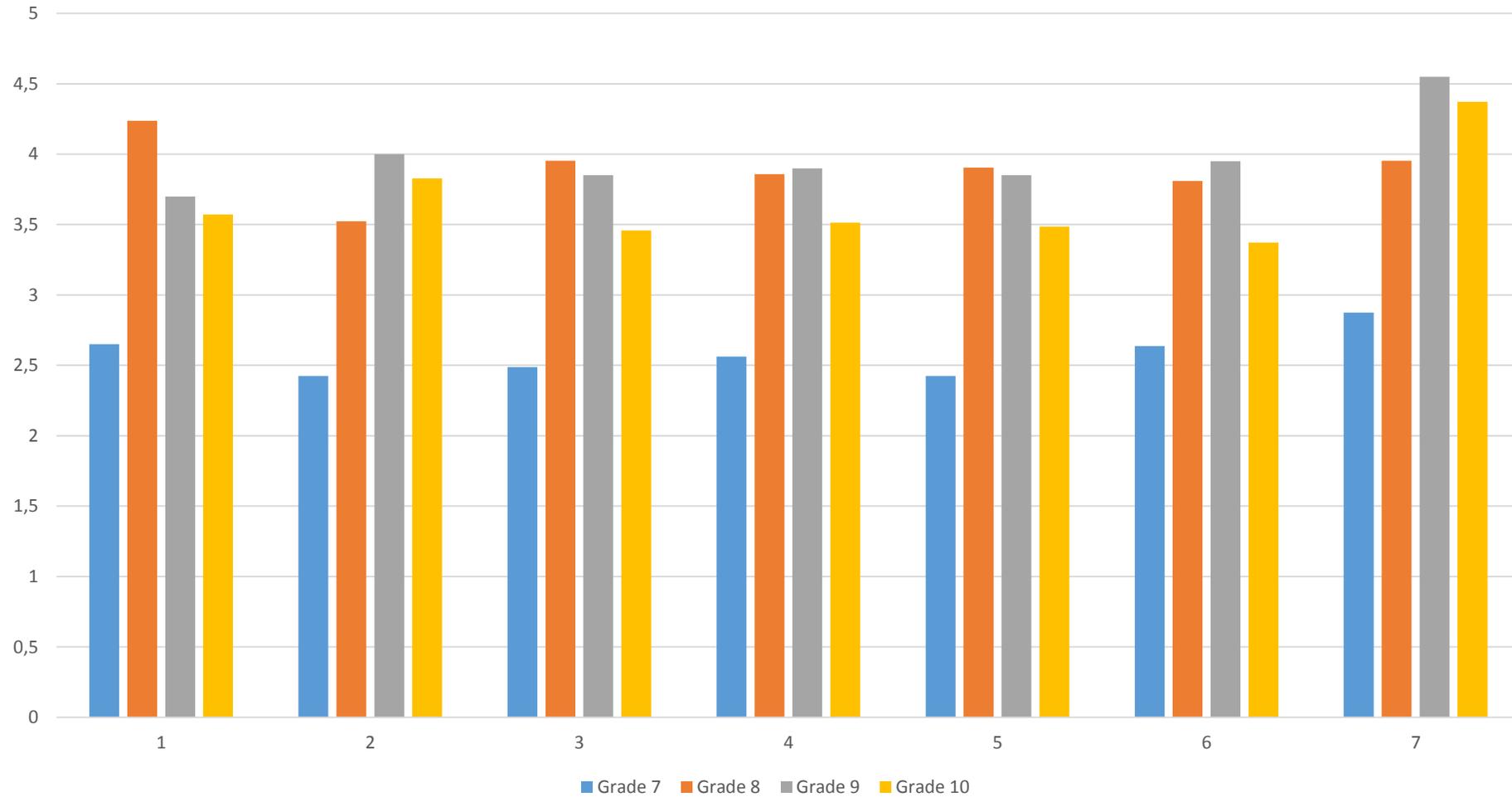
2.

Назовите одну вещь, которую Вы бы хотели улучшить в школе, чтобы быть вовлеченными в события, происходящие вокруг.

1.

Findings

Students Perceptions of Inclusion at NISK



Limitations

- This methodology has many limitations, as the title of the investigation states, it was conducted in one school of only 630 pupils, the sample size was therefore very small rendering any statistical investigation useless, which in turn means that it will fail to provide any empirical evidence needed to address the current issues.
- With regards to the ethical considerations, the school was fully aware of this investigation. Furthermore, before every part of the investigation, the purpose of the study, use of the results and the opportunity to withdraw from the process at any time was fully explained to each participant. Only after this was explained, and the consent of the individual given, did the investigation begin. Questionnaires did not require students to write their names. To protect participant's anonymity further no names are used when discussing the findings.

Conclusion

Pupils' responses to the questionnaire suggest that they generally feel included at school, though there are differences between grade levels.

School should develop an inclusion policy, especially focusing on early years students (grade 7).

A survey like this may provide useful information into students perceptions of inclusion and the school to adjust policies when necessary.

Questions