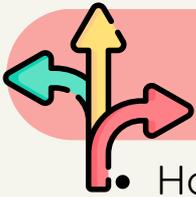




8 TIPS FOR AN INCLUSIVE CLASSROOM



Design for Variability

- How can pupils access this in more than one way?
- How can they show learning without writing?
- How can children use their different strengths?



Reduce Cognitive Load

- Are instructions clear and chunked?
- Is copying really necessary?
- What can be simplified, removed or supported visually?



Behaviour Is Communication

- What need might this behaviour be signalling?
- Is this about regulation, sensory load or demand?



Regulation Before Learning

- Does this child feel calm enough to engage?
- Would movement, quiet or reassurance help?



Engagement from Choice

- What leads to engagement for this child?
- Could a child choose how they sit or work?



Adjust the Environment

- What is the classroom asking of this pupil?
- Can the sensory environment be adjusted?



Strengths Build Inclusion

- What is this child good at?
- Where can they succeed today?



Clarity Reduces Anxiety

- Are transitions clear?
- Have changes been signposted?