

# How to make your classroom inclusive: a guide to universal provision

## What behaviour do you see?

- Difficulties with listening to instructions
- Struggles to understand text
- Cannot begin tasks independently
- Speech can be unclear
- Limited vocabulary
- Forgetful about instructions or equipment
- Challenges with concentrating on tasks
- Uses language incorrectly for social situations e.g. goes off on a tangent or interrupts
- Struggles in group work
- Struggles to interact with peers and might prefer to talk to adults or younger children
- Anxiety in busy or unfamiliar places
- Can't cope in unstructured social times
- Rigid routines and/or thinking patterns
- Difficulties adjusting language for different contexts and speakers
- Doesn't understand jokes or sarcasm

- Delayed speech, mishearing words and communication development
- Struggling in different light conditions
- Misidentifying colours
- Accidentally spilling drinks or food
- Finds it hard to read information with dark backgrounds
- Repeatedly complaining of headaches and pain
- Exhaustion and/or distractibility
- Bumping into obstacles/ Clumsy behaviour
- Loss of coordination

- Little or no progress made
- Increasingly low self-esteem
- Difficulties sequencing or ordering
- Can't carry out routine mental mathematics
- Relies on adults to get through lesson
- Difficulties telling the time
- Not retaining learning from one lesson to the next
- Challenges with spatial awareness e.g. using apparatus, understanding maps
- Does not ask for help
- Struggles in group work

- Difficulty remaining on task
- Seeking frequent adult support/reassurance
- Disruptions or attention needing behaviours
- Won't accept adult instructions or help
- Showing signs of frustration
- Problems with sleep
- Avoiding friends and not participating in social activities that they normally do

## Why is this behaviour happening?

It is possible that the child or young person has special educational needs. This can be managed for many pupils in the mainstream and pupils need support from the adults around them. Each child is unique and their needs may vary. The needs could be related to **Communication and Interaction**, **Sensory, Physical and medical needs**, **Cognition and Learning** and/ or **Social, Emotional and Mental Health needs**.



## Ways to make your classroom inclusive

Have you tried the following strategies in the classroom?

### Communication and Interaction

Focus on the child's strengths

Expectations are made clear

Always use the pupil's name to get their attention

Reduce background noise and speak one at a time

Ensure the pupil is sitting at the front of the class/carpet

If the pupil has a special interest, use this to aid learning

Use a mini whiteboard to record instructions using 'first'/'then' format

Ensure your classroom is language-rich by;

- using sentence starters
- pre-teach key vocabulary
- scaffold all writing tasks and model where necessary

Keep language clear and unambiguous at all times

Structured routines

Use fiddle toys

Provide extra time for processing verbal information

Use visual supports such as pictures, symbols, signs and timetables

First, get have the pupil's attention then speak

### Sensory, physical and medical needs

Ensure that lights are always switched on and used effectively

Speak clearly and naturally, don't cover your mouth or mumble

Are the lights in classroom meeting all pupils' needs?

Check pupil's hearing aids and any supported technology e.g. radio aids are working optimally

Use Braille and BSL for pupils who use alternative forms of communication

Use specialist aids such as magnifiers, sloping work boards and specialist IT equipment

### Cognition and Learning

USE IT to record learning e.g. laptops/ipads where necessary

Use choice as a motivation

Peer work for reading, etc.

Link real world experience to new concepts

Spaced repetition and interleaving

Scaffold all writing tasks and model where necessary

Use 'B' pencil

### Sensory, emotional and mental health needs

Find out about their background and context

Try to establish relationships with pupils and emphasise shared interests

Keep calm and be the adult if pupil seeks to escalate the conversation

Regular communication with families

Equal use of sanction and reward

Calm learning environment – including teacher!

For children and young people with significant needs, please contact [InclusiveEducation@northyorks.gov.uk](mailto:InclusiveEducation@northyorks.gov.uk) for further referral and check out further guidance on the CYPInfo website.