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Title/ Título: Nice to see you!' Primary schools and educational inclusion

Encantada de verte! Centros docentes de educación primaria e inclusión educativa

Topic: Educating exceptional children. The influence of family, school and social contexts

Educación de niños con necesidades específicas. Influencia de la familia, el centro docente y el contexto social

Presentation time/Día de presentación: Session in English. Friday 16, 10:15-11:45 a.m. Room 4, Third Floor

Sesión en Inglés. Viernes 16, 10:15-11:45 a.m. Sala 4, Tercer Piso

Abstract

This brief paper reports data collected sporadically over the last three years aimed at assessing parental experiences of their child's first year's attendance at primary school. In particular the study - unfunded and personal - is an attempt to secure insights on how 'inclusive' schools are to parents whose child experiences a learning difficulty. Data have been obtained from a sample of parents from three sets of randomly selected primary schools in one Government Office region in England. Each school-grouping represents (albeit in subjective terms) a distinct catchment-characteristic and educational ethos. A preliminary 'model of association' is presented, in which the parent-experience is located. This suggests that some school settings remain more inclusive than others, based on their spatial location. A preliminary hypothesis is that schools serving culturally, socially and 'educationally' diverse communities appear to have an enhanced set of skills and practices which promote positive child and parent 'induction'.