INCLUSIVE EDUCATION
DYSLEXIA AND LITERACY

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.

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 keyword 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

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 personalised plans tosee 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

Ambition | Achievement | Character | Responsibility

AUTISM

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.

CONTENT

- 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 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

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

- Do not expect eye contact when talking to a student with autism

INCLUSIVE EDUCATION
MODERATE LEARNING DIFFICULTY (MLD)

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

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 aim

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

Ambition | Achievement | Character | Responsibility

INCLUSIVE EDUCATION
ADHD/ADD

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.

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

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

Ambition | Achievement | Character | Responsibility

INCLUSIVE EDUCATION
SPEECH, LANGUAGE AND COMMUNICATION NEEDS

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.

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

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

Ambition | Achievement | Character | Responsibility

INCLUSIVE EDUCATION
SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

This term is given to students who are experiencing barriers to learning related to their social and emotional wellbeing. Many pupils who are experiencing issues with 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.

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

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

Ambition | Achievement | Character | Responsibility

INCLUSIVE EDUCATION
HEARING IMPAIRMENT

A hearing loss (mild to profound, permanent or fluctuating) affecting a child's ability to allow the curriculum, requiring hearing aids, adaptations, or special strategies, impacting speech, language, and learning, and encompassing deafness but also milder losses where children might seem inattentive.

CONTENT

- Pre-teach vocabulary and concepts (especially topic-specific words, names, and abstract terms).

- Use visuals heavily: diagrams, images, timelines, word banks, model examples, success criteria.

- Provide written support: lesson outlines, key slides, keyword lists, captions/subtitles on videos, transcripts when possible.

- Make audio content accessible: avoid uncaptioned clips; summarise audio-only information; check the pupil can access listening tasks.

CLARITY

- Get attention first: say the pupil's name, use a visual cue, wait for eye contact before giving key information.

- Face the class when speaking and avoid talking while writing on the board or moving around with your back turned.

- Chunk instructions into short steps and present them in more than one way (spoken + written/visual).

- Use consistent key language (the same words for routines and transitions).

- Signal changes clearly: "First… then…", "Stop and listen", "This is important".

- Repeat or rephrase strategically: repeat key points; if not understood, rephrase rather than just saying it louder.

- Allow extra processing time after questions and instructions.

Ambition | Achievement | Character | Responsibility

INCLUSIVE EDUCATION
PHYSICAL DISABILITY

A physical disability is a long-term condition that affects a person's movement, coordination, stamina, or physical functioning, and can make it harder to do everyday activities or access environments without adjustments.

CONTENT

Reduce unnecessary physical load so the pupil can focus on learning:

- Shorter copying tasks; provide printed sheets or digital copies.
- Use assistive tech (typing, speech-to-text, word prediction) where appropriate.

Plan for fine motor demands:

- Alternatives to long handwritten work (oral presentations, recorded responses, slide decks).

Adapt practical subjects thoughtfully:

- PE: focus on inclusion, skill development, and personal bests; adapt equipment/rules; provide meaningful roles.
- Science/DT/Art: adjust tools, workstation height, task sequence, or partner roles so the pupil participates in core learning.

CLARITY

Give time warnings and transitions:

- "In 2 minutes we'll pack away." This supports pacing and movement planning.

Break down movement-heavy tasks:

- Teach a step-by-step routine for setting up equipment, collecting resources, or moving to stations.

Offer multiple ways to respond:

- Spoken answer, pointing, typing, partner scribe, choice cards—so understanding isn't limited by writing speed or fine motor fatigue.

Be explicit about what matters: separate learning goal from method:

- "I'm assessing your science explanation, not how fast you can write it."

INCLUSIVE EDUCATION
VISUAL IMPAIRMENT

Visual impairment (VI) means sight loss not correctable by glasses/lenses, affecting learning, development, and daily tasks, ranging from low vision to blindness, requiring specific adaptations for the classroom and curriculum, impacting areas like reading, mobility, and social skills.

CONTENT

Provide materials in the right format: large print, modified worksheets, braille, tactile diagrams, audio, or accessible digital files (depending on the pupil).

Make print and slides VI-friendly (when appropriate):

- Clear sans-serif fonts, adequate size, strong contrast
- Minimal clutter; more spacing
- Avoid information carried only by colour (use labels/patterns)

Ensure digital accessibility: Editable text (not scanned images), headings, readable PDFs, keyboard navigation, alt text for images where it adds meaning

Plan for subjects with heavy visual load:

- Maths/science: accessible notation, tactile models, explicit description of demonstrations
- PE/playground: inclusive rules, audible cues, clear boundaries, safe space awareness

CLARITY

- Verbalise everything that's otherwise visual: "I'm underlining the title," "I've written three bullet points."

- Avoid "over there / this / that." Use precise directions: "On the board, right-hand column, second line."

- Read aloud what you write (key words, homework, steps, model answers).

- Give one instruction channel the pupil can access (spoken + accessible written version).

- Pause for processing and navigation: finding the right page, opening an app, zooming in, using a screen reader—this takes time.