The Inclusive Classroom

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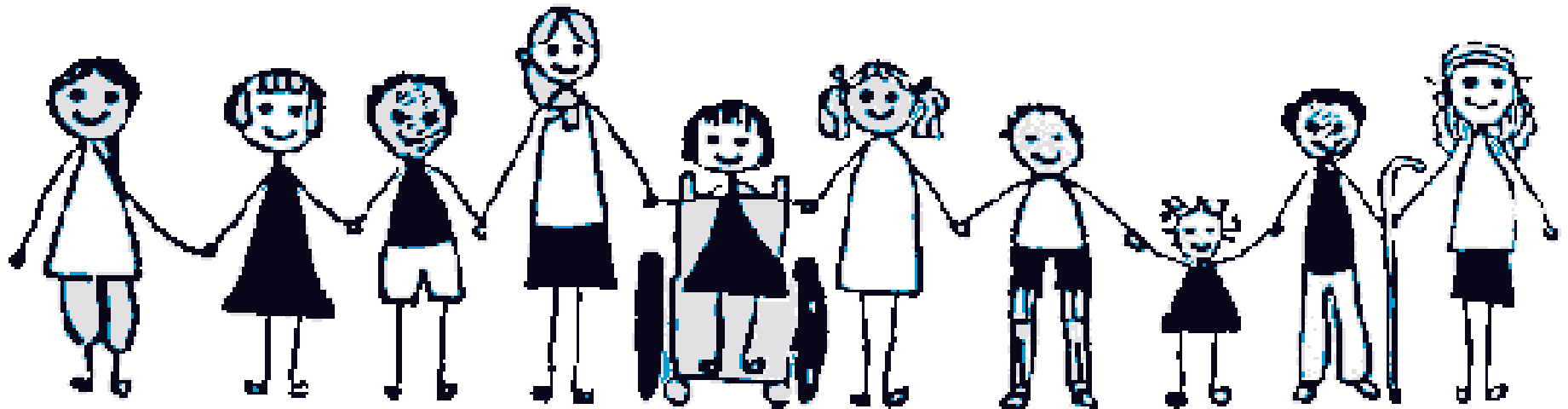Dubai, December 2015

What is inclusive education?

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What is inclusion?

- About the presence, participation and achievement of all students

- Emphasises groups of learners who may be at risk of marginalisation, exclusion or underachievement

- A process concerned with the identification and removal of barriers

UNESCO, 2005, p.15

Barriers

- What barriers did/do you have to learning?

- What barriers have you seen in students?

Behavioural and social skill difficulties	Includes self-regulation, getting along with others, etc.
Communication or language disabilities	Either receptive or expressive (e.g. Autism Spectrum)
Concentration difficulties	Either Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).
Executive functions	Includes difficulties in understanding, planning and organising.
Hearing impairments	Includes both hearing loss and deafness, either congenital or acquired due to illness/injury.
Literacy and language difficulties	Affects the learning process in one or more areas such as reading, spelling and writing (for example, Dyslexia and Dysgraphia).
Numeracy difficulties	Refers to learners who might struggle with tasks related to numeracy and mathematics competency (for example, Dyscalculia).
Mental health issues	Includes depression, anxiety, etc. and can range from mild to severe. Learners can also have more than one mental health problem.
Physical or neurological impairments	Can be congenital or acquired – for example, Muscular Dystrophy or Traumatic Brain Injury – and can range in severity. Neurological impairment may not be visible.
Visual impairments	Used to describe the consequence of an eye condition or disorder. The degree of impairment ranges from mild to severe.

Access arrangements for assessments

- Extended time
- Breaks
- Quiet or separate area
- Typing rather than handwriting
- Scribe or voice recognition software
- Reader or reading software
- Modified test papers.

Overcoming barriers

1. Behavioural
2. Communication
3. Concentration
4. Executive
5. Hearing

6. Literacy
7. Numeracy
8. Mental
9. Neurological/physical
10. Visual

✓ Choose up to three items
✓ List challenges – think of solutions.

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What about G&T?

- In what way does your school recognise those who are "gifted and talented"?

- What other "special needs" might they have?

Shifting the focus from the child to the school

- Policy
- Parents
- Professional development

- ✓ Write a draft school policy
- ✓ What 10 headings should be included?

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Universal design

- "A proactive design and use of inclusive instructional strategies that benefit a broad range of learners, including students with disabilities".
(Scott, McGuire, & Embry, 2002)

Multiple…

1. Formats & media
2. Ways to engage students' interest & motivation
3. Pathways for student action & expression.

Centre for Applied Special Technology, Boston, Mass - www.cast.org

To take away for reflection

- **Labelling**
  - How does it feel to be labelled?
  - Who is qualified to diagnose?
- **Environment**
  - Readiness to learn
  - Readiness for school
- **'Each child is unique'**
  - Children learn at different paces and have different strengths, challenges and interests.

What is Cambridge doing?

- *Education Brief*
- *Getting Started With…*
- PDQ in development

Further reading

- International Academy for Research in Learning Disabilities: http://www.iarld.com/

- National Center for Learning Disabilities: http://www.ncld.org/learning-disability-resources/videos/

- European Agency for Special Needs and Inclusive Education: https://www.european-agency.org/

- World Council for Gifted and Talented Children: http://www.world-gifted.org/

- Young Minds –The Voice of Young People's Mental Health and Wellbeing: http://www.youngminds.org.uk/

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Thank you