The Inclusive Classroom

A guide to including all children using the 5 Cs

Dyslexia and Literacy	SLCN
Autism	EAL
MLD	SEMH
ADHD/ADD	Glossary of Terms

The 5 Cs of Inclusion

Our school's intent: **We are Reddish Hall. We build skills for life. We embrace and respect individuality. We support each other to achieve. We are unique, resilient and try our best**; represents our inclusive approach to education. We believe that all pupils have a right to access every opportunity that school offers; teachers and support staff are key to enabling pupils to do

CLASSROOM

Developing regular, recognisable classroom routines and consistent teaching strategies to create a safe and predictable learning environment.

CLARITY

Adapting the language used in the classroom to make sure that it is clear and easily understood by students, and supporting them to use language to develop their own skills.

CONTENT

Preparing and presenting curriculum content that will assist the student's understanding and help them engage with the lesson.

CHECKS

Identifying and structuring the lesson to ensure regular checks of understanding, and that students are accessing the required content.

COMPLETION OF TASKS

Providing learners with the appropriate time to complete tasks, and having high standards and expectations which are tailored to the individual's needs.

Dyslexia and Literacy

Key Information

Dyslexia affects around 1 in 10 people, with up to 4% in a significant way. Dyslexia is a Specific Learning Difficulty (SpLD) and affects different people in different ways. Some people have symptoms of dyslexia but are not actually dyslexic, but they need support and help with their literacy difficulties.

A student with dyslexia may experience some of the following difficulties:

- They might see letters backwards or upside down
- They might see text jumping or moving on a page
- Letters might seem jumbled or out of order
- They might feel sick or get a headache after reading
- They might not be able to say the letter strings or words correctly
- They might have to relearn words and sounds every time they see them
- They may struggle with other areas of organisation
- Sensory overload or the inability to screen out distractions.

Dyslexia is not linked to intelligence, but often runs in families. Strategies to help those with dyslexia are actually strategies that benefit ALL students with their literacy.

CLASSROOM

- Use checklists or reminder notes to help with organisation for dyslexic students
- Make sure all routines for listening are really clear; make sure you have the attention of the whole class when speaking so that the student is not expected to listen and read/write at the same time
- Seat near motivated students who can help with reading and writing
- Praise effort rather than achievement
- Demonstrate reading skills in class such as breaking own sounds
- Avoid picking on to read large amounts without prior warning

CLARITY

- Use different learning techniques to keep the tasks moving and clear
- Chunk instructions into manageable sections to prevent overload
- Use `Open Dyslexic` font where possible
- Check the student's SSP to see if there is coloured paper required
- Use discussion and 'talking points' techniques to help foster ideas before writing
- Ensure homework is presented in a step by step manner

CONTENT

- Use models and exemplars wherever possible to show a finished product
- Use minimal amounts of texts on PPT slides with plenty of space to avoid clutter
- Provide pre-printed information and electronic versions of lessons where possible to avoid copying or note taking
- Provide key word lists
- Allow the use of scaffolds for writing tasks
- Use visual cues to help link learning
- Regularly go over learning to ensure retention of knowledge
- Model different ways of organising information, such as mind mapping or use of images

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Ask student to describe key points from the text which has been covered in class
- Allow for creativity in presenting work in ways other than writing – through posters, presentations, audio-visual, role play or diagrams
- Look for signs of difficulty or frustration and use praise and encouragement for effort

COMPLETION OF TASKS

- Allow for more time to understand instructions and answer questions
- Allow for more time for the completion of written tasks
- Give notice if required to read out ideas or information
- Consider giving rest breaks or movement/jobs during longer writing tasks
- Check Access Arrangements for assessed work as pupils may be entitled to more time, a reader or a scribe
- Have high expectations of quality, but demand less writing for students with dyslexia

Other things to consider

- Students with dyslexia find literacy subjects exhausting. If you teach a student with dyslexia in the afternoon, they may be more tired than other pupils
- Students with dyslexia may well feel more anxious than others, as they may worry about simple tasks such as writing the title or reading a book
- Many students with dyslexia will have additional intervention sessions one hour per week in the Hub. These focus on simple reading and writing rules. For older students intervention also covers subject specific work
- Students with dyslexia may come across as less able than their peers and become frustrated when they are not able to be as confident as other students

Autism

Key Information

Autism is a lifelong disability which affects a person's ability to communicate. There are many ways autism can present itself as it is a term given to a spectrum of conditions.

A student with autism may experience some of the following difficulties:

- Social communication – they may have problems with speech, communication and understanding. They can present with unusual or inappropriate behaviours such as comments to others. They will have difficulty understanding emotions and non-verbal cues, particularly others' expressions. They can be over-literal in their mindset.
- Routine and rigidity – they may have difficulty adapting to anything unexpected, or changes of any kind. They pursue activities that are safe and repetitive. They may become obsessive about their 'special interest' in which they find safety and security. Once they are in a fixed position they find it almost impossible to change their mind.
- Sensory overload – they may be hyper sensitive to light, noise, smell, or touch (such as clothing).

A student with autism may have a 'meltdown' when they are overwhelmed due to the difficulties outlined above. This may result in them become distressed or acting inappropriately.

CLASSROOM

- Base your classroom pattern on as much clear routine as possible, being consistent with your style
- Place the student near positive role models in your seating plan. Give them a choice when writing your seating plan – sometimes the back is best to avoid distractions, sometimes the front is best to be close to you
- Clear structure and lesson sequences
- Use a checklist for the lesson if the student struggles
- Allow the use of a fiddle object
- Give specific roles in the classroom
- Consider if the environment is too noisy, bright, busy etc

CLARITY

- When first meeting students with autism, write your name on the board
- Use visual cues, images, scaffolding to make the task step by step and clear
- Give short and clear instructions
- Explain what you mean literally – do not use sayings or metaphors when giving instructions
- Provide time limits and display these to make the task clear
- Avoid raising your voice
- Be calm, clear, consistent with instructions and boundaries
- Do not expect eye contact when talking to a student with autism

CONTENT

- Use models and exemplars wherever possible to show a finished product
- Be really clear what is expected during tasks so that student knows how much to do
- Ensure the student knows what the purpose of the task is and how it fits together with prior learning
- Give advance warning of changes
- Ensure assessments and tests are well prepared for in advance and the student has the necessary revision material
- Ensure there are clear criteria for finishing open ended tasks as the student may believe they have finished after doing what you say
- Refer to rewards and sanctions

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help
- Use knowledge based or recall style questions rather than open ended questions to track understanding

COMPLETION OF TASKS

- Allow for thinking time – giving the student warning that they will be asked a response
- Use visual timers to complete tasks, or during time out
- Consider allowing them to access their special interest as a reward or for a set amount of time as security and a motivator
- Allow for time out or movement breaks when possible, by giving a job for example
- Give clear time warnings during the lesson and tasks

Other things to consider

- Students with autism may present themselves very differently to one another as there is a broad spectrum of condition
- They may respond negatively when experiencing difficulties. This might result in poor language, aggression or negative behaviours. Ensure you follow the consequences system, giving clear instructions and warnings. Pupils with autism may find it impossible to change their behaviours, so where possible ask them to take time out with some sort of visual timer.
- When conducting RJ conversations it may be helpful to draw a social story (comic book pictures) to help the student understand the situation

Moderate Learning Difficulty (MLD)

Key Information

Moderate Learning Difficulty, or MLD, is sometimes referred to as global or generalised learning difficulty.

The term MLD acts as a broad indication of need, and so any responses to this need have to be focused on the individual student.

The attainment for students with MLD will be significantly lower than that of their peers, despite appropriate interventions. They may have greater difficulty than others in acquiring basic literacy and numeracy skills and understanding concepts. They may also have low self esteem, low cognition or slower processing skills.

The teacher must use every strategy available to them to accelerate the learning of pupils with MLD and support them to be successful in the classroom.

As a result of this 'catch all' term, students with MLD may experience a wide variety of difficulties and barriers to learning. Teachers must therefore provide quality first teaching which is suitably differentiated to meet the needs of these pupils, and thus these strategies should benefit all.

CLASSROOM

- Base your classroom pattern on as much clear routine as possible, being consistent with your style
- Introduce new material in a similar manner each time – use similar PPT templates, for example
- Follow a graduated approach in the classroom, taking students step by step through the lesson

CLARITY

- Use concrete language which has clear meaning
- Explicitly teach new vocabulary and subject specific terminology, using techniques to embed that language understanding
- Revise key language terms regularly
- Use the classroom displays to assist with 'talking points' strategies or key words
- Explicitly point out cross curricular links and vocabulary to provide connections

CONTENT

- Unambiguous lesson/task aims and objectives so students know what they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Demonstrate how to do things in a variety of ways, repeating yourself numerous times
- Do not assume any retention of learning; present regular opportunities for recall and retention
- Keep tasks moving so that open ended tasks have clear aims

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help
- Use knowledge based or recall style questions rather than open ended questions to track understanding
- Use targeted question styles
- Encourage to think-pair-share to provide opportunity to talk through ideas before writing down

COMPLETION OF TASKS

- Allow for thinking time – giving the student warning that they will be asked a response
- Give clear time warnings during the lesson and tasks
- Give students longer time than normal to complete tasks – provide extension tasks for those who will finish beforehand
- Ensure homework is written step by step and consolidates learning
- Have high expectations but be realistic given the time allowed

Other things to consider

- You should have high expectations for all students. Those with MLD may easily slip into poor behaviours if these expectations are not consistently applied
- Encourage, praise and reward effort rather than achievement – acknowledge positive behaviour and attitude as well so that pupils have the correct attitude modelled. Remain consistent with the consequences policy
- Positive phone calls and postcards go a long way with students with MLD (and all students)

ADHD/ADD

Key Information

Attention Deficit Hyperactivity Disorder identifies itself through symptoms of inattention, impulsivity and hyperactivity.

Attention Deficit Disorder does not include hyperactivity but shares other factors of inattention and impulsivity.

Both are neurological conditions which are thought to originate as a result of problems with neurotransmission of the chemical transmitter dopamine across nerves. Dopamine is critical for focusing attention on environmental stimuli, especially when it comes to making choices when they are less clear.

ADHD/ADD affects Executive Functioning, which are the brain's functions that activate, organise and manage tasks. This means that those with ADHD/ADD may find it hard to understand the consequences of their choices in real time, or understand sequences of instructions.

Students with ADHD/ADD may have keen sensory awareness, curiosity and investigation, discovery, anticipation and persistence.

Some students with ADHD/ADD may take medication, although this may have side effects.

CLASSROOM

- Base your classroom pattern on as much clear routine as possible, being consistent with your style
- Have a seating plan which reduces distraction – near to the teacher, away from the window, surrounded by positive role models
- Use their name whenever you want their attention or calling the class back from a task
- Provide clear structure and sequences as routine
- Allow use of fiddle objects where appropriate
- Place in a supportive group and give clear tasks and roles

CLARITY

- Short and clear instructions using concrete and clear language
- Avoid giving too much verbal information in one go
- Provide tasks and homework in structured step by step instructions
- Consider printing step by step instructions
- Use discussion and invite them into conversation using talking points strategies. Invite them to contribute by taking turns and not shouting out
- Model language in the classroom by referring to School Values

CONTENT

- Unambiguous lesson/task aims and objectives so students know what they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Demonstrate how to do things in a variety of ways, repeating yourself numerous times
- Keep tasks moving so that open ended tasks have clear aims and there is no opportunity for sitting with nothing to do
- Be as multi-sensory as possible in delivery of curriculum
- Use rewards and sanctions consistently
- Print off key ideas and stick in book

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help physically not by shouting out
- Encourage the use of group or paired work where possible before feeding back ideas

COMPLETION OF TASKS

- Use visual timer where possible during tasks
- Provide movement breaks or job roles during extended periods of writing, or allow time out during lesson before refocussing
- Give clear time warnings throughout lesson and during tasks

Other things to consider

- Students with ADHD/ADD are often very bright and intelligent but this may not come across in class
- They may need help with organisation and detail, such as encouragement to stick paper in exercise book
- Students with ADHD/ADD may present with difficult behaviours. Keep the same high expectations for all students and follow through with any sanctions as per the behaviour policy, seeking support from the House and Hub where necessary

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)

Key Information

SLCN is a common childhood difficulty affecting around 10% of all children. SLCN can present itself in a variety of different ways, including in combination with other needs and difficulties. Students might present as having SLCN as a result of other SEND, or it may be a result of an impoverished language environment when growing up.

Types of difficulties experienced by students with SLCN include:

- Receptive language – finding it hard to receive instructions, process information, answer questions in class, or understand key words or ideas.
- Expressive language – finding it hard to develop age-appropriate vocabulary, formulate words and sentences, or construct longer pieces of language.
- Speech – difficulties in constructing sounds or speaking fluently.
- Social communication – knowing when to use different language in different situations, understanding jokes, using inference or debate, or monitoring their language use.

Many of the strategies below are useful for all pupils, not just for those with SLCN.

CLASSROOM

- Base your classroom pattern on as much clear routine as possible, being consistent with your style
- Have seating plan which reduces distraction – near to the teacher, away from the window, surrounded by positive role models
- Use their name whenever you want their attention or calling the class back from a task
- Use consistent visual clues to represent tasks, key words etc

CLARITY

- Short and clear instructions using concrete and clear language
- Avoid giving too much verbal information in one go
- Provide tasks and homework in structured step by step instructions
- Explicitly teach new vocabulary and explain its origin and use
- Highlight imagery or metaphors when they are unavoidable
- Use discussion and invite them into conversation using talking points strategies. Invite them to contribute by taking turns and not shouting out
- Model language in the classroom by referring to School Values

CONTENT

- Unambiguous lesson/task aims and objectives so students know what they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Demonstrate how to do things in a variety of ways, repeating yourself numerous times
- Do not assume any prior retention; keep returning to the key ideas

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help physically by raising their hand
- Encourage the use of group or paired work where possible before feeding back ideas
- Give clear targeted questioning to check understanding

COMPLETION OF TASKS

- Give students enough time to process information and tasks, using extension tasks for those who complete quicker
- Provide time for students to answer questions and encourage them in their responses – do not talk for them or finish sentences
- Give clear time warnings throughout lesson and during tasks

Other things to consider

- Students with SLCN can come across in a variety of different ways. See their SSPs for more individualised information on the student
- Establish what type of difficulty they have and play to their strengths – do not assume low cognitive ability across all areas

ENGLISH AS AN ADDITIONAL LANGUAGE/ NEWLY ARRIVED STUDENTS

Key Information

Newly arrived students come from a variety of cultural, ethnic and economic backgrounds. As a result, they are all individual and require individualised interventions. The term EAL is applied to students whose first (home) language is not English, although this does not necessarily mean that they struggle with the language; they may be fluent speakers and writers. Thus, it is important for the teacher to differentiate between those whose EAL status is causing a barrier to learning, or where there are cultural misconceptions, or those for whom there is a different learning need.

EAL learners access the full curriculum whilst also having to learn the basics of the language. This means that the cognitive demands on these students are high and these pupils may need additional nurture or support in making friends or getting used to school routines. They require a lot of all round support.

A range of help is offered to pupils who are newly arrived. They may receive help from EMAS, the external agency who may supply them with an interpreter for certain periods each week. They may be in tutor interventions, literacy or phonics work, as well as programmes such as Accelerated Reader or nurture groups. However, they will still be in most of their lessons and the teacher must consider what is possible for newly arrived students to achieve, and differentiate accordingly.

CLASSROOM

- Offer consistency – make your classroom a safe place where the same things happen each lesson
- Know and welcome newly arrived students with a smile
- Place newly arrived students near supportive role models in your seating plan
- Encourage use of bilingual dictionary or software
- Consider how newly arrived students can be involved in the lesson through roles, jobs etc
- Reflect the answers of other students so that they can hear responses twice

CLARITY

- Short and clear instructions using concrete and clear language
- Use simple language
- Use a variety of scaffolding to support language development such as visuals, active reading or audio cues
- Practise conversational skills, both spontaneous and structured
- Regulate tone and level of voice

CONTENT

- Unambiguous lesson/task aims and objectives so students know what they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Demonstrate how to do things in a variety of ways, repeating yourself numerous times
- Have your name visible when the students first arrive
- Use visual cues as often as possible in class
- Display key learning words
- When using cloze exercises, avoid removing the key words; instead, remove verbs and other language to help the student understand the text

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help physically by raising their hand
- Encourage the use of group or paired work where possible before feeding back ideas
- Give clear targeted questioning to check understanding
- Start them off with sentences and ask them to finish the work

COMPLETION OF TASKS

- Allow thinking time and extra time to answer questions
- Provide simple comprehension style questions to ensure understanding
- Set alternative homework based upon language acquisition
- Consider how material can be presented in alternative ways such as images, mind maps, posters etc

Other things to consider

- Newly arrived students may have an interpreter in some lessons
- They may find it hard to make friends, so encourage interaction whenever possible
- They will be getting support in the Hub with their learning during interventions and basic language skills
- Look for ways of hooking the student through their own interests
- Ask students to participate whenever possible, such as reading out loud or answering questions
- Find out what access arrangements they may have, such as bilingual dictionaries

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

Key Information

Social, Emotional and Mental Health issues have been recognised since the 2014 SEN Code of Practice. It is a term given to students who are experiencing barriers to learning related to their social and emotional wellbeing. Many pupils who are experiencing issues with the SEMH present with challenging behaviour. It is vitally important that staff notice these issues as they develop in students and recognise the impact SEMH difficulties have on students as they grow older.

Often, SEMH issues stem from other concealed problems, such as substance use, problems at home, or other SEN such as ADHD.

SEMH can surface at any age and have a wide ranging impact on school life.

A student with SEMH difficulties may experience a variety of social and emotional struggles. This may come across as withdrawn, sad, or challenging. Other possible indicators may include:

Mood changes	Difficulty concentrating
Emotional outbursts	Lower attendance
Intense feelings	Physical harm
Drastic changes to personality	Lashing out

CLASSROOM

- Offer consistency – make your classroom a safe place where the same things happen each lesson
- Seat pupil by settled peer
- Meet and greet
- Relentless positivity and praise for effort
- Have clear boundaries and be firm with them
- Recycle strategies – if something doesn't work once, it doesn't mean it will never work
- Start each lesson with a fresh start
- Be clear and consistent with the use of the rewards and sanctions policy

CLARITY

- Short and clear instructions using concrete and clear language
- Use simple language
- Regulate tone and level of voice – do not raise your voice
- Accept that walking away from a conflict does not mean you have conceded a loss – mind your own emotional wellbeing
- Be explicit with modelling behaviour and recognising 'good'
- Devise a subtle way of signalling to the student that they are not meeting expectations
- Disassociate the behaviour from the person

CONTENT

- Unambiguous lesson/task aims and objectives so students know what they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Link learning to help pupils whose attendance is sporadic put ideas together
- Display key learning words
- When pupils miss your lesson, provide them with resources to catch up; missing work causes more problems for students
- If one task is too long, chunk it down into smaller objectives and aims
- Refer to concepts such as Growth Mindset to prize effort over all

CHECKS

- Ask student to repeat back what they have understood – 'show me, tell me' strategy
- Encourage them to signal if they need help physically by raising their hand
- Encourage the use of group or paired work where possible before feeding back ideas
- Check in with them in the lesson regularly by getting onto their level and gently encouraging them in their work, privately
- Provide time out and know their safe space/trusted adult

COMPLETION OF TASKS

- Allow thinking time and extra time to answer questions
- Be aware of the anxiety that simple tasks might cause, such as reading out loud from a text, or answering questions; tell the student in advance what you are planning to give them

Other things to consider

- Many students with SEMH have difficulties forming adult relationships – go gently, but build a relationship of trust with the student
- Restorative Justice is key – do not make excuses for poor behaviour, but focus on reflection and restoration
- Be real – be ready to be open when you make mistakes, apologise and move on
- Use the pastoral team to find out the background and support – what involvement does home have? How can the knowledge from the pastoral team help in your classroom?
- Students may receive intervention from the Hub, external agencies, or specialised intervention through counselling
- Any concerns needs putting on CPOMS

GLOSSARY OF TERMS

Term	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD/ASC	Autism Spectrum Condition/Disorder
CAHMS	Child and Adolescent Mental Health Service (now known as RISE)
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IASS	Information, Advice and Support Service
LA	Local Authority
LAC	Looked After Child
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PD	Physical Disability
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SENDIST	Special Educational Needs and Disabilities Tribunal
SLD	Sever Learning Difficulty
SpLD	Specific Learning Difficulty
TAF/TAC	Team Around the Family/Child
SSP (IEP)	Student Support Plan (Individual Education Plan)
VI	Visual Impairment

Further information and support:

- SEND Gateway, an online portal of resources for professionals
  https://www.sendgateway.org.uk/
- British Dyslexia Association
  https://www.bdadyslexia.org.uk/
- National Autistic Society
  https://www.autism.org.uk/
- Young Minds, a resource for young people's mental health
  https://youngminds.org.uk/
- The Bell Foundation, which contains resources for EAL learners
  https://ealresources.bell-foundation.org.uk/
- MindEd, a free NHS training resource regarding young people's development and growth
  www.minded.org.uk