The Inclusive Classroom

Paul Ellis
Head of Teaching & Learning Strategy
Cambridge, September 2016
What is inclusive education?
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?
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural and social skill difficulties</td>
<td>Includes self-regulation, getting along with others, etc.</td>
</tr>
<tr>
<td>Communication or language disabilities</td>
<td>Either receptive or expressive (e.g. Autism Spectrum)</td>
</tr>
<tr>
<td>Concentration difficulties</td>
<td>Either Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).</td>
</tr>
<tr>
<td>Executive functions</td>
<td>Includes difficulties in understanding, planning and organising.</td>
</tr>
<tr>
<td>Hearing impairments</td>
<td>Includes both hearing loss and deafness, either congenital or acquired due to illness/injury.</td>
</tr>
<tr>
<td>Literacy and language difficulties</td>
<td>Affects the learning process in one or more areas such as reading, spelling and writing (for example, Dyslexia and Dysgraphia).</td>
</tr>
<tr>
<td>Numeracy difficulties</td>
<td>Refers to learners who might struggle with tasks related to numeracy and mathematics competency (for example, Dyscalculia).</td>
</tr>
<tr>
<td>Mental health issues</td>
<td>Includes depression, anxiety, etc. and can range from mild to severe. Learners can also have more than one mental health problem.</td>
</tr>
<tr>
<td>Physical or neurological impairments</td>
<td>Can be congenital or acquired – for example, Muscular Dystrophy or Traumatic Brain Injury – and can range in severity. Neurological impairment may not be visible.</td>
</tr>
<tr>
<td>Visual impairments</td>
<td>Used to describe the consequence of an eye condition or disorder. The degree of impairment ranges from mild to severe.</td>
</tr>
</tbody>
</table>
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.
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 headings should be included?
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…**
• PD opportunities
Thank you

info@cie.org.uk