



# The inclusion challenge



# Special/additional learning needs

## Language Processing – teacher intervention

The 'average' child??

Physical  
Impairment

Hearing  
impairment

Visual  
Impairment



Autism/  
Aspergers

Gifted &  
Talented

ADHD

Dyspraxia

Dyscalculia

Dyslexia

# Definition



The term special educational needs covers a wide range of children who have a learning difficulty which calls for special educational provision to be made for them





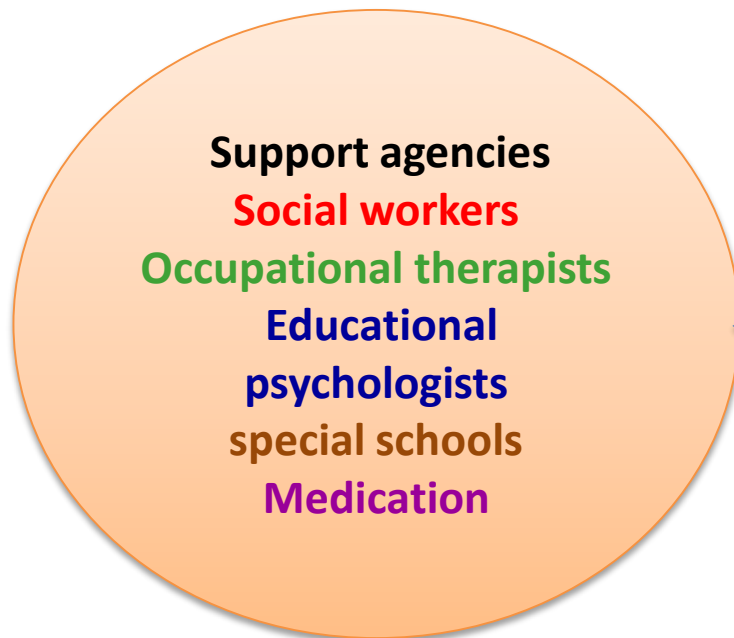
# Special Educational Needs (SEN)

Not all learners with SEN have a disability  
Not all learners with a disability have SEN  
Not all learners with SEN's or similar disabilities have the same learning styles or learning needs

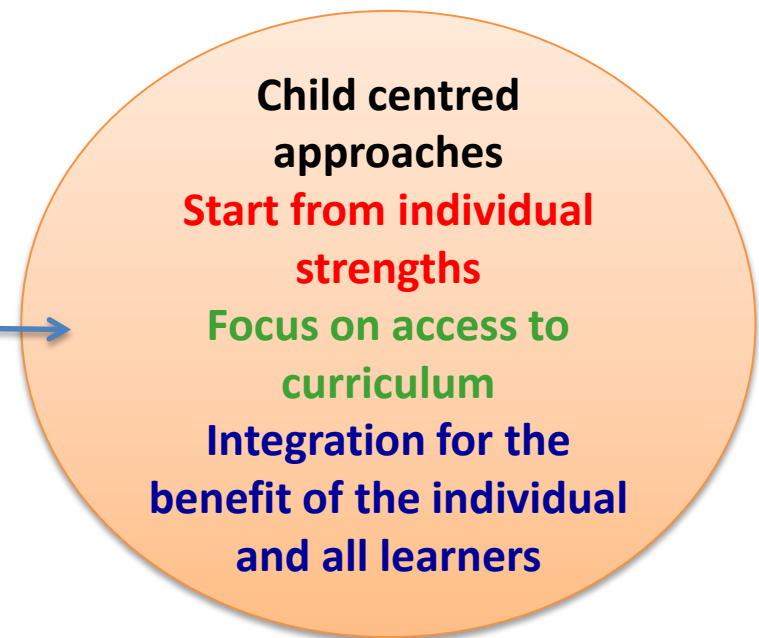


# Social and Medical model of disability

## Medical Model



## Social Model



## The Salamanca Statement and Framework for Action on Special Educational Needs Education – UNESCO 1994

- ✓ **Every child has a fundamental right to education and opportunity to achieve and maintain an acceptable level of learning**
- ✓ **Every child has unique characteristics, interest, abilities and learning needs**
- ✓ **Education systems should be designed and programmes implemented taking into account these characteristics and needs**
- ✓ **Learners with special educational needs must have access to regular schools accommodating them within a child centred pedagogy**
- ✓ **The KEY issue is one of **attitude change** and NOT resources**

# The Visible and the hidden



**Recognised and unrecognised needs!**

**10-15%**



# The British Council perspective



**strategy**

mainstream schools

quality learning

specific needs policy

**inclusion**

special needs

**diversity**

equal opportunity

**teacher development**

greater human rights

potential

achieve educational

children



# Inclusion by numbers – Ukraine 2014



2,165 SEN students attended inclusive classrooms in mainstream schools.

5,568 children with special needs, including those with disabilities, were integrated in 533 special education classrooms at regular schools.

13,287 children with special needs, including children with disabilities, enrolled in regular schools were distance educated at home.

# How do teachers feel?



It's difficult to manage the problem behaviours of students with SEN in inclusive classrooms (Jordan, Schwartz, & McGhie-Richmond, 2009; McClean, 2007)

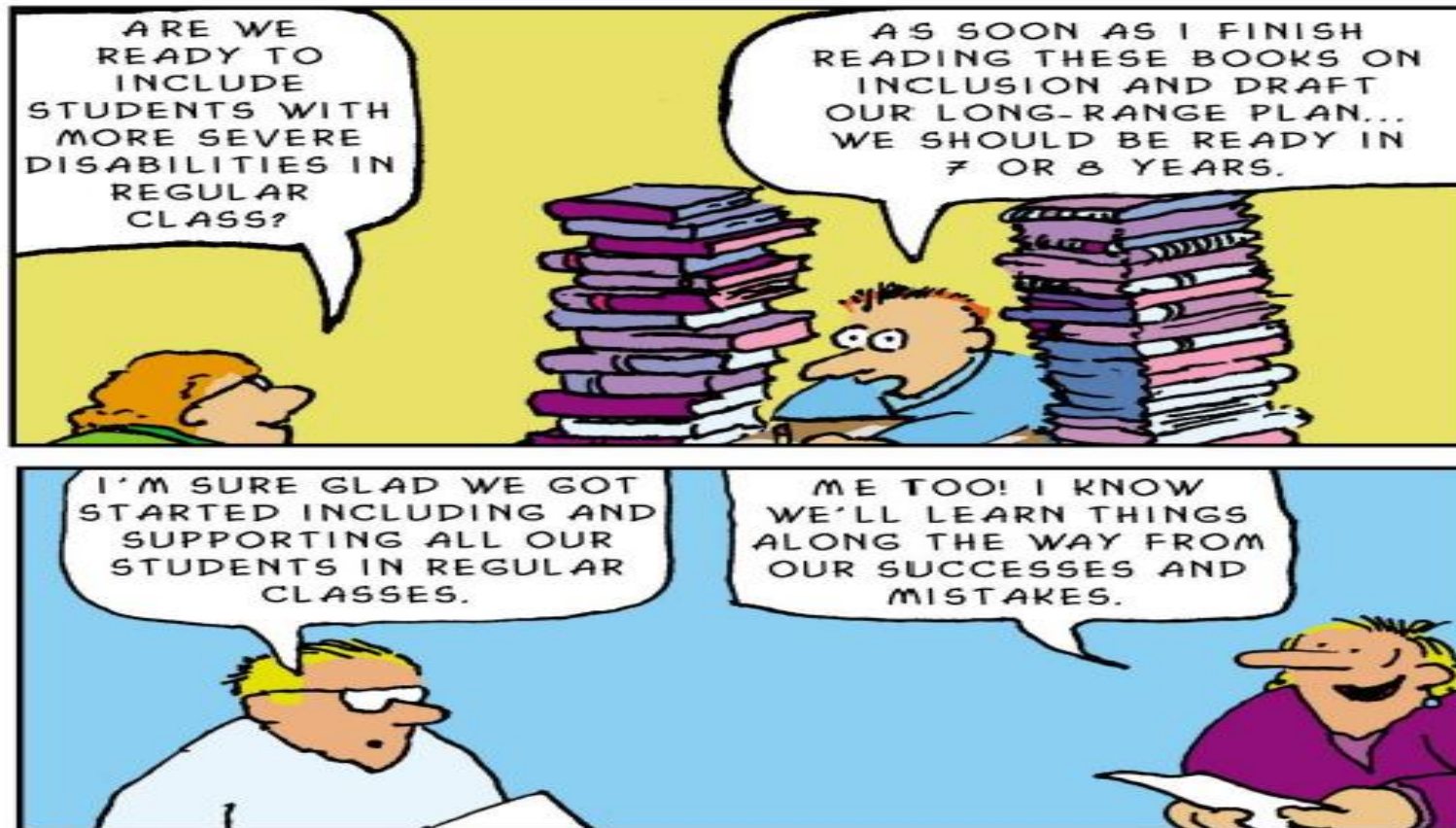
Learners with special needs show more problem behaviours compared to the other children in class

Time spent dealing with the behaviour of students with SEN reduces teaching time

The behaviour of children with SEN interrupts the classroom order (Jordan et al., 2009; McClean, 2007)

Learners with SEN require more attention to participate in classroom activities (Niesyn, 2009)

# From policy to practice Support for teachers 'at the chalk face'



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A TALE OF TWO SCHOOLS.

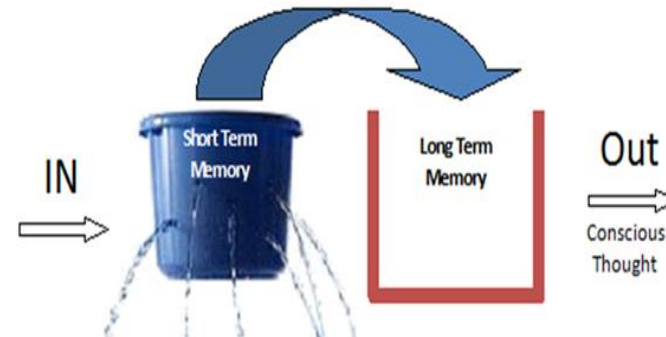
# The teacher's role



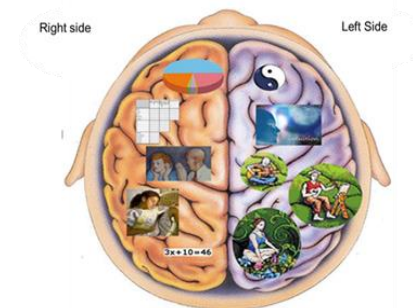
- To raise their awareness of special education needs ✓
- To inform school management and/or parents when learning difficulties are noticed ✓
- To identify the specific special educational need ✗
- To differentiate learning tasks as needed ✓

# The teacher's role

Texts – reading & writing  
Sequencing  
Concentration/Focus  
Working memory



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





# What teachers can notice

Is the work too easy or too difficult? How do you know?

Does the work involve a lot of writing? Sitting still?

Copying from the board?

Does the child have different learning preferences?

Is the child only noticed for negative things? What are the strengths?

Does the child have trouble following instructions?

Does the child have trouble with remembering – Visually? Auditory?



# Dyslexia example



**TeachingEnglish**

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

# What teachers can notice



Is the problem across all classes and all times of day?

Is the problem in certain class groupings?

Where is the child sitting? Can they hear and see properly?

Who is the child sitting with ? Does this make a difference?

What kinds of tasks can the child do?

When the child is engaged, what engages them?



# What can a teacher do?

- ✓ **Be curious, learn along with them,**
- ✓ **Gather and use factual, descriptive language**
- ✓ **Acknowledge and pay attention to feelings**
- ✓ **Use language such as ‘What can we do to support the learning’**
- ✓ **Acknowledge and name strengths**
- ✓ **Notice what is working and do more of it**



Brogy



**TeachingEnglish**

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)



# Raise your awareness

- Training
- Courses
- Conferences
- Webinars
- Websites
- Articles (online and off-line)



# Raise your awareness

Ukrainian Step by Step Foundation

International Association of Special Education (IASE)

<https://www.senmagazine.co.uk/>



# Publications

Case studies from around the British Council's global network



# Support materials

Department of National Education <http://www.deni.gov.uk/>

## Resource File for Special Educational Needs

[Understanding Memory Difficulties pdf 835 kb](#)

[Reading, Writing and Spelling for Children with Special Educational Needs pdf 6,085 kb](#)

[The Autistic Spectrum pdf 3684 kb](#)

[Understanding and Managing Social, Emotional and Behavioural Difficulties \(SEBD\) pdf 1,363 kb](#)

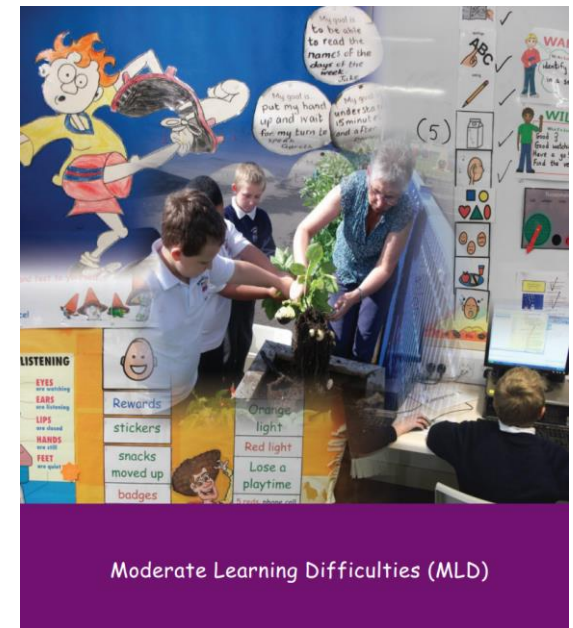
[Moderate Learning Difficulties \(MLD\) pdf 2,678 kb](#)

[ICT for Inclusion pdf 1,382 kb](#)

[Moderate Learning Difficulties \(MLD\) pdf 2,678 kb](#)

[ICT for Inclusion pdf 1,382 kb](#)

[Speech, Language and Communication Difficulties pdf 1,281 kb](#)



# Support materials

 Department for Education

## Inclusion Development Programme

### PRIMARY AND SECONDARY

Supporting children with  
behavioural, emotional  
and social difficulties  
(BESD)

### PRIMARY AND SECONDARY

Supporting children on  
the autism spectrum

### PRIMARY AND SECONDARY

Teaching and supporting  
pupils with speech,  
language and  
communication needs  
(SLCN)

### PRIMARY AND SECONDARY

Teaching and supporting  
pupils with Dyslexia

## Overview of learning units

This is where you will find a summary of the units.

### Unit 1: What is the autism spectrum?

- The autism spectrum is diverse and covers a range of subgroups, but all these pupils have needs in common, as well as different strengths, interests and needs.
- Autism has a biological basis and is present by the age of three years although diagnosis may not occur until later.
- There are three key developmental areas for diagnosis.
- There are two main dimensions that lead to difference – intellect of the pupil and the severity of their autism.
- Diagnosis enables all who live and work with the pupil to understand and address their needs.
- School presents a number of challenges which may lead to anxiety and challenging behaviour.



<http://www.idponline.org.uk/>



# Online training



<http://www.advanced-training.org.uk/>

They are designed to support teachers in mainstream schools who wish to gain advanced and specialist skills for teaching pupils with:

- Autism spectrum disorders (ASD)
- Moderate learning difficulties (MLD)
- Behavioural, emotional and social difficulties (BESD)
- Dyslexia or specific learning difficulties (SpLD)
- Speech, language and communication needs (SLCN)

The materials consist of five learning modules, each of which focuses on one of the above areas of special educational needs and disability (SEND).

# Online training

## 2.1 Facts & myths about dyslexia



Think about how you feel about teaching learners with dyslexia at the moment. The questionnaire is anonymous so no one else will see your answers. There are no correct answers as the aim is to help you focus on your feelings.

Please indicate how far you agree or disagree with the following statements:

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I feel confident about teaching learners who have dyslexia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You need to be an expert to teach learners who have dyslexia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard to include learners who have dyslexia in ordinary lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is very difficult to teach English to a child who has dyslexia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read or listen to this case study of a learning situation.

Ahmed is ten years old. He is having problems in his English class.

Ahmed's teacher says:



"Ahmed's very difficult to teach. He never seems to listen! He always sits at the back, messing around with his friends, shouting loudly and he won't focus on his own work. When I ask him politely to sit down, he pretends he doesn't understand, makes stupid faces at his friends and then starts sulking. He really makes me angry and I start shouting at him, even though I know I shouldn't."



Ahmed says:



"I want to be good at English because I know it's important and I try to listen in class but sometimes I can't hear the teacher because my friends are talking. I try to concentrate but I like joking with my friends. The teacher's always shouting at me. I sit at the back and hope he can't see me. She says I don't care about learning, but I do. I just find it really hard to sit still and concentrate. She doesn't understand me, I just can't do this stupid English."

# Webinars



## Metacognition

### Webcast: *'The Metacognitive Teacher and Learner: An Introduction to Metacognition in the Classroom'*

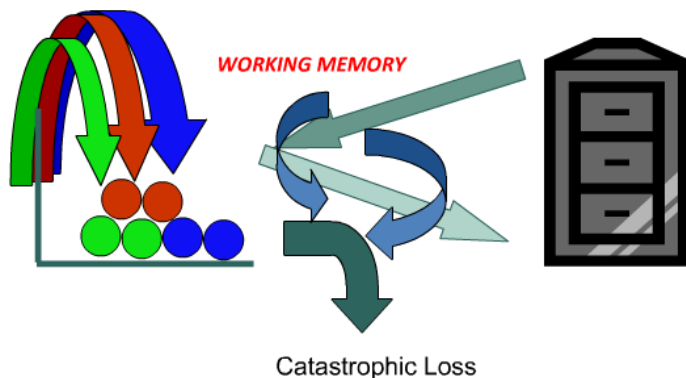
[Click here ....](#) for the Metacognitive Teacher and Learner Webcast

[Click here ...](#) for an accessible text version of the content (.txt, 50kb)

This webcast produced by SESS explores what we mean by metacognition and why it is important in teaching and learning. It examines some metacognitive strategies and discusses how metacognition can benefit all students, including those with additional learning needs. Finally, it draws on the experience of some schools to discuss how we might go about implementing metacognition in our schools.



# Webinars



## TeachingEnglish

### Inclusive assessment approaches to learning in the English Language Classroom – I'm a teacher not a psychologist!

Submitted by admin on 22 November, 2013 - 10:17

Assessment is a crucial part of learning. It can be difficult to know how to identify learners with special educational needs (SENs) in the classroom and how to include learners with SENs in the assessment process. The comments below highlight some of the problems for teachers when thinking about learners with SENs and assessment.

*'I think there is a learner in my class with SEN but I'm not sure, because I don't know what I should be looking for and I don't know what to do next. I probably should talk to the parent but don't know how.'*

Eliza, primary teacher from Italy

*'We have to do state exams at the end of the year and I know some of the learners with SENs in my class won't be at the right standard. What can I do? How do I give them some confidence when they know they are behind the others?'*

Maria, secondary teacher from Spain

There are two main challenges with assessment for learners with SENs.:

# The last word...



I found that I followed a lot of the methods mentioned, but I also discovered SENs that I previously didn't know about. I am far more patient with students now, and strive to find appropriate ways of teaching them.

It has made me more aware of the behaviours of children and not to just categorise them as 'lazy' or 'stupid'.

I now give instructions in a much more varied way - in writing, with symbols, in much smaller chunks generally, I use even more multi-sensory ways of dealing with new language and texts (aural or written).

I use written support a lot more, with very positive results.





<https://suzannemordue.wordpress.com>

Thank you!

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