



# ONE CLASSROOM FOR ALL

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[#CambridgeExp19](#)

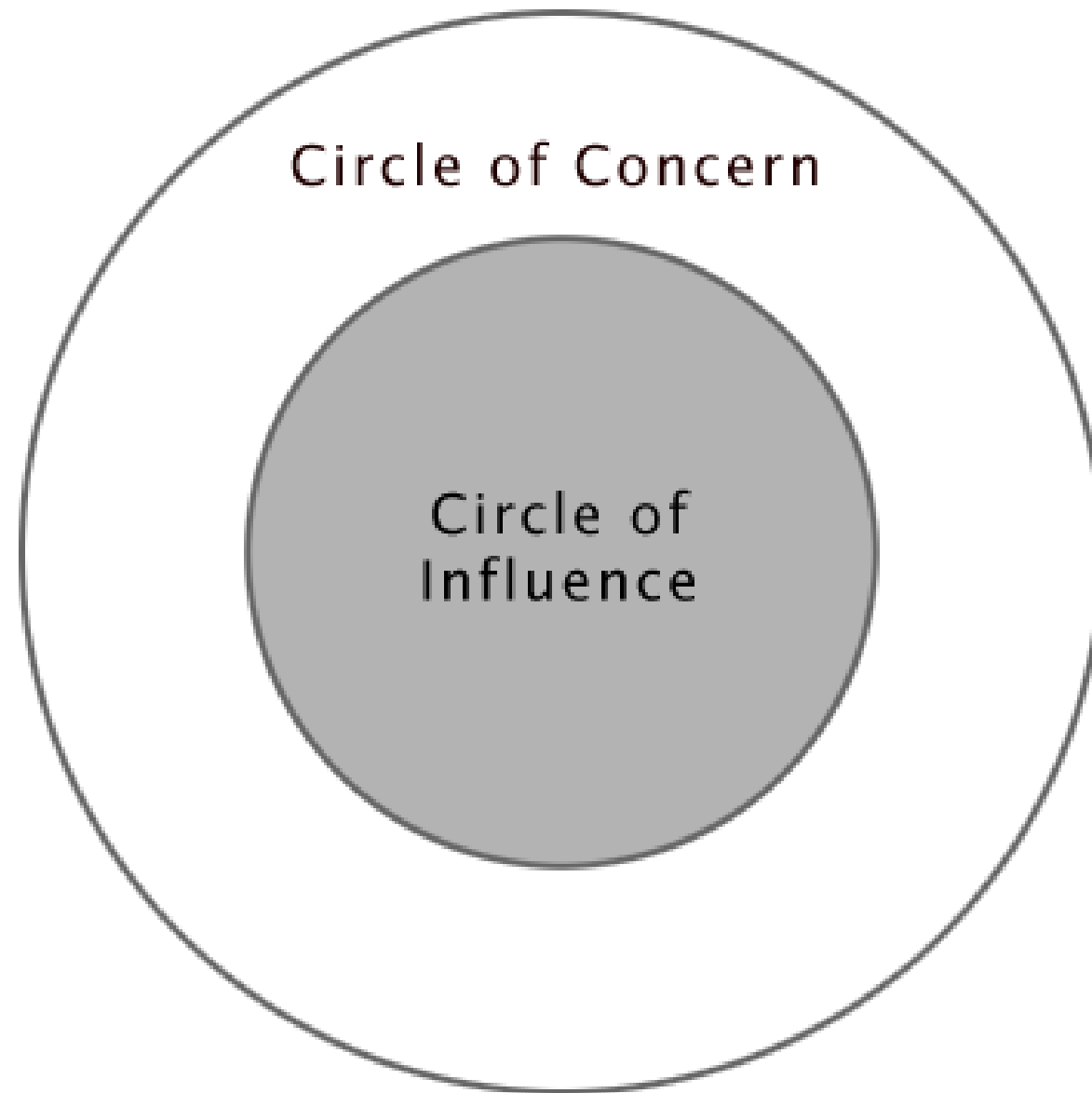
# Categories of SEN

- Cognition and Learning
- Communication and Interaction
- Medical/Physical
- SEMH: Social, Emotional and Mental Health Difficulties

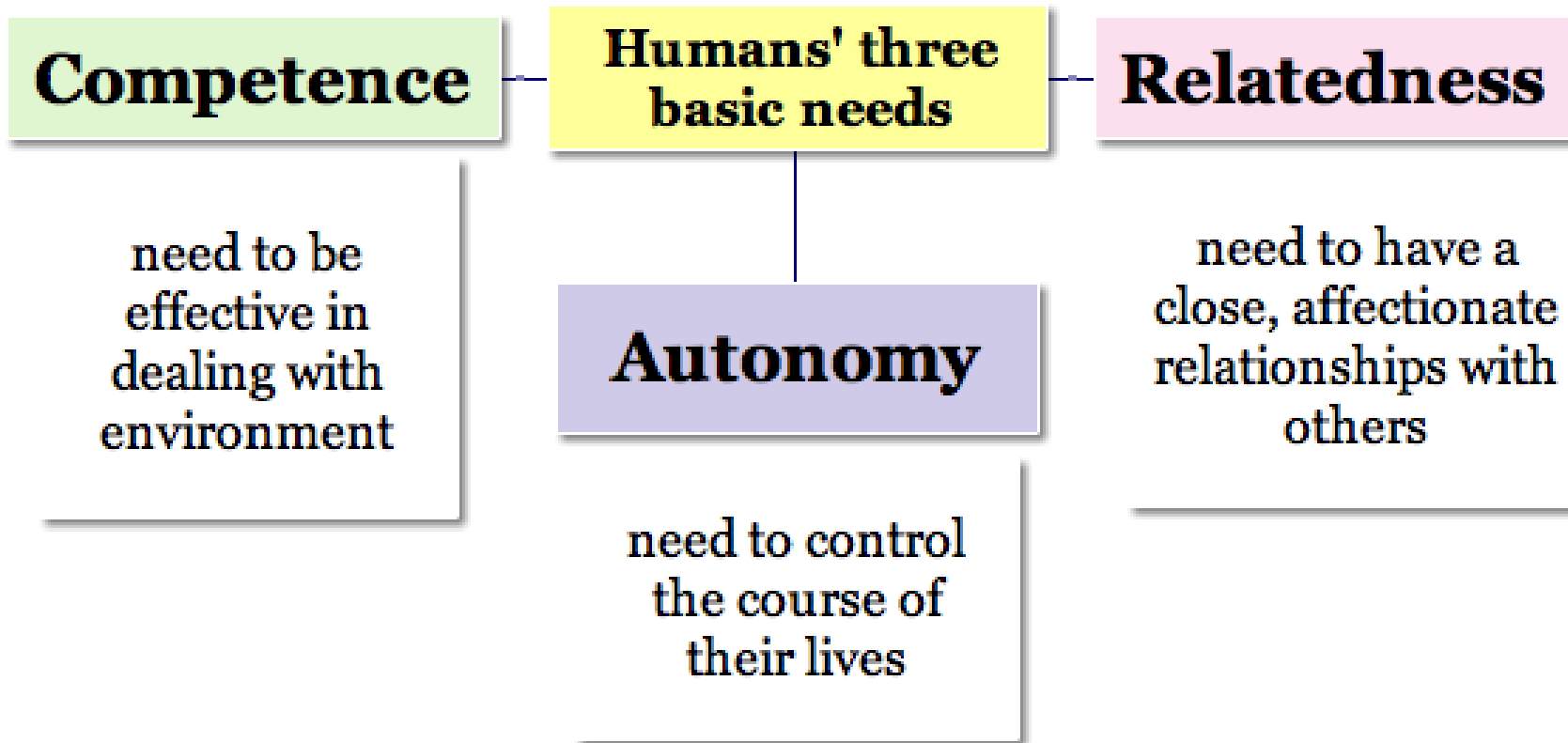
- When reading text, everything moves around and vibrates.
- He described feeling full of ideas but experiencing difficulty getting them down on paper.
- He reported that a week later his own work will make no sense to him.

- He finds it difficult to organise thoughts on paper.
- He often loses his place and misses out lines when reading.
- He needs to re-read paragraphs to understand them.
- He has, at various times, felt extremely frustrated in the learning context.

# BEHAVIOUR IS COMMUNICATION



# Self-Determination Theory



# COMPETENCE

- Beliefs and Mindset
- High Expectation
- Challenge/Support
- Mastery goals
- A focus on strengths



# INCLUSION: MYTHS OR FACTS

- Inclusion jeopardises the learning of others.
- Segregation is effective.
- Inclusion is just a fad.

# Benefits to those with SEN:

- Increased peer connections, social networking, and friends.
- Exposure to rich classroom curriculum and reflective discussion with a variety of peers.
- Higher academic outcomes
- Authentic problem solving and critical thinking opportunities.
- Engagement in a variety of circumstances and settings.
- Increased and authentic experiences to practice social skills necessary for life.
- Increased community involvement and acceptance.
- Greater quality of life.

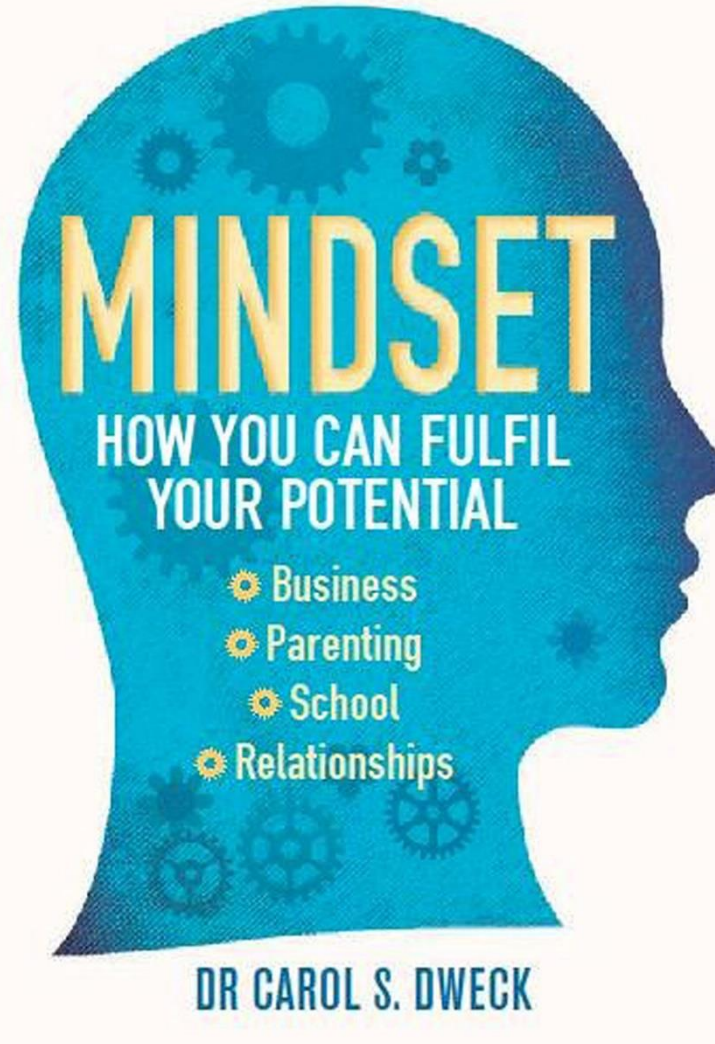
# Benefits to Typically Developing Peers:

- Research shows that typically developing students do better, both academically and socially, as a result of inclusion based policies and teaching practices.
- More effective instruction as teachers learn to differentiate for their various learners with a student centred approach.
- Decreased stereotyping of disabilities and more acceptance of each individual as someone with specific strengths and needs.

# Benefits to Typically Developing Peers:

- Development of the ability to see the person before the disability.
- Development of appreciation for diversity in society.
- Development of empathy.

'Essential reading for anyone with aspirations.'  
Matthew Syed, *Bounce*



# Possible implications of messages of low ability and low expectations

- Learned helplessness
- Poor task persistence
- Belief that increasing effort will make no difference
- Self blame
- Social exclusion
- Negative affect

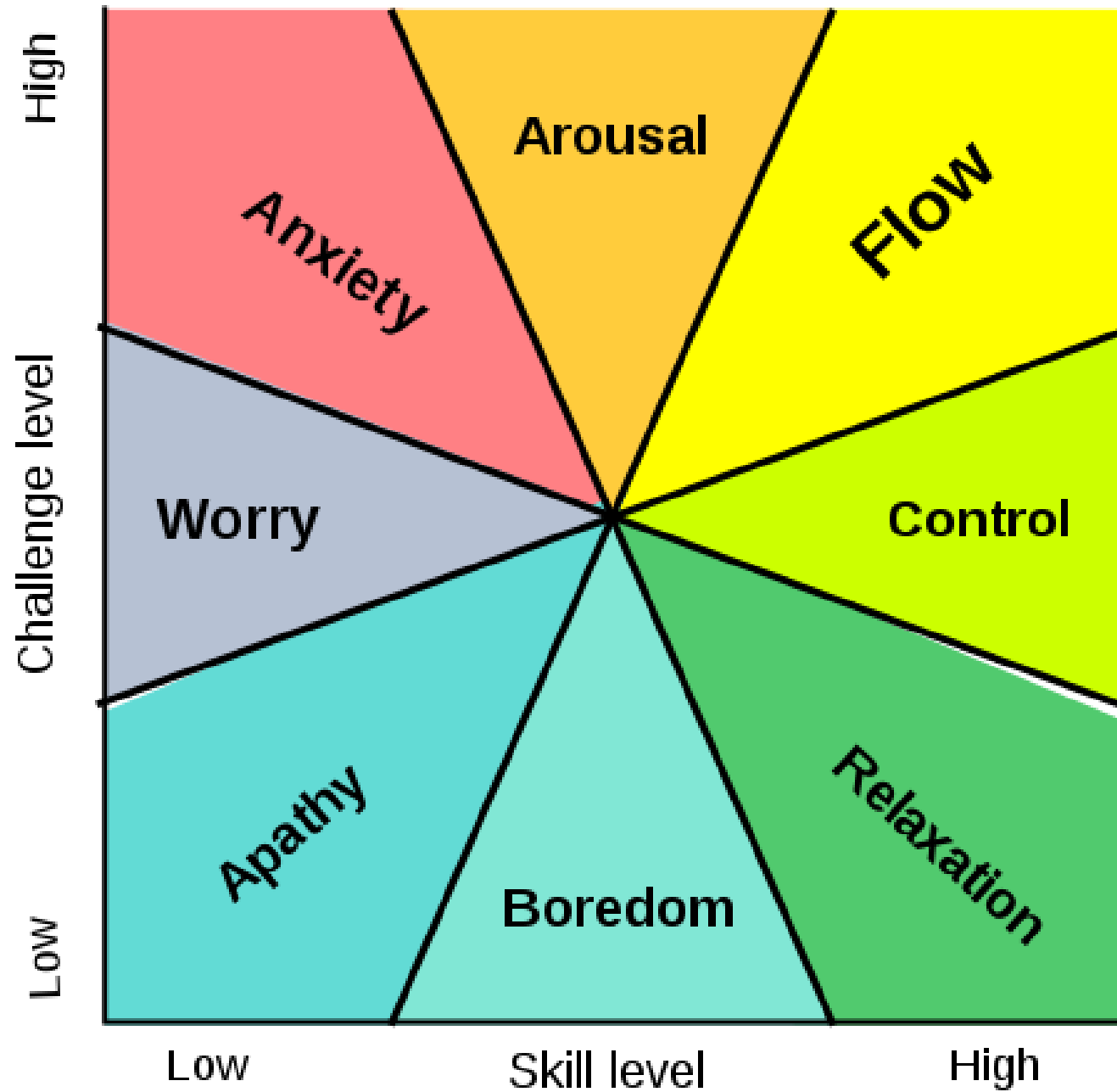
“I left school when I was 16 years old, partly because of my dyslexia. I couldn’t always follow what was going on so I didn’t find the lessons interesting and became distracted. My teachers thought I was just lazy.”

Sir Richard Branson

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# AUTONOMY SUPPORT

# 3B4ME

Brain, Book, Buddy, Boss



# DIFFERENTIATION

- Link the learning.
- Break tasks down.
- Concrete to abstract.
- Use visual supports.
- Make it salient.
- Consider pacing.
- Understanding demonstrated in a variety of ways.
- Tweak the environment.
- Utilise technology.
- Use a range of collaborative groupings

# *My One Page profile*



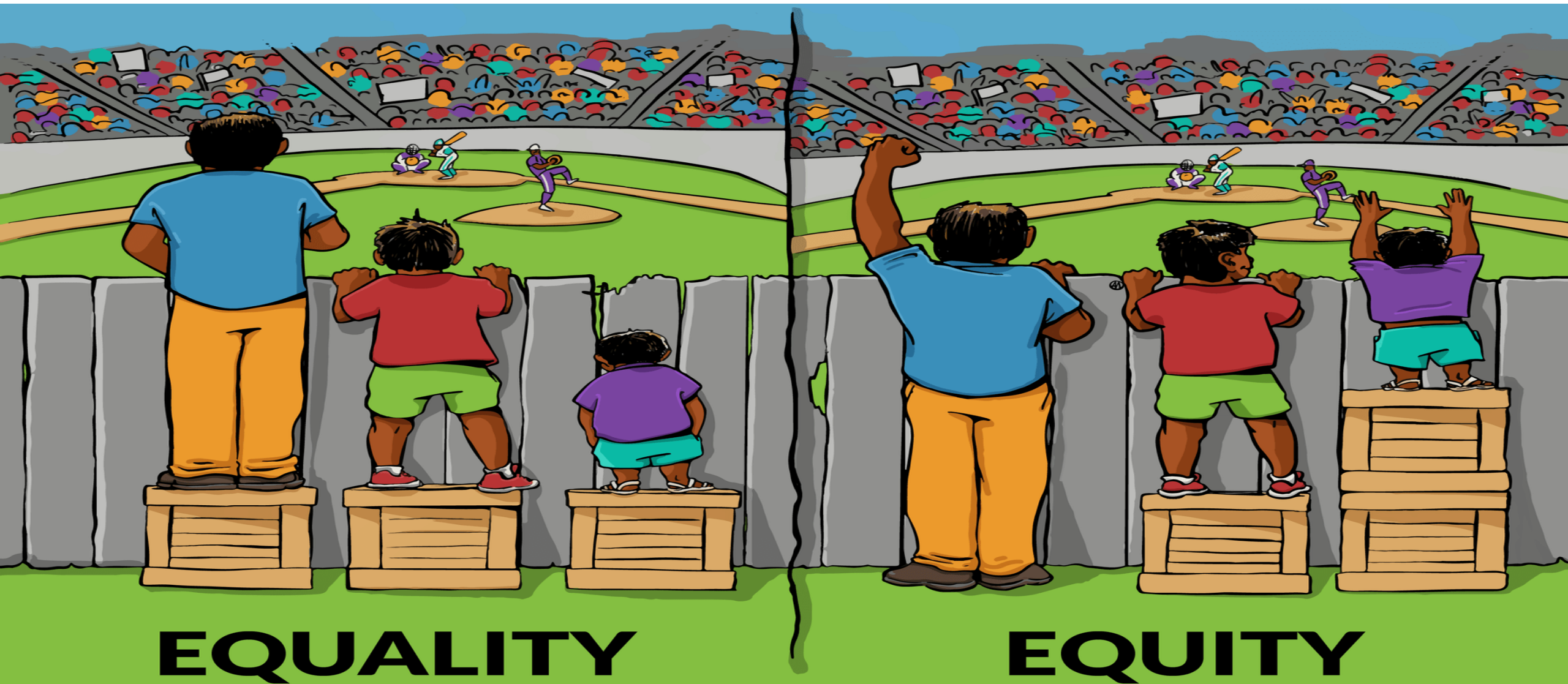
Your  
Name

Age:  
Occupation:

*What people appreciate about me*

*What is important to me*

*How to support me*

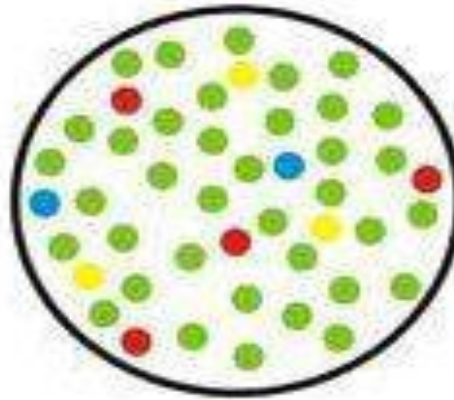


**EQUALITY**

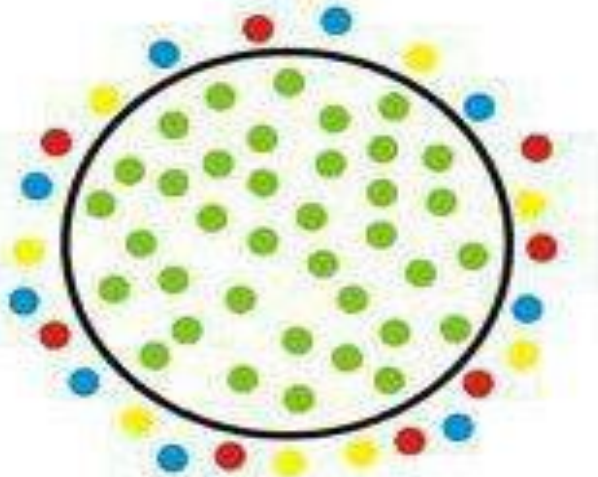
**EQUITY**

# CONNECTEDNESS: RELATIONSHIPS ARE KEY

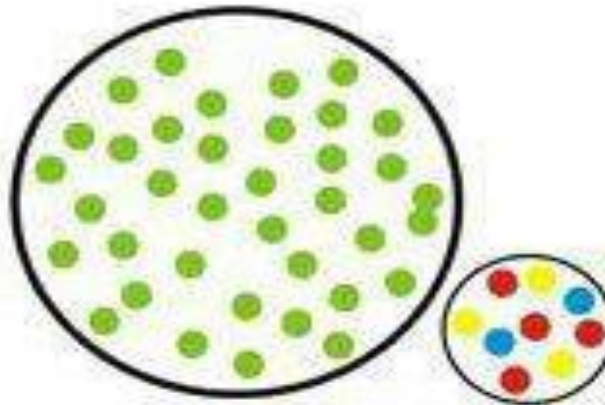




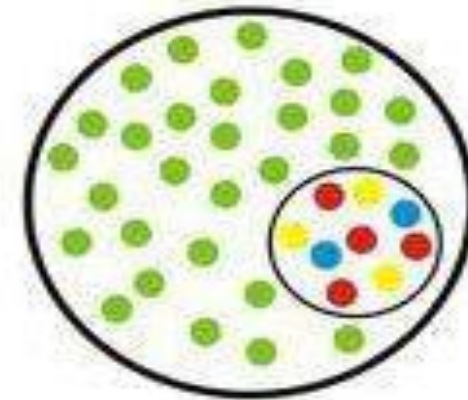
**Inclusion**



**Exclusion**



**Segregation**



**Integration**



“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

Ignacio Estrada

## Other referenced people:

- Stephen Covey:  
Author of *7 habits of highly effective people* and *The Leader in Me*.
- Rita Pearson:  
TED Talk on how every child needs a champion  
[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)
- James Comer:  
Child Psychiatrist
- Temple Grandin:  
Professor of animal science and autism spokesperson.
- Deci and Ryan:  
Self Determination Theory