

ECAD5015





Amcanion Dysgu

Learning Objectives

- **Diffinio darpariaeth gyffredinol a chwaith gynhwysol.**
- **Nodi polisiau a fframweithiau allweddol sy'n cefnogi cynhwysiant.**
- **Gwerthuso sut mae darpariaeth gyffredinol yn diwallu anghenion dysgu amrywiol.**
- **Gweithredu strategaethau gwahaniaethu ac addysgu cynhwysol.**
- **Myfyrio ar brofiadau ysgol i drafod heriau ac arferion gorau.**

- Define universal provision and inclusive practice.
- Identify key policies and frameworks supporting inclusion.
- Evaluate how universal provision addresses diverse learning needs.
- Apply differentiation and inclusive teaching strategies.
- Reflect on school experiences to discuss challenges and best practices.



**Beth mae
cynhwysiant yn
ei olygu i chi?**

**What Does
Inclusion Mean
to You?**

‘Attitudes and methods that ensure all learners can access mainstream education...when education is truly inclusive it can benefit all learners’
(The Alliance for Inclusive Education, 2020).

‘...ensure that all learners of any age are provided with meaningful, high-quality educational opportunities’
(European Agency, 2015, p. 2).

‘Inclusive education is an ongoing process..... education for all while’
(United Nations Educational, Scientific and Cultural Organisation, International Bureau of Education, 2009, p. 18).

Travers *et al.* (2017) - Spiky Profile states the we can all learn at different levels across one core skill and that individuals will not perform at the same level across core skills.



Beth yw Darpariaeth Gyffredinol?

What is Universal Provision?

Addysgu o ansawdd uchel wedi'i gynllunio i ddiwallu anghenion pob dysgwr.

High-quality teaching designed to meet the needs of all learners.

Enghreifftiau: Seddi hyblyg, cyfarwyddiadau clir, cymhorthion gweledol, sgaffaldio.

Examples: Flexible seating, clear instructions, visual aids, scaffolding

Universal provision refers to high-quality teaching and support available to all students, ensuring an effective and accessible education for every child (Rossiter, 2017).

How Universal Provision Aligns with the Curriculum for Wales

Universal provision in the Welsh education system ensures that **high-quality teaching and learning opportunities are accessible to all learners**. This aligns with:

✓ The Four Purposes of the Curriculum

- **Ambitious, capable learners** – Providing differentiated learning so all pupils can achieve their potential.
- **Enterprising, creative contributors** – Encouraging diverse ways of learning and engagement.
- **Healthy, confident individuals** – Promoting inclusive and supportive environments.
- **Ethical, informed citizens** – Ensuring all learners feel valued and represented.

✓ Progression Steps

- Universal provision supports a **continuum of learning** where all pupils develop at their own pace.
- Teaching is designed to be **adaptive and responsive** to different learning needs, aligning with **developmentally appropriate progression steps**.

✓ Areas of Learning and Experience (AoLEs)

- **Health and Well-being**: Inclusion is central to ensuring all learners feel **safe, respected, and supported**.
- **Languages, Literacy, and Communication**: Strategies such as **scaffolding, visual supports, and differentiation** help all learners engage with literacy.
- **Expressive Arts & Humanities**: Promotes an inclusive and **diverse representation of culture and identity**.

Beth yw Chwaith Gynhwysol?

What is Inclusive Practice?

Strategaethau addysgu sy'n sicrhau bod pob dysgwr yn gallu cael mynediad at ddysgu.

Enghreifftiau: Gwahaniaethu, technoleg gynorthwyol, dysgu aml-synhwyrdd.

Teaching strategies that ensure all students can access learning.

Examples: Differentiation, assistive technology, multi-sensory learning.

Inclusive practice refers to the instructional and behavioural strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings (Nilholm, 2021)

How Inclusive Practice Aligns with the Curriculum for Wales

Inclusive practice ensures that teaching and learning **remove barriers** and enable all students to succeed. The Curriculum for Wales promotes this through:

✓ The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET)

- Replaces SEN with **Additional Learning Needs (ALN)** to ensure all learners receive **individualised and inclusive support**.
- Schools must follow a **graduated approach** (similar to the universal, targeted, and specialist model).

✓ The Welsh Government's "Equity and Excellence" Agenda

- Focuses on tackling **poverty, disadvantage, and inequality** in education.
- Encourages a **whole-school approach to inclusion**, including **cultural, linguistic, and neurodiversity**.

✓ Cross-cutting Themes: Relationships and Sexuality Education (RSE) & Diversity

- Inclusive practice ensures that learners **see themselves reflected** in the curriculum.
- Teachers must use **adaptive teaching approaches** to ensure learners with ALN, EAL, or disabilities can access content.

Strategaethau Ymarferol ar gyfer Gweithredu Darpariaeth Gyffredinol a Chynhwysiant yng Nghymru

- 📌 **Gwahaniaethu** – Addasu tasgau fel bod pob dysgwr yn gallu cymryd rhan ar eu lefel eu hunain (yn gysylltiedig â chamau datblygu).
- 📌 **Sgaffaldio** – Darparu cymorth ychwanegol cyn cynyddu annibyniaeth yn raddol.
- 📌 **Dulliau Dwyieithog a Amlieithog** – Cefnogi dysgwyr Cymraeg, Saesneg ac iaith ychwanegol (EAL).
- 📌 **Technoleg Gynorthwyol** – Defnyddio offer digidol i gael gwared ar rwystrau i ddysgwyr ag AAA.
- 📌 **Creu Dosbarth sy'n Parchu Hawliau** – Ymgorffori egwyddorion CCUHP i hyrwyddo cynhwysiant a llais y disgyblion.

Practical Strategies for Implementing Universal Provision & Inclusion in Wales

- 📌 **Differentiation**: Adapting tasks so all learners can engage at their level (linked to progression steps).
- 📌 **Scaffolding**: Providing extra support before gradually increasing independence.
- 📌 **Bilingual and Multilingual Approaches**: Supporting Welsh-medium, English, and EAL learners.
- 📌 **Assistive Technology**: Using digital tools to **remove barriers** for learners with ALN.
- 📌 **Creating a Rights-Respecting Classroom**: Embedding **UNCRC principles** to promote inclusion and pupil voice.

“

“UDL at a glance”

- CAST (2018)

<https://www.youtube.com/watch?v=bDvKnY0g6e4>



- Tasg Grŵp –
Dylunio Gwers
Gynhwysol

01

Mewn grwpiau bach, dyluniwch wers fathemateg gynhwysol ar gyfer adio.

02

Ystyriwch: Rhwystrau posibl, strategaethau gwahaniaethu, a thechnegau sgaffaldio.

03

- Cyflwynwch y prif bwyntiau – anfonwch sioe sleidiau orffenedig at Lau drwy e-bost.

Laura.Emanuel@uwtsd.ac.uk

- Gwahaniaethu mewn ymarfer: Addasu cynnwys, proses a chynnyrch.Strategaethau ar gyfer dysgwyr
- EAL: Cues gweledol, cefnogaeth cyfoedion, adnoddau dwyieithog.
- Technegau sgaffaldio: Dechreuwyr brawddegau, ymarfer dan arweiniad.
- Defnyddio technoleg: Darllenydd trochol, offer llais-i-destun.



- Group Task –
Designing an
Inclusive Lesson

01

- In small groups,
design an inclusive
lesson for a maths
lesson surrounding
addition.

02

- Consider:
Potential barriers,
differentiation
strategies, and
scaffolding
techniques.

03

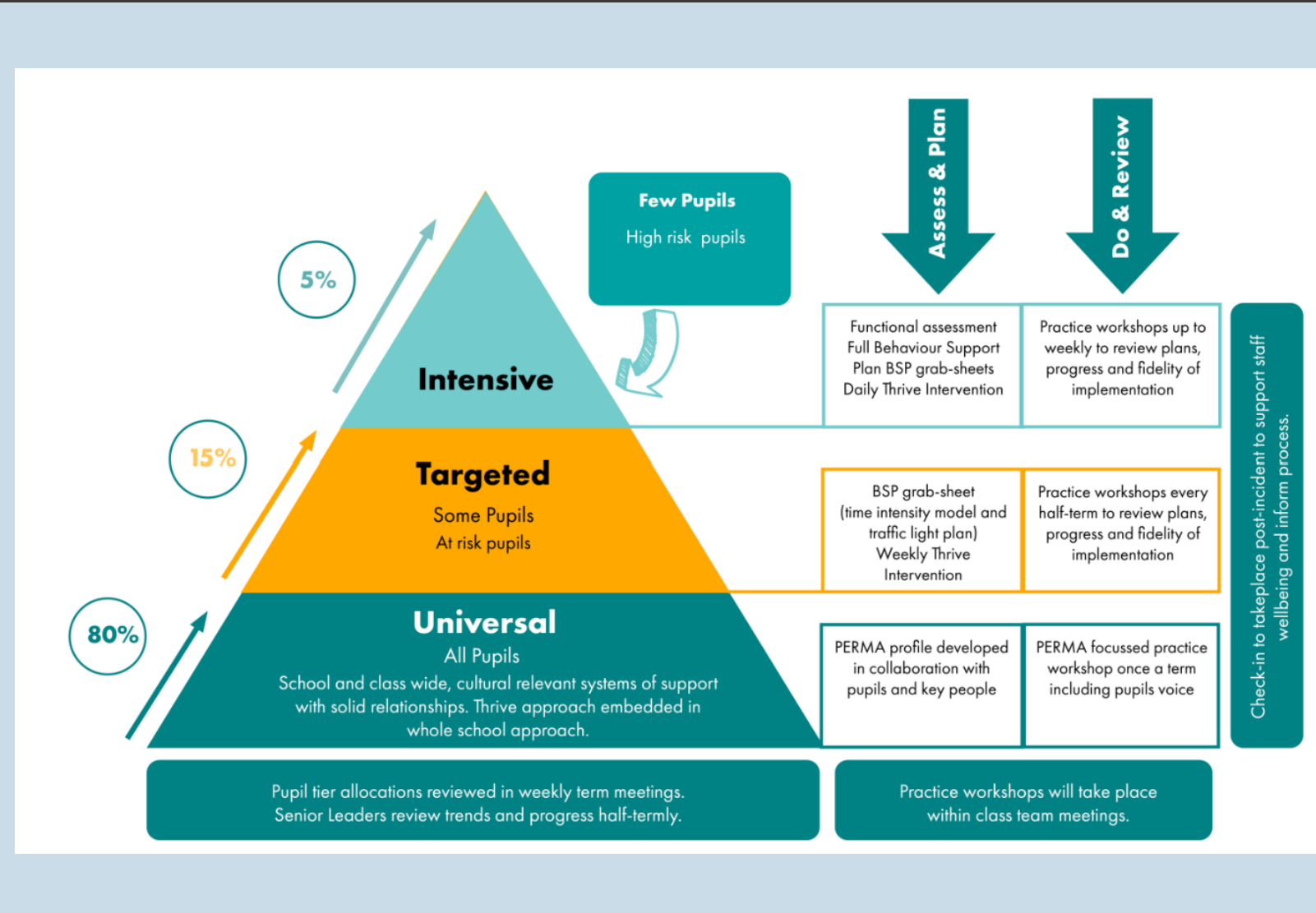
- Present key
points – email Lau
a finished
slideshow

Laura.Emanuel@uwtsd.ac.uk

- - Differentiation in action: Adjusting content, process, and product.
- - Strategies for EAL learners: Visual cues, peer support, dual-language resources.
- - Scaffolding techniques: Sentence starters, guided practice.
- - Using technology: Immersive reader, voice-to-text tools.

System Cefnogi Haenog

Multi-Tiered system of support



-  **Equality Act (2010):** Schools must make **reasonable adjustments** to remove barriers for students with disabilities.
-  **SEND Code of Practice (2015):** Introduces a **graduated approach** to supporting learners with Special Educational Needs and Disabilities (SEND). In **Wales**, this has been replaced by the **Additional Learning Needs (ALN) system** under the **ALNET Act 2018**.
-  **UNESCO Salamanca Statement (1994):** A global commitment to **inclusive education**. Wales aligns with this through its focus on **equity and inclusive learning environments**.
-  **Additional Learning Needs and Education Tribunal (ALNET) Act (2018) [Wales]:**
- Replaces **SEN with ALN** and introduces **Individual Development Plans (IDPs)** instead of Statements.
- Requires **all schools to take responsibility for inclusive provision**, ensuring all learners have access to education that meets their needs.
-  **Curriculum for Wales (2022):**
- Embeds **equity and inclusion** in all **Areas of Learning and Experience (AoLEs)**.
- Uses **progression steps** rather than fixed stages, ensuring learning is personalised and inclusive.
- Aligns with **UNCRC (United Nations Convention on the Rights of the Child)**, ensuring all children **have a voice** in their education.
-  **Welsh Government's "Education in Wales: Our National Mission" (2017):**
- Focuses on **raising standards, tackling the attainment gap, and supporting teachers** in delivering an inclusive curriculum.

Aseiniad - Assignment

DYDDL YFR / COFNOD - 1,375 o Eiriau LEFEL 5

MYFYRIADAU - Fy Nosbarth Cynhwysol
CYFNODUR -

 500 o eiriau: Damcaniaeth y tu ôl i arfer cynhwysol a diwygio ADY yng Nghymru

 700 o eiriau (gyda delweddau): Beth ellid ei weithredu i wneud dosbarth yn gynhwysol? Rhwystrau a chyfyngiadau, myfyrdodau ymarferol

 175 o eiriau: Goblygiadau ar gyfer arferion yn y dyfodol

CYFLWYNIAD - 10 Munud LEFEL 5

 MYFYRIADAU - Bod yn gynhwysol i angen penodol yn dy ddosbarth.
 CYFLWYNIAD - Dewis un angen i'w archwilio'n fanwl a'i gyflwyno; gall y cynnwys gynnwys

Angen am arfer cynhwysol yn gyffredinol fel ymarferydd yng Nghymru.

Trosolwg o'r Angen Penodol, diffiniad, a sut gallai hyn ymddangos.

Strategaethau cynhwysol, rolau'r athro - beth allai di ei wneud?

Ystafell ddosbarth gynhwysol, agweddau corfforol - beth allwn ni gynnwys yn y dosbarth?

Rhaid ystyried rhwystrau a chyfyngiadau.

Ystyriaethau ar gyfer arferion yn y dyfodol, cysylltiadau â QTS?

Aseiniad – Assignment

JOURNAL 1,375 Words LEVEL 5

THOUGHTS - My Inclusive Classroom

JOURNAL -

500 words: Theory behind inclusive practice and ALN reform in Wales

700 words (supported by images): What could be implemented to make a classroom inclusive? Barriers and limitations, practical reflections

175 words: future practice implications

PRESENTATION

10 Minutes

LEVEL 5

THOUGHTS - Being inclusive to a specific need within your class.

PRESENTATION -

Choose one need to deep dive and present on; components could be:

- Need for inclusive practice generally as a practitioner in Wales
- Overview of focused Specific Need, definition, how this may present
- Inclusive strategies, teacher aspects - what could you do?
- Inclusive classroom, physical aspects - what can we put in the class?
- Barriers and limitations should be considered
- Future practice considerations, links to QTS?

What in the classroom helps children?

Lleoliad – Placement

What needs are there?

What things do the children use independently to support themselves?

See a copy of an Individual Development Plan

Informal chat with ALNCo

What is in place?

What makes the school accessible?

Ask for the ALN Policy if they have one

How does the teacher ensure the lessons are inclusive to all and adapt their practice?

What strategies can you implement?





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Dyddiadau – Dates

20.1.2025	9.00am – 12.40pm (intro & code)
24.1.2025	9.00am – 12.40pm (resources)
4.3.2025	11.00am – 3.10pm (SHARE & REFLECT)
29.4.2025	9.00am – 12.40pm (ASC)
1.5.2025	9.00am – 12.40pm (ADHD)
6.5.2025	9.00am – 3.10pm (DYSLEXIA & DROP IN)
12.5.2025	9.00am – 5pm PRESENTATIONS
19.5.2025	JOURNAL SUBMISSION



Diolch

Thank you

ENW/NAME

**EXIT
TICKET** 146017

- A fyddet ti'n gallu rhannu un peth allweddol wnest ti ei ddysgu heddiw?
What is one key takeaway from today's session?
- Pa strategaeth wnest ti feddwl amdani y byddi di'n trio yn dy leoliad nesaf?
One strategy you will try in your next placement?