Aims of Inclusion

* A valued role in the community.
* A fulfilled life.
* Independent living with the right support.

Essentially, schools need to take on board the broader view of secondary schooling, ie **What are the long term goals for these students?**

Nowadays, people with Down syndrome are exceeding all previously held expectations and dispelling misconceived stereotypes. Many are able to hold down a job and live an independent life with some support. Some are able to drive a car or ride a motorbike, manage their direct payments, and lead a happy and healthy social life.

And teenagers and young adults with Down syndrome share the same likes and dislikes as any other adolescent – they like going out, playing sport, music and popular culture the same as anyone.

*Daniel (right) is 24 and went to mainstream school and college until he was 19, when he managed to obtain funding to attend Foxes Academy in Minehead.*

*He is currently living at home but is on the waiting list for an independent living flat. He wants to work in catering and has received funding for a work-prep placement in Frome, Somerset, where he works three days a week for an organisation providing outside catering.*

*He has his own bank account and manages his own benefits and finances.*

*He has a good group of friends and a girlfriend. He belongs to a drama group, and likes going to the pub. He loves dancing, and recently came third in a local talent competition.*

If teenagers are to become successful adults with Down syndrome, happy about who they are and optimistic about their future, then it is the years spent at secondary school that will help them get there.