"Inclusion" - a word much more used in this century than in the last. It has to do with people and society valuing diversity and overcoming barriers. But what exactly does it mean? Do different people mean different things by it? Would you recognise it if you walked past it? Where would you find it? How do you create it? How do you know when you have created it?

This book addresses that sub-set of the social inclusion agenda that is within educational contexts, including early years’ provision, primary and secondary education, further and higher education, and community education. It addresses inclusion issues arising from special educational needs and disability, but goes far beyond that to consider those arising from social class, socio-economic disadvantage, race, gender, and other factors. One practical reason for this wide scope is that these factors often interact, and consideration of only one factor in isolation can lead to faulty conclusions.

The text integrates and bridges theorising and empirical research with accessible and clear evidence-based practice and policy guidance for workers in all educational contexts at all systemic levels.

The book seeks to offer students, lecturers and researchers some of the best material in the area, saving time and effort in developing their own collections of relevant papers and chapters, as well as offering a consistent high quality of material from a systematic rather than opportunistic search. It incorporates prompts to onward reading and reflection designed to add continuing value to the reader. The book will also appeal to other professionals engaged in self-managed continuous professional development (e.g. educational psychologists), and to academic staff interested in applied and interdisciplinary research. It should also appeal to policy-makers and administrators charged with translating the inclusion rhetoric into reality.

CONTENTS:
The book has 18 chapters divided into the following sub-sections:
A. Concepts and Context: definitions, terminology, history, legislation, stakeholders, ideals and reality
B. Gender, Race, Disability, Poverty & Social Class: cultural, class and gender differences, their interaction and how they impact on achievement, and the importance of pupil involvement
C. Exclusion from school: Problems & Challenges: including truancy, absenteeism and exclusion from school
D. Action in Schools: examples of various types of intervention and their effectiveness, including curriculum differentiation and adaptation, positive behaviour management, and peer mediated learning
E. Promoting and Managing Systemic Change in schools: positive action for inclusion at whole-school and local authority level, including organisational, political and financial choices
F. Post-school: transition from school to further/higher education or "life", and the special challenges facing those with disabilities.