

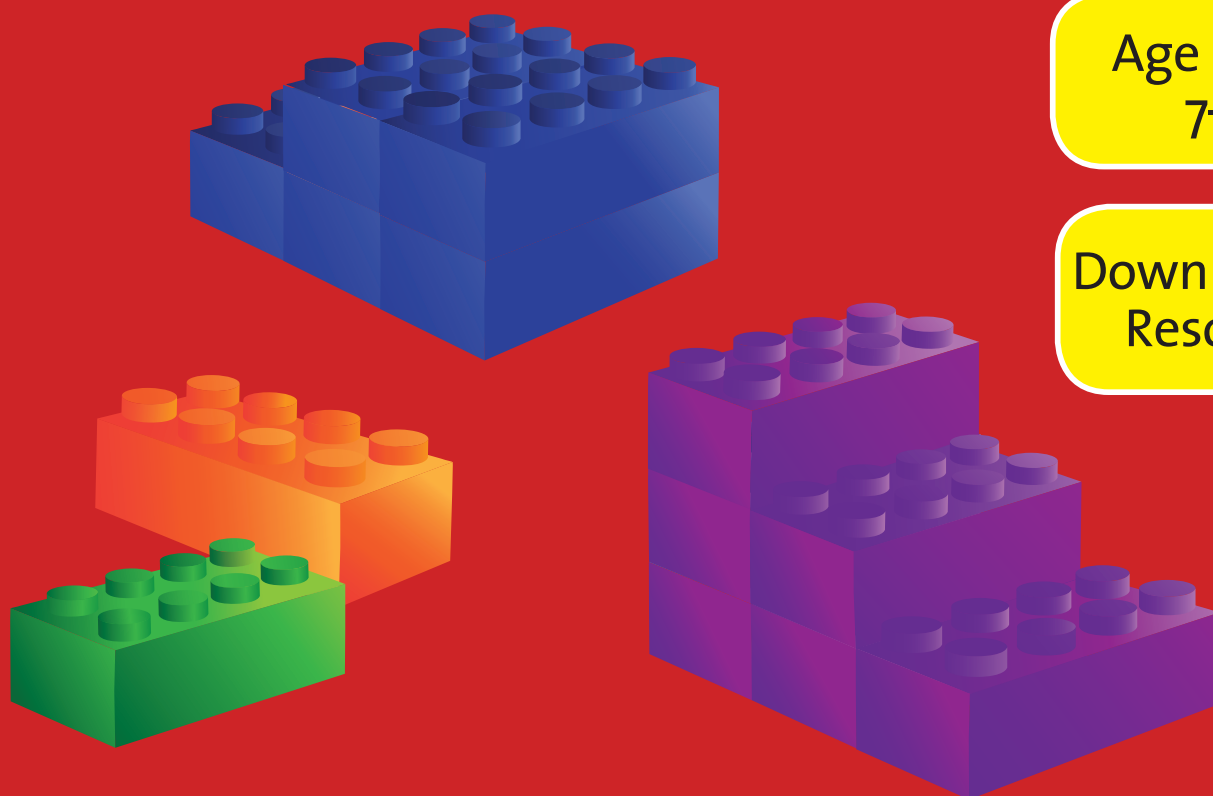
# The Inclusion Toolkit

Sarah Herbert

Case Studies

Age Range  
7-14

Downloadable  
Resources



# The **Inclusion** Toolkit

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Sarah Herbert



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# About the Author

**Sarah Herbert** is the lead learning needs advisory teacher working in a local authority in London. This role is focused on supporting special educational needs coordinators and school staff improve provision for learners with special educational needs. She spent much of her teaching career working as a special educational needs coordinator and teaching in and managing inclusive units within mainstream schools. These settings supported learners with a variety of different special educational needs, including moderate learning difficulties, physical disabilities and autism spectrum conditions. She has a particular interest in inclusion as a vehicle for school improvement.

She has also developed a foundation module in teaching children with specific difficulties in reading and spelling which she delivers as part of the outreach programme for SENJIT with the Institute of Education in London and teaches on their MA programme.

In her spare time she works as a self-employed independent special educational needs consultant, offering training, advice and support to parents, schools and nurseries on special educational needs, inclusion and school improvement issues.

She can be contacted on her website [www.sarah-herbert.com](http://www.sarah-herbert.com)

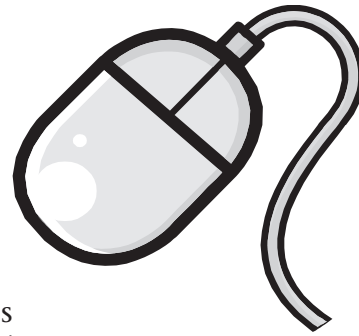
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# List of Downloadable Resources



This book is supported by a wealth of resources that can be downloaded from [www.sagepub.co.uk/sarahherbert](http://www.sagepub.co.uk/sarahherbert) for use in your setting. A full list of the resources available is below:

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# 1

## Foundations for Inclusion

This book is aimed at the teacher of 7–14 year olds who is planning to meet the diverse learning needs of children that are placed within his or her mainstream classroom. It would also be useful to the special educational needs coordinator who wishes to support and advise his or her colleagues about developing inclusive teaching approaches. Teachers are likely to be in different places in terms of their knowledge, skills and beliefs. What we need to ensure is that we offer the right support to enable teachers to develop their knowledge, skills and beliefs about inclusion. Although it may seem counter-intuitive, it is easier to change the way someone thinks about inclusion by helping them do it than by trying to persuade them to believe in it and waiting for their practice to change. Essentially, once you are supported with the ‘how’ of inclusion you are likely, through having a go and experiencing some success, to find that you do believe in inclusion!



### Case Study

Mrs Brown is an experienced teacher of 7–11 year olds. This academic year she is concerned because of the range of needs she has to meet in her class. In addition to a large ‘low achievers’ group, two children are identified as dyslexic, one is diagnosed with attention deficit hyperactivity disorder and one further child with moderate learning difficulties. The advice she has received from specialists involved in each learner has made her feel overwhelmed and that she cannot begin to meet all their needs. However, with the support of the special educational needs coordinator and the teaching assistant she works with she is able to identify the needs that these learners have in common and develop an action plan of strategies that will address the needs of all her more challenging learners. As the new approaches embed she finds that she enjoys the challenge of developing new teaching strategies, and that all the learners in her class are benefiting from them.

Inclusion and inclusive teaching have been defined in many different ways. The term integration preceded the term inclusion and seemed to imply that the learner whose needs were 'different' from the majority would be placed in a mainstream classroom and adaptations (to the environment and/or curriculum and/or teaching methods) would need to be made so that they could participate. Inclusion is sometimes seen as part of the human rights agenda, and additionally as a means of achieving human rights (through what might be seen as the social engineering function of schooling). Inclusion can mean different things in different contexts and refer to many different groups of learners, for instance: ethnic minorities, boys, girls, learners with special educational needs or disabilities, those with behavioural or emotional or social difficulties, those from lower socio-economic groups and so on. In the context of this book we are addressing the issues around teaching learners with diverse learning needs in mainstream classrooms, specifically those who might be experiencing difficulties learning from the teaching strategies usually employed. The premise is that although the usual teaching strategies may enable many of the learners to make progress, more attention to the particular strategies that are described in this book will lead to better progress for nearly all learners, including those who might usually find learning difficult.

In many books on inclusive teaching you will find chapters outlining approaches and techniques suitable for children with different sorts of needs, chapters headed for instance 'supporting the child with dyslexia/dyspraxia/moderate learning difficulties/cerebral palsy' and so on. This approach suggests that a myriad of different teaching approaches are necessary according to the identified conditions of learners within that class, and also that there are particular ways of teaching learners with special educational needs. The Special Educational Needs Code of Practice (2001) regards this as what is 'different from and additional to' what other learners need. The approach of this book is to reduce the need for provision that is 'different from and additional to'.

Research has failed to find any substantive difference in teaching practices between special educational needs teachers and mainstream teachers (Cook and Schirmer, 2003; Lewis and Norwich, 2005; Florian, 2007). No specialist pedagogy for pupils with special educational needs has been identified, just what might be characterised as teaching strategies that vary in intensity along a continuum from high to low (Florian, 2008). It seems good teaching is good teaching for all, if a strategy works with those who experience difficulty in learning, and it works with those who do not, then all can benefit from these strategies identified as best practice.

This book will help you to enhance the effectiveness of education for all learners, by ensuring that you can provide so well for all learners that only those with the greatest needs will require a substantially different approach to learning. There is now a great deal of knowledge about good practice in teaching. In summary the research refers to approaches such as: