

Inclusion and special educational needs Tbilisi, Georgia 12-13 March 2016

Equality and Quality in teaching and learning

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Medical and Social Models of inclusion



Vs



Key areas for inclusive interventions around quality teaching and learning

Cognition and Learning

Behavioural, Emotional and Social Development

Communication and Interaction

Sensory and/or Physical

Societal Marginalising Factors



A child's view

I hate English lessons, the teacher always gives us long things to read and I can't understand it. I try to concentrate but just feel like giving up after the first few lines. I just put my head on the desk and sigh because I am fed up. The teacher just shouts at me and says I am lazy

A child's view

I hate playing games in English. It is supposed to be fun, but I never know when it is my turn and I wait for ages, then I join in and everyone gets angry because it is not my go. Then I shout at them and sometimes run out of the room.

Other children's view?

Child 1

Peter is really funny, he is always shouting out, making funny faces and being like a clown. We can always get him to interrupt the teacher when the lessons get boring.

Child 2

I don't think he's funny, he's always messing with my stuff and I can't get on with my work. When I put my hand up to answer he always calls out before the teacher picks anyone. I think he's really annoying

Child 3

I don't like him. It's really hard to play with him because he always pushes in and never waits for his turn. We try to let him join in because the teacher told us we should be kind to Peter, but we get fed up with him, it's too hard to be his friend

Inclusive Learning – a definition

The British Council supports the ultimate goal of ensuring that all schools meet the needs of all their learners.



In working towards this ultimate goal, the British Council believes that a more achievable, realistic and empowering stance is to support schools and education systems to work towards a position where:

“more schools meet the needs of more of their pupils”

Different models of inclusion

- ❑ Single track provision
- ❑ Dual track provision
- ❑ Multi-track provision



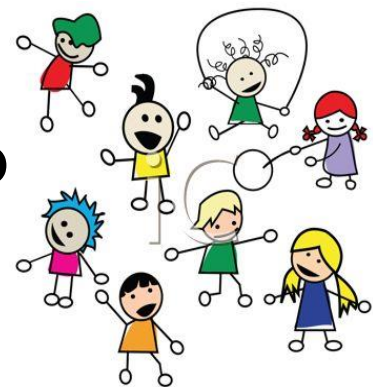
Different models of inclusion – single track approach

- All learners within the same school/class
- All services focus on combining within the same school
- All policies work towards all children being in a mainstream setting and against segregated provision
- No need for special school provision



Different models of inclusion – dual track approach

- Basing the system on establishing two distinctive systems
- Separate special schools & units for special needs groups
- Pupils in the special sector not expected to follow mainstream curriculum
- Different legislation for different sectors

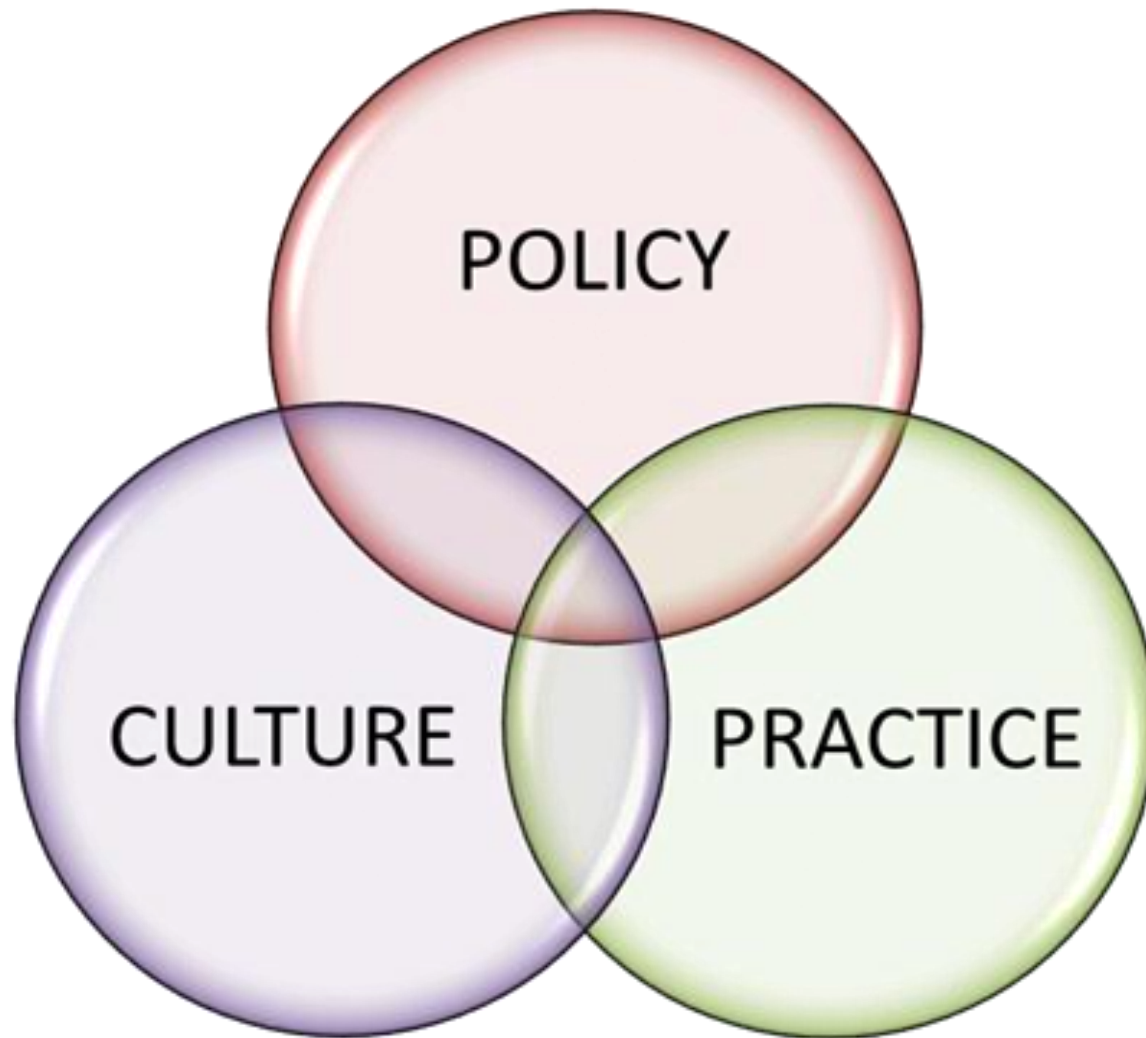


Different models of inclusion – multitrack approach

- A blending of the above two with both options
- Two systems in parallel – curriculum based
- Special schools as ‘resource centres’ that pupils can move in and out of
- Flexibility of approach in terms of placement of pupils and in pedagogical provision

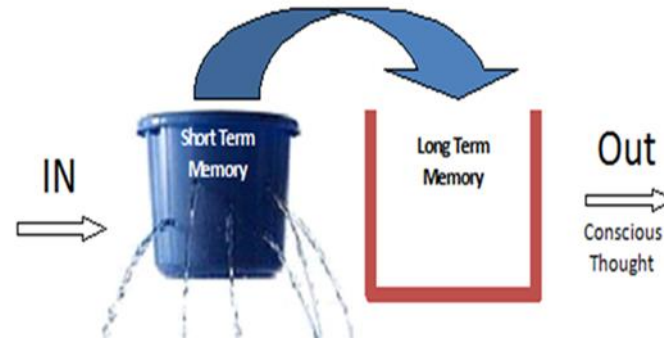


Integrated approach to inclusive practices

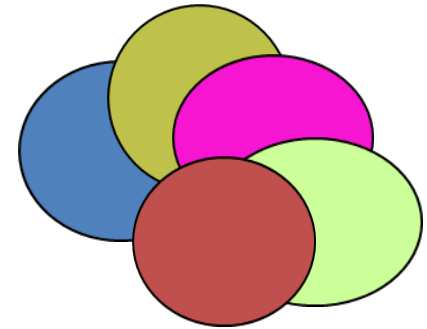


Spectrum of cognitive differences – neuro-diversity

- Dyslexia
- ADHD
- Dyspraxia
- Autistic spectrum
- Speech and language difficulties



Co-occurring



Texts – reading & writing
Expressive and receptive language
Working memory & sequencing
Concentration/Focus
Social interaction needs
Organisation of work and tasking
Fast and slow thinking



S/he just can't read – or write!!!

At age 5 he couldn't read.

His mother thought that, perhaps he saw
finding it difficult to school.

S/he just can't read – or write!!!

At age 5 he couldn't read .

His mother thought that, perhaps, he was finding it difficult settling into school.

Celebrating cognitive differences - neurodiversity

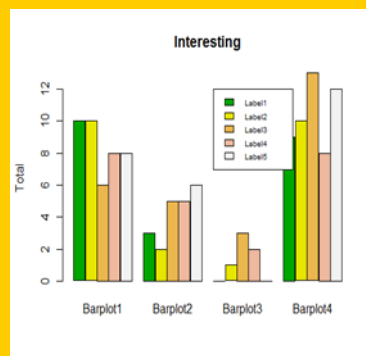
imagination, holistic/big picture thinking, kinaesthetic and visual memory, strong intuition and creativity.



Supporting learners in schools – SENCO's



Needs based solutions – differentiated responses



Scaffolding and Differentiation

- ✓ Take account of the learning needs and plan differentiated approaches that enable all learners to participate and learn



- ✓ Provide appropriate learning routes for everyone based upon their **learning needs** focused on **realistic but challenging achievable outcomes**
- ✓ Differentiation can be based on task, response, content, or.....?

Read the following text. What do you notice?
Which words are most difficult? **How could
you make the text more accessible?**

. ehT .srehto eht fo ngis on llits saw erehT
pmac eht dehcaorppa yeht sa deppots dah gnignis
yeht, nehT .nees eb ot eno on saw ereht woN
taerg a sexob eht fo eno fo pot eht no was
tuB .derbhguoroht on saw tl .god etihw
eht ekilnu – tsop sti ot kcuts dah ti
deraeppasid dah yehT .step rehto
yeht woN .nageb tsrif elbuort eht neh
.deppart erew yehT .tops eht no erew

Making the text accessible – easification!



There **was** still **no** sign of the . The had stopped as they **approached** the



Now there **was** **no** one to be seen. Then they **saw** **on** the **top** of one of the **boxes** a great white .



It **was** **no** **thoroughbred**. But it had stuck to its post unlike the other **pets**. They had **disappeared** when the **trouble** first began. Now they were **on** the **spot** they were **trapped**.

Some ideas and possible solutions

✓ **Your state for learning** - **get it off your chest**

✓ **How long is a minute?**



✓ **It's all noise to me!**

✓ **Visual timetables**



What state are you in for learning?



Visual Timetables



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8.45-9.00



Registration



9.00-10.00



English



Maths



English



Maths



Science



10.00-11.00



Maths



English



Maths



English



R.E.



11.00-11.15



Break



11.15-12.15



Science



Science



P.E.



Science



French



12.15-1.00



Lunch



1.00-2.00



P.E.



Music



French



Art



Technology



2.00-3.00



Technology



I.T



History



Citizenship



Geography



Creating a calming and stress reduced environment - organising, categorising and product oriented outcome



A grammar activity

The beef burger



come came come

Three peas in a pod



burst burst burst

A grammar activity

Mum and twins




have had had

Mixed bag



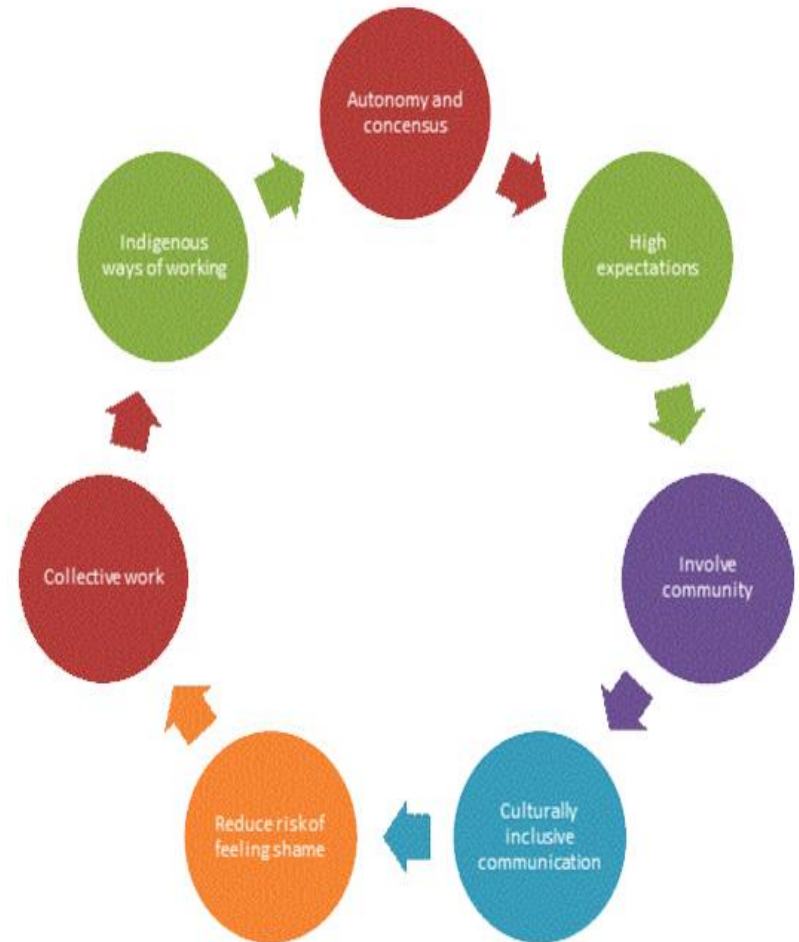
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- ✓ **Physical Access**
 - ✓ **Sensory Access**
 - ✓ **Intellectual and curriculum access**
 - ✓ **Emotional Access**
 - ✓ **Cultural access**
- 



High Quality Engagement

- ✓ In class engagement
- ✓ Out of class engagement
- ✓ Flexible and differentiated engagement
- ✓ Specialist resources
- ✓ Whole school approaches



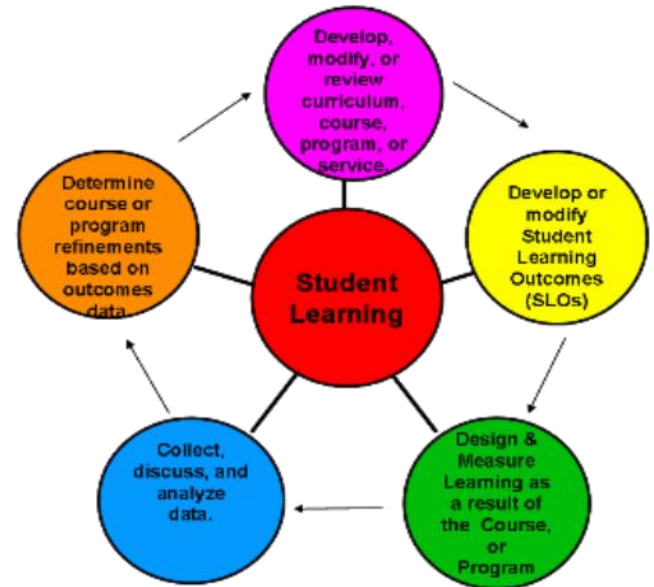
Assessing our learners for needs based provision

Assess

PLAN

Do

Review



A Final thought

A woman dreamed she walked into a brand-new shop in the marketplace

“What do you sell here?” she asked

“Everything your heart desires”, was the reply

Hardly daring to believe what she was hearing the woman decided to ask for the best things a human being could wish for

“I want peace of mind and love and happiness and wisdom and freedom from fear,” she said. Then as an afterthought, she added,

“Not just for me. For everyone on earth.”

The salesperson smiled, “I think you’ve got me wrong, my dear,”

“We don’t sell fruits here. Only seeds.”

If we can plant seeds then anything is possible.....



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Thank you

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