

CREATE YOUR INCLUSIVE CLASSROOM

Key points from the Inclusion Development Programme which will support inclusive classroom practice for pupils with dyslexia.; speech language and communication needs, behaviour emotional and social disorders and autistic spectrum condition.

Create a welcoming and stimulating environment with minimal distractions: arrange furniture so that all pupils can see what is going on.

Make **learning objectives** explicit and write them in child friendly language. Differentiated **success criteria** should also be displayed and explained.

Chunk information and explain clearly.

Use a good range of resources to support **multi-sensory learning** - visual, auditory, tactile and kinaesthetic.

Have **key vocabulary** displayed with pictures and symbols. **Label** all equipment and materials clearly and ensure access to them.

Use **visual timetables** to support organisation including cues on equipment needed and when to bring in e.g. PE kit.

Make learning **visual** where possible e.g. use spidergrams, mindmaps, pictures, diagrams and practical demonstrations.

Additional Considerations

Dyslexia

Use a buff or cream coloured background on whiteboards and hand-outs.

Encourage alternative means to record ideas and knowledge e.g. models, mind maps, posters, video and dictaphone.

Use colour coding to highlight curriculum areas, resources, and equipment.

Maintain a calm approach and avoid drawing attention to needs and difficulties.

Make use of ICT to support learning including specific programmes aimed at supporting pupils with dyslexia.

Supply children with visual timetables and key vocabulary lists.

Display posters of useful information e.g. maths signs, days of the week, months of the year.

SLCN

Use an extensive range of visual support systems, symbols, drawings, prompt cards, photos, and real objects.

Create a learning environment in which good listening, sitting and looking are promoted as the foundation for good learning - use prompt pictures to support good listening.

Supply children with their own copy of the classroom visual timetable.

Arrange seating so that all children can face the teacher.

Organise all resources clearly and label them with pictures / symbols / words.

Use multi-sensory teaching techniques including, practical activities and a high level of visual and physical support.

Autism

Use visual support to aid communication and understanding.

Establish clear structures and routines within the classroom and ensure that these are explicit and understood by all.

Give advance warning of changes to familiar routines.

Modify the environment to take account of any sensory issues- lighting, smells, noise, temperature.

Ensure that all activities are well organised and planned. Be aware of social needs when grouping children for activities.

Adopt a calm, quiet approach in your talking and give children time to respond to what has been said.

Give opportunity for children to work in a quiet space.

Give clear advice on what to do during free/unstructured time.

View challenging behaviour as the result of an interaction, on factors relating to the environment and the demands being made of the child.

BESD

Create an environment which explicitly teaches the skills for emotional health and well-being.

Provide structure and routine; make everything as consistent and predictable as possible.

Make classroom routines explicit and familiar to all children and ensure that they are followed.

Plan carefully for unstructured times.

Use positive body language.

Be friendly in your communication. Show an interest in the children, and build positive relationships.

Phrase instructions positively.

Create a welcoming and stimulating environment.

Arrange furniture so that all can see what is going on and with minimal distractions for those who are easily distracted

Ensure good level of comfort - height of seats, temperature, light, noise

Label all equipment and materials clearly and ensure access to them