



The Social, Emotional and Behavioural Difficulties Association has adopted the following policy with regard to inclusion:

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'The SEBDA Inclusion Policy (short version)

For children and young people with SEBD inclusion means

- maximising their access to and engagement with the social and educational settings most appropriate to their present and future needs and aspirations.
- providing environments where they experience
 - a personal sense of security
 - respect and being valued
 - supportive relationships
 - sharing their lives with positive adult role models
 - clear, humane and flexible boundary setting
 - successful achievement boosting their self-esteem
 - opportunities to obtain academic and/or vocational qualifications
 - chance to develop and to exercise personal responsibility.
- making available effective support services and facilities whose purpose is to help the young people overcome potential and actual barriers to their healthy social, emotional and educational development.

For many young people with SEBD, inclusion is best promoted by their attendance at mainstream schools with their neighbourhood peers. However inclusion is more than placement in 'ordinary' classes where young people with SEBD can feel isolated or rejected or in on-site provision with little access for the children with SEBD to the social and educational activities of the school.

Where occasionally mainstream schools are unable to address the needs of some young people with SEBD and the latter do not *feel* included, then inclusion can be better promoted in special schools, units and other 'alternative' forms of education and training.'