



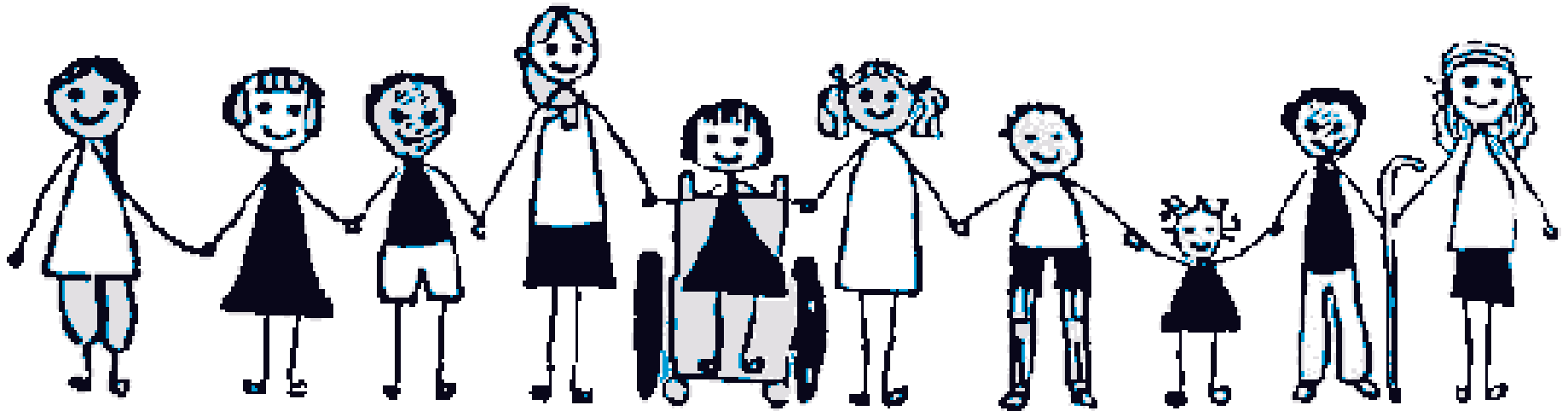
The Inclusive Classroom



**Cambridge Schools Conference
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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

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**.

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





info@cie.org.uk

Thank you

