

Additional Learning Needs & Inclusive Practice

Developing the inclusive classroom

Learning outcomes

1

Discuss the key features of person centered practice and its applicability within education

2

Explain the role of student support systems in aiding access to learning

3

Explore the concept of widening participation



Inclusivity & Differentiation

- Inclusive teaching means meeting the needs of all learners within the classroom
- The need to ensure that learner differences are recognised and accommodated but not unduly highlighted
- Links to widening access and participation

Indicators of inclusivity and differentiation

Fisher, Avis &
Thompson (2012)
p.128

- Does the teacher draw on the individual experience of all group members?
- Does the teacher direct questions to and seek responses from a range of different learners?
- Does the teacher encourage harmonious relationships between different groups of learners?
- Does the teacher challenge the use of inappropriate language by learners?
- Are learners encouraged to work with others from different backgrounds through group work?

Continued...

- Are all learners actively engaged in the lesson?
- Do learners show that they expect to be treated differently but with equal respect?
- Is the language used in learning materials and by the teacher appropriate?
- Is the learning support equipment used sensitively and appropriately?
- Is the assistance of learning support workers e.g. signers, amanuensis, bilingual support workers, etc., used appropriately?

Advance HE– what can academic staff do?

- Paying attention to the needs of students from diverse groups within your course design – including an equality analysis/impact assessment processes in your course development is a useful way of ensuring that you give due consideration to inclusivity and accessibility
- Making explicit to students the standards of conduct that you expect in the way that they interact and dealing promptly and appropriately with inappropriate behaviour
- Identifying opportunities within your teaching for students to work collaboratively in diverse groups
- Devising creative and respectful ways of using the diverse experiences of students to add value to the learning experience for everyone

Pastoral care

- General duty of education professionals towards their learners
- Specific roles i.e. personal tutor

Question

What concerns do you have (if any) about providing pastoral support to a learner?

Supporting students

- Know the limits of your role
- Practice active listening
- Be aware of stereotypes
- Improve your understanding of diversity
- Be aware of emotional attachment

Person centered-practice

- Originates in the work of Carl Rogers – the education of the whole person
- Takes into account the needs and preferences of an individual
- Putting the individual at the centre of the decisions that are made about them
- *'Person-centred practice in education: a guide for early years, schools and colleges in Wales'* – available on Moodle
- Promotes best practice in supporting learners with additional requirements and a range of tools that can help i.e. one page profiles

One page profiles

- Key information about an individual
- Details their character, their gifts, what is important to them and how they can best be supported
- Should be framed in the positive
- Gives enough information that it can be used straight away

**My
One
Page
Profile**

**Your
Name**

Age
Occupation



What people
appreciate
about me

What is
important
to me

How to
support
me

Let's practice

- Write a one-page profile for yourself using the structure on the previous slide



Using thinking tools to gather the information

- Appreciation thinking tool
- Good-day, bad-day
- Aspirations
- What's working and what's not working
- Communication chart
- Decision-making profiles and agreements
- Relationship circle
- Learning log
- 4 plus 1

Appreciation Tool

- What do others like and admire about a person and their character and personality
- Can bring insights that the person involved might not be aware of
- Ideally focus on characteristics rather than academic competences
- Focus on good quality strong phrases
- Avoid uncertain phrases 'can be nice' for example
- How might we do this in practice within our teaching settings?



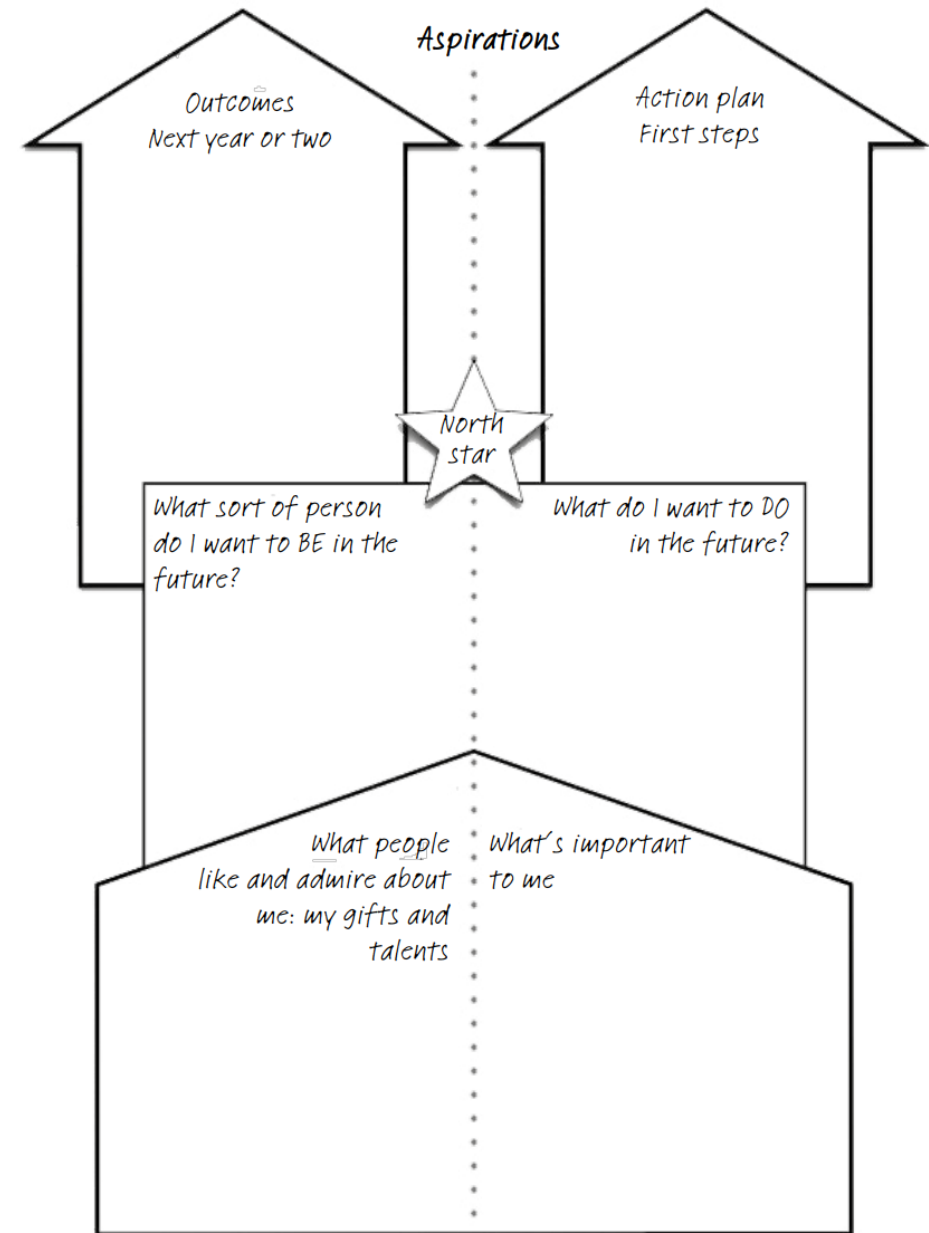
Good day – bad day

- Allows us to identify what makes a good or bad day for a learner
- Can use both home and education settings to identify the key information
- Can also be used to generate whole-setting rules for example

Aspirations

- Encourage learners to think about their future and their ambitions and aspirations
- Can be useful to identify avenues of support for the learner
- There are differences between what a person wants to do and the type of person they would like to be

How to use the aspirations thinking tool



What's working and what's not working

- Accenting the positive
- Identifying what needs to change
- Best use when everyone works together
- Allows us to take different perspectives into account
- Useful for transition

Communication Charts

- Firstly need to identify who is important to the learner
- Useful for those learners who are finding it difficult to communicate verbally
- 2 types of communication charts
 1. How the learner communicates
 2. How we communicate to the learner

At this time	When this happens	We think it means	We need to do this	What do we need to do next?

We want to tell	To do this we	Helped/ supported by	What do we need to do next?

Decision-making profiles and agreements

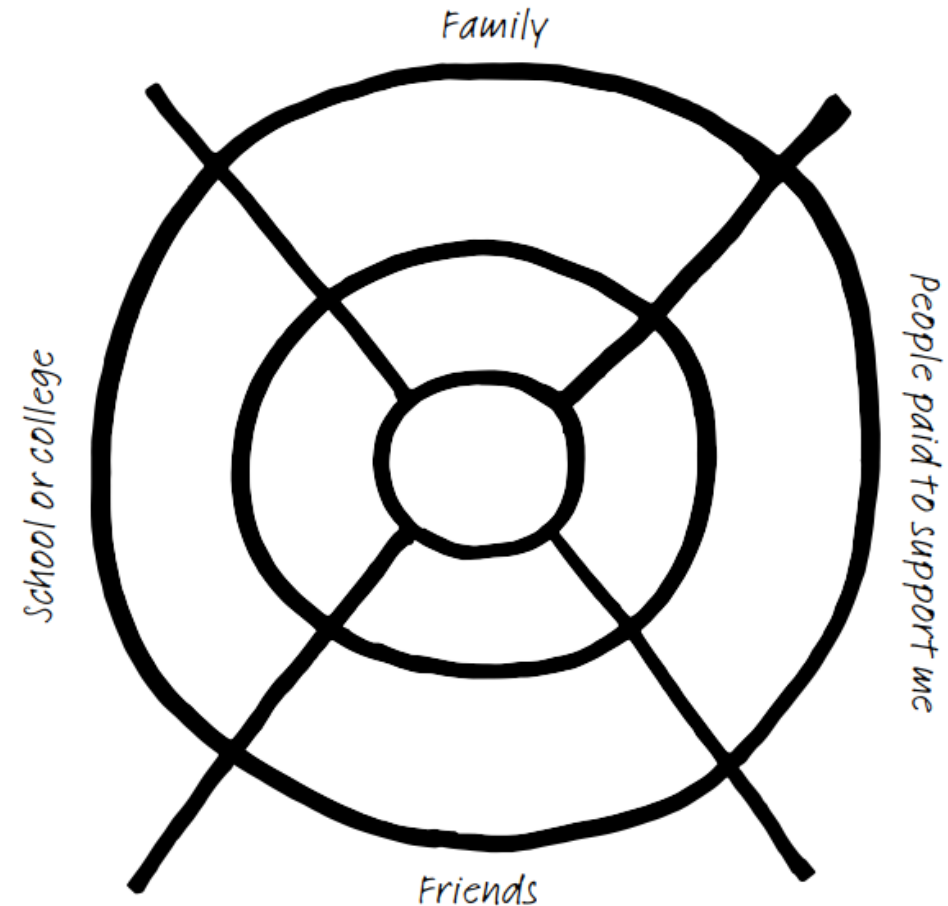
- This helps to record and understand the best ways to support a learner as they make decisions
 - Needs to be framed in the positive
 - Should be a review date included
-
- Two parts to this
 1. the decision making profile
 2. The decision making agreement

This is how I like information presented to me	This is how to present choices to me	This is how you help me understand the information being presented	These are the best times to help me make a decision	This is when it is not a good time to ask me to make a decision

Important decisions in my life	How I must be involved	Who makes the final decision?

Relationship Circle

- A visual summary of the important people in a learner's life
- How to strengthen existing relationships and build new ones
- Can be useful to help identify support networks



Learning Logs

- Helps to improve the way you deliver learning and support to a learner
- Helps develop an idea of what needs to change and what needs to stay the same

Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work	What do we need to keep doing and what do we need to change?

4 plus 1 tool

- Helps to reflect on something you have done
- Aims to help you learn from your experience
- Can be done in a group setting

What have we tried?	What have we learned?
What are we pleased about?	What are we concerned about?
What do we need to do next?	