

INCLUSION ADVICE FOR PUPILS WITH LEARNING DISABILITIES

Pupils who have MLD will not be able to access the curriculum at the level of the others in the class, and this may lead to unwanted behaviours. However, they should take part in certain sessions for limited periods to promote development of the following:

- Understanding and compliance with the social convention of sitting with others and “listening” (i.e., not disturbing.)

The length of time the pupil is able to sit with the group is likely to vary from day-to-day so, although a specific period may be targeted, if they're struggling, reduce the period of time they are expected to sit. On their visual timetable, after a “sitting” session (even if it's sitting at the table) include a “moving about” activity, such as the “Outdoor Maths Trail Cards.” If they've been sitting and working in class without any problems then that activity can be short; if they're struggling in class then their outdoor session can be longer. But either way they will be conforming with the timetable, allowing opportunity for praise. Alternatively, include an activity that might involve them having to go and get something, e.g., play dough, so that they have a little physical break in between activities.

- Opportunity to reinforce and encourage generalisation of learning targets

Maximise visual forms of presentation in order to make differentiation possible. Any lesson that is presented entirely verbally is likely to be almost completely inaccessible for the pupil. Presentation of associated pictures, and/or one or two key words, or numbers/shapes/things written in different colours, will make it possible to ask questions such as:

Who/what is this a picture of?

How many ... can you see in the picture?

What colour is....?

What number is this?

Can you point to number 3/ the letter that makes the sound s/ the word “can”/Katie Morag/ a bird /something green/ the red triangle?

How many words can you see (no more than 4 or 5 max)? How many letters can you see (important to make clear the difference between letters and words)

Give The pupil a whiteboard and while he is sitting he can be completing a task, e.g., *draw 3 wheels/circles/lines, write the number 3 lots of times, write the letter s lots of times, draw Katie Morag's face.*

- Remember that flexibility is key when including pupils with learning difficulties. If a strategy works sometimes but not others then it *does* work and should not be abandoned. All that's needed is a contingency for when the pupil is in the wrong mood.

- The pupil's progress may be very, very slow and they will need loads of reinforcement, so even if you follow the same script for them every lesson you will be giving them quality teaching time and helping them to progress.