



Inclusivity Policy

Policy statement

It is our goal at CES to give all students the best possible learning opportunities, facilities for learning, and access to CES services. We have designed this policy to protect the rights, assure quality of provision, and access to learning, facilities and services of students who, due to disability or physical or mental condition may potentially experience difficulties or require assistance in these areas.

Disclosure & Assessment of Programme and Facilities

All learners must be provided an opportunity to disclose any issues that may impact on their uptake of and access to CES Services and Facilities, and the viability of learning programmes in their particular case. It should be remembered at all stages that CES staff are not qualified to diagnose physical/mental conditions. We also realize that individual needs beyond the 'label' or name of a condition may vary in severity and intensity and in level of potential interference with access.

Because of this, we rely on learners and potential clients to disclose any and all relevant information at the booking stages. CES may, in some cases ask the student for further details and may request documents from specialists (with agreement of the applicant) in order to aid their understanding and assessment of the condition and hence viability and suitability of the planned course of study.

CES does not seek to exclude any individual but should hold an open and fair dialogue with the concerned party to examine their overall needs and to advise whether CES can reasonably meet those needs. Parties who are not satisfied that their case has been dealt with appropriately have recourse to the CES Complaints Procedure.

Individual Action Plan

Once the booking stage is completed, information is sent to the appropriate Department Head (i.e. Accommodation, Academic etc.) who will contact the student if necessary to further discuss their needs and make arrangements for their stay. This process will generate a written plan of action, agreed by CES and the learner/trainee. The aim of the Action Plan is to facilitate a detailed discussion of learner needs, ensure that resolutions are satisfactory to all parties and that they are recorded by CES. At this stage, it is vital that the learner/potential client fully engage in the process and provide any feedback or information regarding the plan. This may be approached informally in the first instance but should be recorded by CES, with all copies agreed by and available to the learner.

(See Appendix Below for Template/Guidelines).

Academic & General Considerations

Students with stated conditions may be especially vulnerable and require extra care and consideration. Individual Action Plans help to identify and comment on key areas such as:

- Access to and suitability of facilities
- Suitability of accommodation arrangements
- Suitability of transport/transfers etc.
- Appropriate access to and quality of customer service
- QA and suitability of teaching methodology
- Learner protection
- Course delivery
- Assessment of learning (this refers to in-school provision)
- Transfer and progression of learners

- Assistance with external examinations (booking/receiving assistance/claiming dispensations)



Teaching and Learning

We realize that despite our efforts at the enrolment and booking stage, not all learners will disclose their conditions. Perhaps they are unaware of them or for personal reasons decide not to. In any case, and remembering that it is not the teachers job or place to offer diagnoses, we have put together the following guide to help teachers best assist students with learning disabilities. Physical disabilities that might impact on student learning and access are generally more visible and more open to disclosure and arguably require less complex solutions – such as placement and classroom management and so are not covered below.

What is an inclusive classroom?

Centre of English studies strives to ensure that every student is consistently provided with the best possible learning opportunities. We seek to ensure that any academic issues arising with our students can be appropriately dealt with. While not providing full specialist training, we make every effort to help our teachers to become aware of learner issues and attempt to provide tailored solutions to emerging classroom issues where possible. Taken together, all of these areas contribute to our drive towards quality assurance, best practice and full inclusivity.

With that in mind, this document will focus on some common learner issues which may require specific attention from the teacher in order to ensure that each student's learning is fully catered for to the best of our ability.

Specialised learning requirements covered by this policy are as follows:

- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder
- Dyslexia
- Dyspraxia
- Dysgraphia
- Social, emotional, and behavioral difficulties

Attention Deficit Hyperactivity Disorder (ADHD)?

This is a neurobiological condition whose exact cause is unknown. It is more commonly diagnosed in males than females (4:1), and it is a lifelong condition. Treatment may include medication, as well as learning life skills to manage the condition. It has been classified into three types.

- PIT (Predominantly Inattentive Type): This includes difficulties sustaining attention and organizing tasks, forgetfulness, making careless mistakes, resistance to carrying out tasks that require sustained mental effort (e.g. homework), seeming not to listen or follow instructions.
- HIT (Hyperactive Impulsive Type): This includes restlessness, an inability to sit still, fidgeting, leaving one's seat in the classroom, and talking excessively.
- CT (Combined Type): This is the most common type and includes impulsivity, difficulty in waiting for one's turn, blurting out the answer before the question has been completed, and the social problems which ensue.

According to scientific research, learners with ADHD have difficulties with executive functioning, which refers to the tasks our brain performs in order to allow us to learn new information, retain, and retrieve it to complete different tasks. They also have difficulties with working memory - the ability to hold the information in our mind that we will need to perform tasks in the near future. As well as this, learners with ADHD may have a delayed 'internal voice'. This is our inner dialogue that helps us to reflect on ourselves, regulate our emotions and follow rules and conventions.

Psychologists have noted that people who have experienced trauma in childhood may demonstrate behavior very similar to that of students with ADHD, but this may be attributed to hypervigilance, rather than ADHD. This is a state of continuous anxiety, which can manifest as intense focus on other students and hypersensitivity to noise/ distractions. This develops as a reaction to growing up in an unsafe or unstable environment, and is not due to brain differences, as in the case of ADHD.

What this means for the lesson:

Students with ADHD may simply appear to be difficult students, creating problems for other students and for the teacher. We need to be aware that this is not the case, and that there are many things we can do to aid their learning and integration into the classroom. Common behaviors of students with ADHD include a tendency to constantly interact with the teacher, due to an anxiety that if the teacher is not actively paying attention to them, they will be forgotten. They may be very easily distracted, constantly focusing on what other students are doing, or what is happening out the window. They may be restless, constantly fidgeting or swinging on the chair, or getting up to leave the classroom. They may frequently interrupt other students. Longer reading or writing activities can be demotivating for them, and they may need help with time management.

Classroom Difficulty which may be experienced	How we can help
Difficulty with working memory results in students who appear to be listening to instructions not knowing what to do once the activity has begun.	Simplifying instructions, giving examples and model answers, breaking them down into small chunks and providing visual cues can help. Patience when student has forgotten is also important!
Difficulty with executive functioning may result in student finding it hard to get started on a task, to keep the end goal in mind, to multitask, and to figure out how much time will be necessary to complete an activity.	Breaking down tasks into smaller units, especially with longer reading and writing tasks, can help. Motivating student by reminding them of the objective of a task, and of how much time they have left can help.
Difficulty with impulse control means students will find it hard to listen to other students' answers.	A speaking game, 'Wait before you answer', can help develop this skill. Student listens to a series of questions from partner(s), and must listen to them all before s/he begins to answer.

<p>Difficulty with 'internal voice' or self-monitoring may mean student has inappropriate emotional outbursts such as 'This lesson is boring!'.</p>	<p>Teacher can set an example to other students by reacting calmly and without personalizing the comment.</p>
<p>Difficulty socializing and 'fitting in'. Other students may find their behavior very annoying, and it may create a negative atmosphere in the classroom.</p>	<p>Treat the student with empathy and respect, while maintaining clear rules in the classroom. For pair work choose a mature partner.</p>
<p>Restlessness, inability to sit still.</p>	<p>Incorporate some opportunity for walking around into the lesson. Allow the student to doodle, and leave the class if they need to. Encouraging student ownership of the classroom space.</p>

Autism Spectrum Disorder.

Impairment in relation to communication, social interactions/relationships and imagination. Can't read between the lines in relation to metaphorical or idiomatic language, extreme difficulty understanding body language, facial expressions, unwritten social rules, etc. Teacher must have a flexible approach and also make things as visual as possible.

What are Autism Spectrum Disorders (ASDs)?

- Lifelong, neurodevelopmental disorders affecting social interaction, communication and flexible thinking.
- They affect around 1% of the population.
- The term ASDs includes Asperger's Syndrome.
- They affect each individual differently and can sometimes be difficult to detect, especially in females who have good verbal skills.
- Symptoms of ASDs may overlap with symptoms of dyspraxia, dyslexia and ADHD.
- They often co-occur with anxiety and depression due to difficulties in social interaction.
- There is no cure, but proper care and management can greatly enhance quality of life.

Classroom Difficulty which may be experienced	How we can help
<p>Anxiety or unwillingness to participate in group activities and role plays; especially in noisy, competitive environments (reaction to sensory overload).</p>	<p>Allow the learner to watch and do not insist on them joining in. If the need a quiet corner of the class room to do more structured exercises – provide this option.</p>
<p>Difficulty with pair work – demonstrating a reluctance to open up to personal questions, overwhelmed by having to read facial expressions, etc.</p>	<p>Ensure they are paired with a mature and understanding partner who can sympathize with their anxieties. Monitoring and addressing issues.</p>
<p>Understanding abstract concepts – ex. Disappointment, enjoyment...</p>	<p>Link the explanation to something concrete. Often ASD learners have a very specific and intense interest. If possible, try to make it relatable to their interest. Visual aids are also very useful.</p>
<p>Anxiety/anger at changes to classroom situation, in particular an unexpected change of teacher (permanent or temporary)</p>	<p>For any timetable or teacher changes give learner as much warning as possible and also accompany this with as clear an explanation as possible.</p>
<p>➤ The difficulties experienced by students with ASDs are often referred to as the 'Triad of Impairment' (or 'Triad of Difference').</p> <p>➤ This includes difficulties in social interaction. Some may have no desire to socialise, while others, especially those with Asperger's, may have a strong desire for social interaction but have difficulties maintaining it.</p> <p>➤ There may be difficulties with reciprocity or turn-taking. Students may dominate without realising the negative impact.</p>	<p>We can show an awareness and empathy towards this issue by not judging students who are reluctant to interact. To support those with a strong desire to belong to the group, we can employ sensitive groupings of students so that these students are paired with understanding/ empathic students.</p> <p>We can interrupt firmly but politely when students become too long-winded. To promote turn-taking we can focus on this explicitly as part of developing speaking skills.</p> <p>Teacher can ensure that the reason for undertaking such tasks is clearly explained prior to the task, and the desired outcomes made explicit.</p>

<ul style="list-style-type: none"> ➤ Students tend to be rule-bound, and not at ease with freer style games and activities. ➤ The second aspect of the triad is social communication. There may be difficulties in understanding facial expressions and intonation, and in varying facial expressions. ➤ Eye contact may be an issue – either staring, or avoiding completely. ➤ Echoing what the teacher or other students say may take place. ➤ Idiomatic language can be very challenging to grasp. ➤ The third aspect in the triad is Social Imagination and Flexible Thinking. Students may have difficulties in speculating about what may happen. ➤ Students may have difficulty in interpreting how their behaviour may affect the teacher/ classroom atmosphere. ➤ Students may experience great anxiety when a task is interrupted or unfinished. ➤ Vague references to time such as ‘we’ll come back to that later/ another time’ may cause upset. 	<p>Explicitly focussing on facial expression in a lesson related to feelings, as well as on body language and gestures, may aid these students.</p> <p>An awareness on the teacher’s part that students may have a flat/ blank expression, and not to take this personally is also useful!</p> <p>Again, awareness can help with this in order not to feel uncomfortable with too much or too little eye contact from the student.</p> <p>Understand that the student is doing this to allow themselves more time to process the information relayed.</p> <p>Spend plenty of time explaining idioms and metaphors and always provide literal synonyms.</p> <p>A clear outline at the beginning of class of the aim of the class and the sequence of activities will help.</p> <p>If student has been confrontational, the teacher can address the issue privately with the student, and explain the results of such behaviour.</p> <p>Try to make sure to allow enough time for task completion and if that’s impossible give a clear indication of when the task will be returned to.</p> <p>Give a precise indication when referring to time frames - tomorrow/ next Monday etc.</p>
<ul style="list-style-type: none"> ➤ ASDs also directly affect how students process information. 	<p>Teachers can show sensitivity to this by providing clear instructions, providing visual clues when sequencing how a task will proceed and repeating instructions whenever necessary. They can also explain exactly what students need to complete the task – pen/paper etc. to aid student in self-organisation.</p>

➤ There can be difficulties with **Central Cohesion**, or the simultaneous processing of different pieces of information. This can create difficulty in making connections, generalising, focussing attention, appreciating other people's perspectives, planning and organising themselves, and in coping with unexpected changes. They may also show idiosyncratic focus of attention.

➤ There can also be issues with **Executive Functioning**. This affects flexibility of thought and behaviour, working towards a goal, systematic problem solving, and also controlling inappropriate impulses.

➤ **Motivation** may be a problem for these students. They may have had very bad experiences in previous education and consequently low self-esteem and poor motivation.

➤ Finally, **anxiety** may be a huge problem. Anxiety and depression are common in this group. Students may not be able to manage or convey this anxiety and it could create behavioural difficulties.

Teachers should be sensitive to the fact that change is more difficult for these students. They should also be aware of potential difficulties in impulse control.

Goal setting when doing Tutorials with students will help. Provide them with clear, attainable targets and provide plenty of praise when they reach them. Putting Can-dos on board so students are aware what is being done and when, etc.

Teachers can help reduce anxiety by informing students in advance if there will be any changes to routine – change of teacher/ new classroom. They can also ensure to include students in the decision as to when to move up a level. Often behavioural issues may be an attempt to communicate deeper problems. Showing an openness to help and a tolerant attitude should help.

Dyslexia

Dyslexia seems to be an inherited genetic condition that affects early language development along with cognitive abilities such as auditory memory, visual memory and phonological processing. Conventional teaching methods don't apply as people working with this condition find it difficult analyzing the sounds of words. Often we associate it with simply having difficulty reading words on a page or with processing numbers. For mathematics, the challenge lies in memory and recall and in language it is the phonological processing, the perception of the words themselves, that is very challenging for them.

There are many signs for dyslexia, such as memory issues, processing speed and development skills that may not follow in the same pattern as the average student. It also seems to affect more boys than girls. Dyslexia can be managed through appropriate and specific intervention with supportive counselling and information technology support when diagnosed from an early age.

Students that are clearly diagnosed as dyslexic can be accommodated for when the teacher is aware. However, there are often undiagnosed students that arrive into a class and it can be difficult to accommodate them until the issue arises when engaged with a specific task or activity. When it becomes clear that there is a challenge present, a structured, multisensory approach in a more systematic way can prove successful and helpful to learners.

What areas will arise in presenting challenges to dyslexic students?

- keeping up with the class
- responding immediately when asked a direct question
- understanding instructions or directions immediately
- spelling errors in writing
- repeating sounds, words or phrases
- hearing a word and recognizing the same word in written form
- understanding and applying grammar rules
- breaking down words with more than one syllable
- Test taking

Classroom difficulty which may be experienced	How we can help
Difficulty with the progress of the class	<ul style="list-style-type: none"> ➤ Having a clearly laid out schedule for the week can help the student prepare for what is going to be covered in the class. ➤ Clear and exact instructions during activities ➤ use visual cues for instructions rather than just speech ➤ practice and repeat new concepts regularly ➤ have a clear progression from simple to complex concepts in the class.
Difficulty with handwriting and spelling	<ul style="list-style-type: none"> ➤ Allow students to take a picture of the presentation on the WB which they can re-write if they wish to in their own time. ➤ Pair work writing activities gives them a chance to contribute without feeling the pressure to write. ➤ Encourage learners to always check their spelling with an app or a dictionary
Speech and pronunciation issues.	<ul style="list-style-type: none"> ➤ break wording into word part and combining word parts to create words based on their roots, bases or other features. ➤ use structural analysis to decode unknown words ➤ break words into syllable types
Difficulty responding immediately in class	<ul style="list-style-type: none"> ➤ Allow for extra time when asking for a response ➤ Prepare students ahead of time that a response will be required

<p>Difficulties with hearing a word and recognizing the same word in written form</p>	<ul style="list-style-type: none"> ➤ Repeating the word and writing the word on the WB to indicate the association will assist with recognition ➤ highlight words that relate to each other
<p>Understanding instructions or directions immediately</p>	<ul style="list-style-type: none"> ➤ Write the instructions on the WB and then outline them to the class as well as concept checking for understanding.
<p>Keeping up with the class</p>	<ul style="list-style-type: none"> ➤ Create an easily 'followable' Scheme of Work and give the students the plan and materials, tests, etc. so that they can familiarise themselves with it the day before the lesson. ➤ Pair work with stronger students can offer support for maintaining a steady pace ➤ Variety in the activities with a mix of kinaesthetic, visual and interpersonal tasks to ensure that the focus isn't always on one area only. ➤ break activities down into smaller steps to clarify the purpose of the activity and learning outcome ➤ colour code parts of the grammar presentation for ease of memory recall ➤ use a recall or memorization device for rules related to vocabulary or grammar, for e.g. a song or movement ➤ model and drill and test frequently ➤ avoid gap fill exercises for vocabulary and grammar unless a multiple choice is offered ➤ indicate mouth movements when teaching pronunciation ➤ use movement with syllable stress to indicate the rhythm of a word or sentence.
<p>Student may become overwhelmed with a reading, listening or writing task.</p>	<ul style="list-style-type: none"> ➤ If the student is becoming overwhelmed by an activity allow time out from it and vary their goals for the class. For e.g. ask them to review or practice a concept learned earlier in the class or week.

Dyspraxia

Dyspraxia is a developmental coordination disorder, the word coming from the Greek 'dys' (meaning 'ill') and praxis (meaning 'movement'). In the past it was referred to as 'clumsy child syndrome', although this term is misleading as it is a lifelong condition, and its use has fallen out of favour. Dyspraxia is thought to affect 6% of the population, with men three times more likely to be diagnosed than women. Its symptoms can range from mild to severe and include difficulties with gross and fine motor skills, as well as speech and language issues. These difficulties can have a knock-on effect on social skills and self-esteem.

What this means for the lesson:

As it affects fine motor skills, handwriting can be very messy and difficult to decipher. Its effect on gross motor skills can manifest itself in general clumsiness, bumping into things etc. Verbal dyspraxia can affect the production and sequencing of sounds leading to pronunciation problems. Working memory may also be affected, and this impacts time management, general organisation, and carrying out tasks that require sequencing. People with dyspraxia are of normal intelligence, and are well aware of their difficulties. Therefore, they may feel frustrated and demotivated in the classroom environment.

Classroom difficulty which may be experienced	How we can help
Difficulty with handwriting.	Allow students plenty of time to copy things down from the whiteboard, or allow them to take a photo. Be understanding when correcting written work, or encourage students to provide you with a printed version.
Speech and pronunciation issues.	Be aware that student may experience pronunciation issues in their own language, and may not be able to correct certain errors. Provide plenty of praise for achievements.
Difficulty remembering instructions and carrying out tasks that involve different stages.	Write instructions on whiteboard and leave them there. Provide visual cues as reminders.
Difficulties with working/ short-term memory.	While people with dyspraxia may have difficulty with short-term memory, their long-term memory may be excellent. Following a routine, repeating certain tasks, and doing plenty of revision can help these students commit things to long-term memory.

Social difficulties.	Set an example to other students through your attitude towards student with dyspraxia. Pair them with suitable partners. Role-plays can allow students overcome feelings of social awkwardness.
Concentration and ability to focus can be affected. Student may seem distracted or lazy.	Incorporate tasks involving walking around the classroom. Speak to student privately if they seem distracted to ask if there is anything you can help them with.
Student may become easily emotional and overwhelmed.	Some people with dyspraxia experience hypersensitivity to sound, light, and touch. Be aware of noise levels, lighting and temperature in the classroom. Allow student to leave the room for a few minutes if they need to. Feeling comfortable and accepted will have a positive effect on distress levels.

Dysgraphia

Dysgraphia is a condition which may create difficulties with written expression in terms of handwriting primarily but also in terms of coherence. The act of handwriting demands a complex set of fine motor skills which have to be co-ordinated with information processing. Adults, teenagers and children alike are all subject to dysgraphia, which is characterized as a learning disability in the category of written expression when one's writing skills are below those expected given a person's age measured through intelligence and age appropriate education. In cases of dysgraphia, it is important that CES obtain as much information as possible from the student (including medical and specialist reports wherever possible) on the exact nature and severity of the condition in their case, so that we can advise as to course suitability and draw up an appropriate action plan.

What this means for the lesson:

People with dysgraphia can have trouble organizing letters, numbers, and words on a line or page. Their handwriting tends to be disordered and may be cluttered, poorly sequenced or otherwise difficult to follow. These difficulties as well as those arising with other writing tasks, such as organizing and structuring text and expressing ideas, can all create difficulties with written expression. This can frequently result in a written product which is difficult to read, and often filled with errors. And most significantly, texts produced may not accurately convey what the learner knows and intended to write.

Classroom difficulty which may be experienced	How we can help
Difficulty with handwriting	<ul style="list-style-type: none"> ➤ Allow enough time for learners to complete written tasks ➤ Encourage co-operative writing in pairs ➤ Be understanding when correcting written work ➤ Encourage learners to provide teacher with a printed version

	<ul style="list-style-type: none"> ➤ Allow use of technology in intensive classroom situations (i.e. laptops or recording devices) for learner to take notes during the class or at home.
Lack basic grammar and spelling skills	<ul style="list-style-type: none"> ➤ Encourage learners to always check spelling with an app or dictionary ➤ Be understanding when correcting or giving feedback
Organization of written language	<ul style="list-style-type: none"> ➤ Give learners time with a partner to <u>speak</u> about the topic/subject in question first before writing ➤ Provide model 'sample' texts ➤ Encourage draft writing. First draft with very little focus on accuracy and then final draft to focus on accuracy
Language processing issues	<ul style="list-style-type: none"> ➤ Write instructions on the whiteboard and leave them up. ➤ Break writing tasks into a number of short stages ➤ Provide tasks in advance so that students have time to process and prepare
Writing Fatigue	<ul style="list-style-type: none"> ➤ Allow learner to use technology in the classroom to aid them. ➤ Be understanding of potential restlessness during writing stages of a class.
Behavioural Issues in class	<ul style="list-style-type: none"> ➤ Learners can over-reply on verbal fluency in class to compensate for problems with writing. ➤ Be understanding of this issue while encouraging learners to focus on the task at hand.

Social, emotional and behavioral difficulties (SEBD's)

Generally disruptive behaviour which impedes the learning of other students and causes classroom management difficulties for the teacher. Often behaviours which evolve as defence mechanisms developed from living in a traumatic, difficult or abusive home environment. Learners need to understand that such behaviours aren't necessary in a classroom situation through positive reinforcement and the teacher's acknowledgement of their emotions combined with clear and consistent rules. Most strategies are appropriate for teachers dealing with younger learners.

What this means for the lesson

Extra clarity of instruction. Focus on positive rather than negative behaviors and occurrences. Teacher must manage their own emotions and impulses above all. Visually stimulating materials and the integration of games into learning.

Classroom Difficulty which may be experienced	How we can help
Over-reaction to perceived criticism, change of plan or challenging new work.	Understand that the student, due to a turbulent home environment/background may suffer from an over active 'fight or flight' reaction. Teacher must be conscious of language used – clear, ordered instructions, replace 'but' with 'and', use positive rather than negative phrasing.
Often demonstrates inability to cope with losing or accept rules.	Stick to clear rules. Acknowledge Ss. Emotion, help them recognize it and use language which shows a higher expectation of the learner. Reinforce positive behavior.
Appears to lack focus, difficult to maintain engagement, won't follow rules	Use visual stimuli at various points in the class, include games which encourage team work, keep body language consistent to what you want from the students. I.e. stay quiet and calm when that's what you ask for, keep still and face class when giving instructions, etc.
Teacher feels they are losing control of the individual and/or the class	Positive self-talk and positive feedback at the end of the class, don't spend time worrying about what you cannot control, learn to say no – take on only what you can handle, speak to other teachers to discuss and devise strategies remain calm and in control.

Action Plan Template

Due to the fact that individual conditions may vary in severity and potential to impact learning and uptake of services, a specific formal Action Plan document may not always be warranted. In some cases, a simple email stating, for example, that the student needs to be seated near the main entrance, may suffice. In general though, the following can be used as a guide or headings for the discussion and ensuing document which constitutes the Action Plan:

- Access to and suitability of facilities. Consider mobility.
- Suitability of accommodation arrangements re.mobility, sleeping arrangements.
- Suitability of transport/transfers etc.
- Appropriate access to and quality of customer service
- Time and facilities to take medication/cater for special dietary requirements
- QA and suitability of teaching methodology
- Learner protection
- Course delivery
- Materials design and presentation of such (including early access)
- Assessment of learning (this refers to in-school provision)
- Transfer and progression of learners
- Assistance with external examinations (booking/receiving assistance/claiming dispensations)