

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Amie Takacs

St Thomas Mores Catholic Primary

The Inclusive Classroom

KS2

When a flower
doesn't bloom you fix the
environment in which it
grows, not the flower.

Alexander Den Heijer



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What areas we explored

Neurodiversity

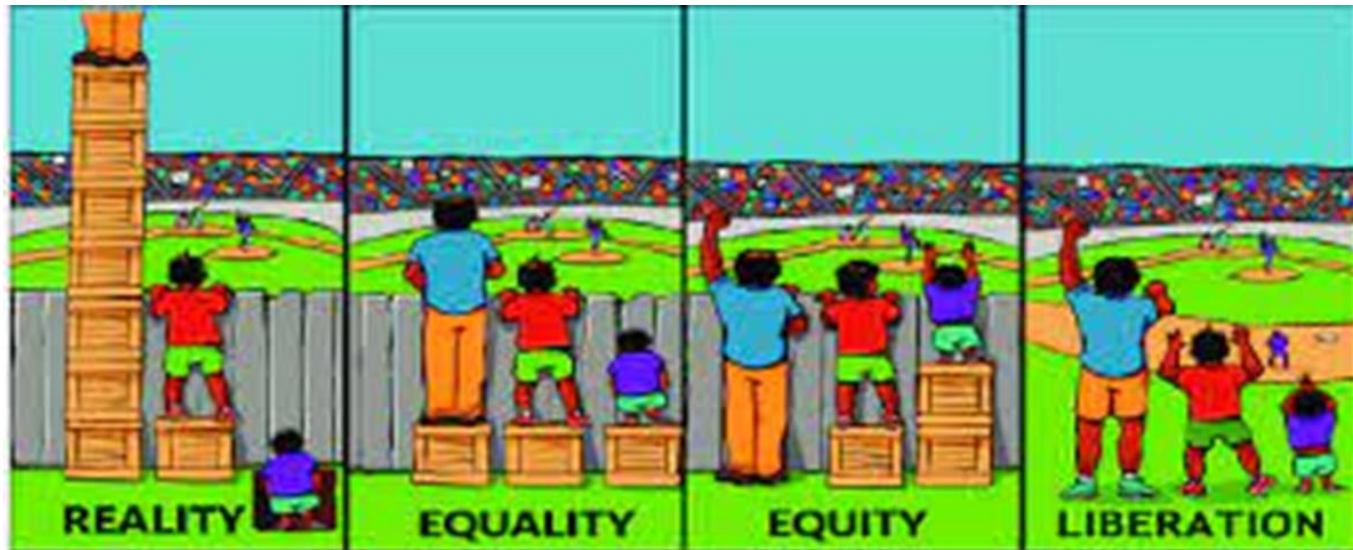
Dyslexia

Speech and language

Trauma

SEMH

ADHD



Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

Neurodiversity

Identify working memory demands

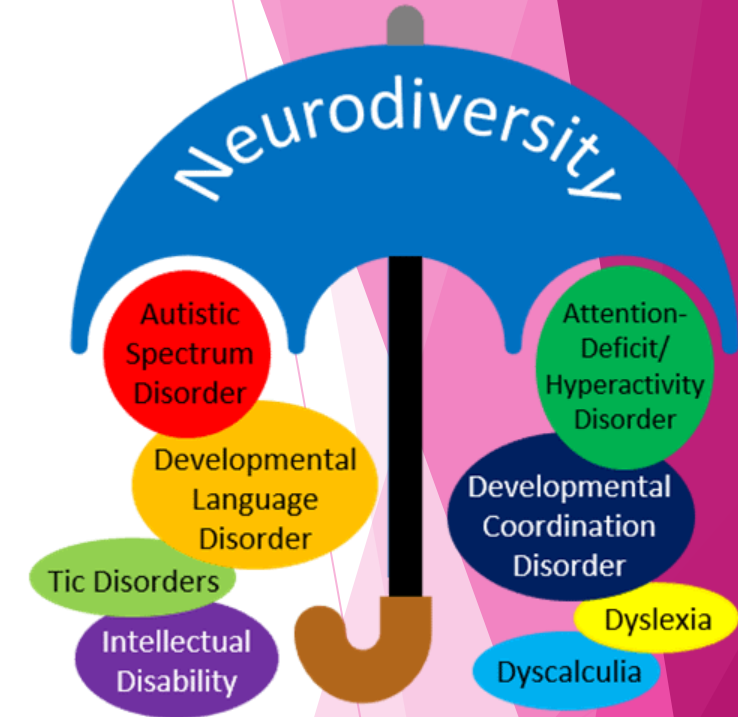
- be able to assess the demands that different tasks place on pupils' working memory and recognise when a child is experiencing memory overloads.

Adapt teaching to reduce demands

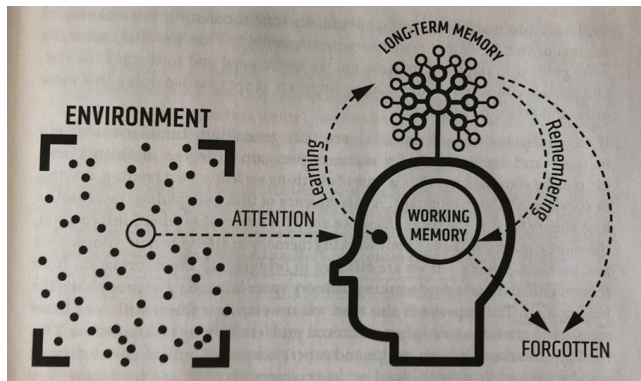
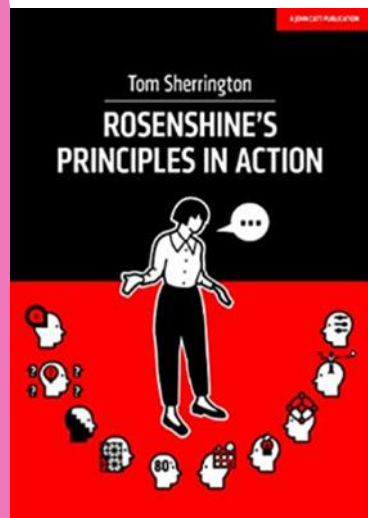
-be able to modify lesson structure and content accordingly

Provide memory aids & encourage meta-cognition

- provide memory aids and help children to evaluate which aids work best for them and encourage them to get into the habit of using these independently



- ◇ 90% of disabilities are invisible
- ◇ 5% of the population have ADHD
- ◇ 1-2% of the population is autistic
- ◇ 10% of the population are dyslexic
- ◇ 5% of the population are dyspraxic
- ◇ 1-2% of the population have Tourette Syndrome
- ◇ 7% of the population have mental health needs
- ◇ 5% of the population have an acquired brain injury



Dyslexia

General signs

- Speed of processing: slow spoken and/or written language
- Poor concentration
- Difficulty following instructions
- Forgetting words

Written work

- Poor standard of written work compared with oral ability
- Produces messy work
- Confused by letters which look similar, particularly b/d, p/g, q, n/u, m/w
- Poor handwriting
- Spells a word several different ways in one piece of writing
- Makes anagrams of words, e.g. tired for tried, bread for beard
- Produces badly set-out written work, doesn't stay close to the margin
- Poor pencil grip
- Produces phonetic and bizarre spelling: not age/ability appropriate
- Uses unusual sequencing of letters or words

Reading

- Slow reading progress
- Finds it difficult to blend letters together
- Has difficulty in establishing syllable division or knowing the beginnings and endings of words
- Unusual pronunciation of words
- No expression in reading, and poor comprehension
- Hesitant and laboured reading, especially when reading aloud
- Misses out words when reading, or adds extra words
- Fails to recognise familiar words
- Loses the point of a story being read or written
- Has difficulty in picking out the most important points from a passage

Numeracy

- Confusion with place value e.g. units, tens, hundreds
- Confused by symbols such as + and x signs
- Difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet

Skills

- Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil
- Memory difficulties e.g. for daily routines, self-organisation, rote learning
- Confused by the difference between left and right, up and down, east and west
- Indeterminate hand preference
- Performs unevenly from day to day

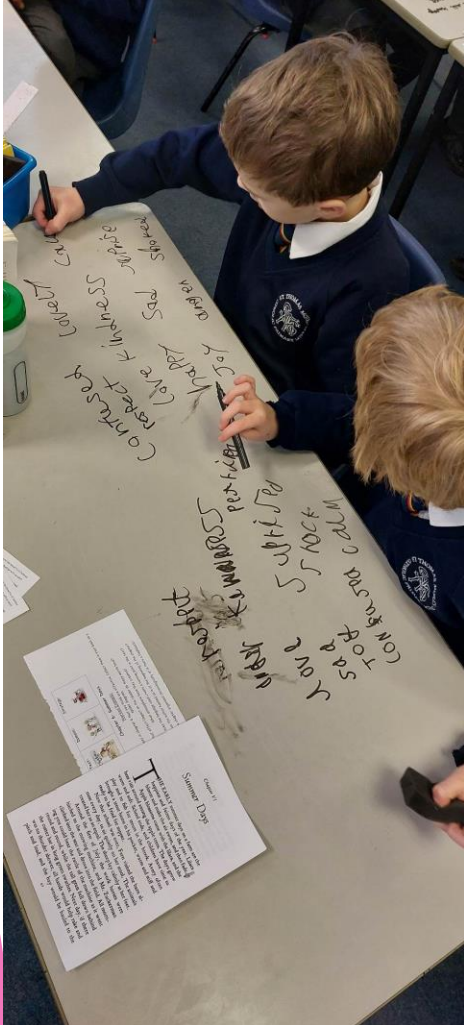
Time

- Has difficulty learning to tell the time
- Poor time keeping
- Poor personal organisation
- Difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year
- Difficulty with concepts – yesterday, today, tomorrow

Behaviour

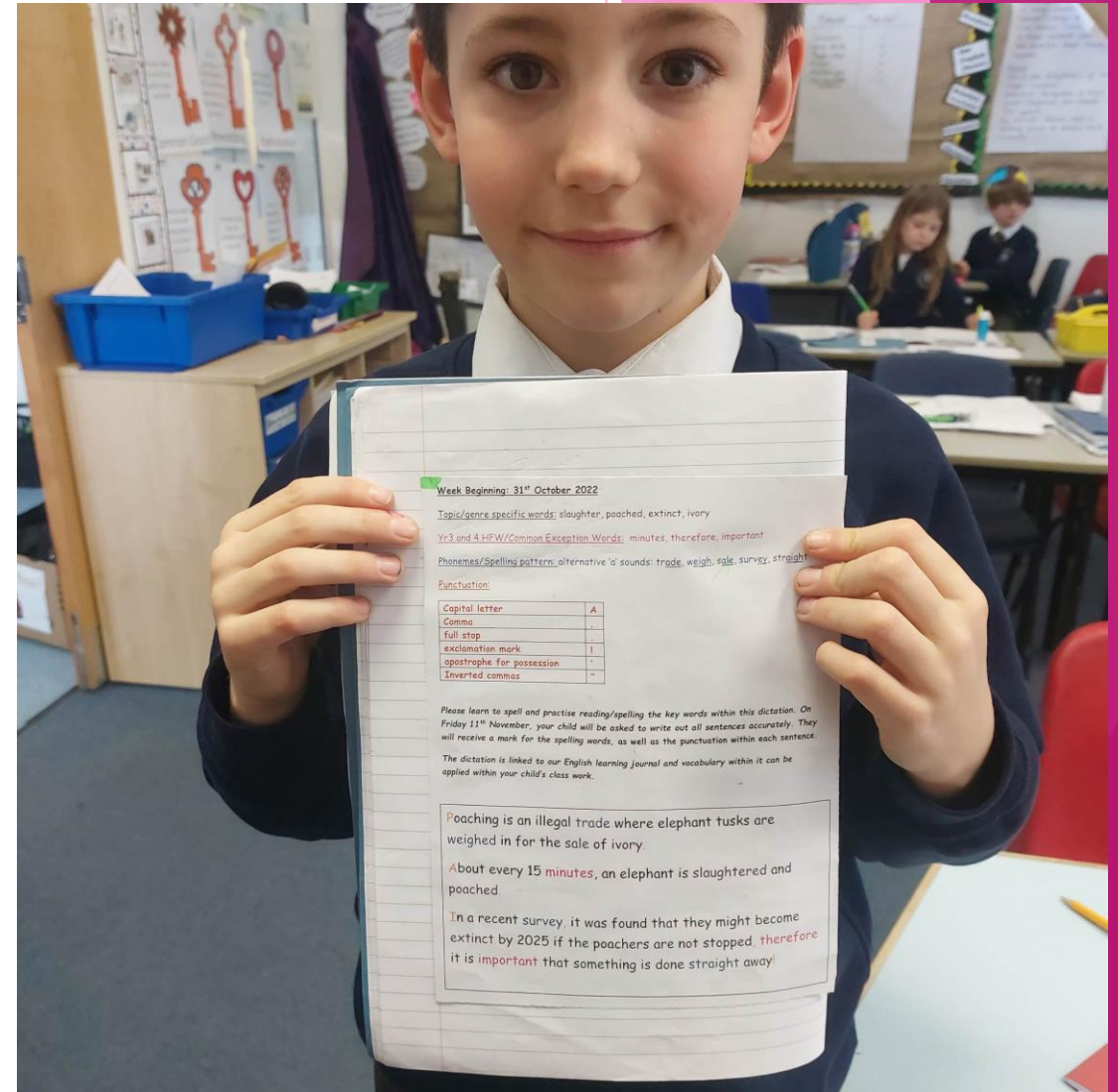
- Uses work avoidance tactics, such as sharpening pencils and looking for books
- Seems 'dreamy', does not seem to listen
- Easily distracted
- Is the class clown or is disruptive or withdrawn
- Is excessively tired due to amount of concentration and effort required

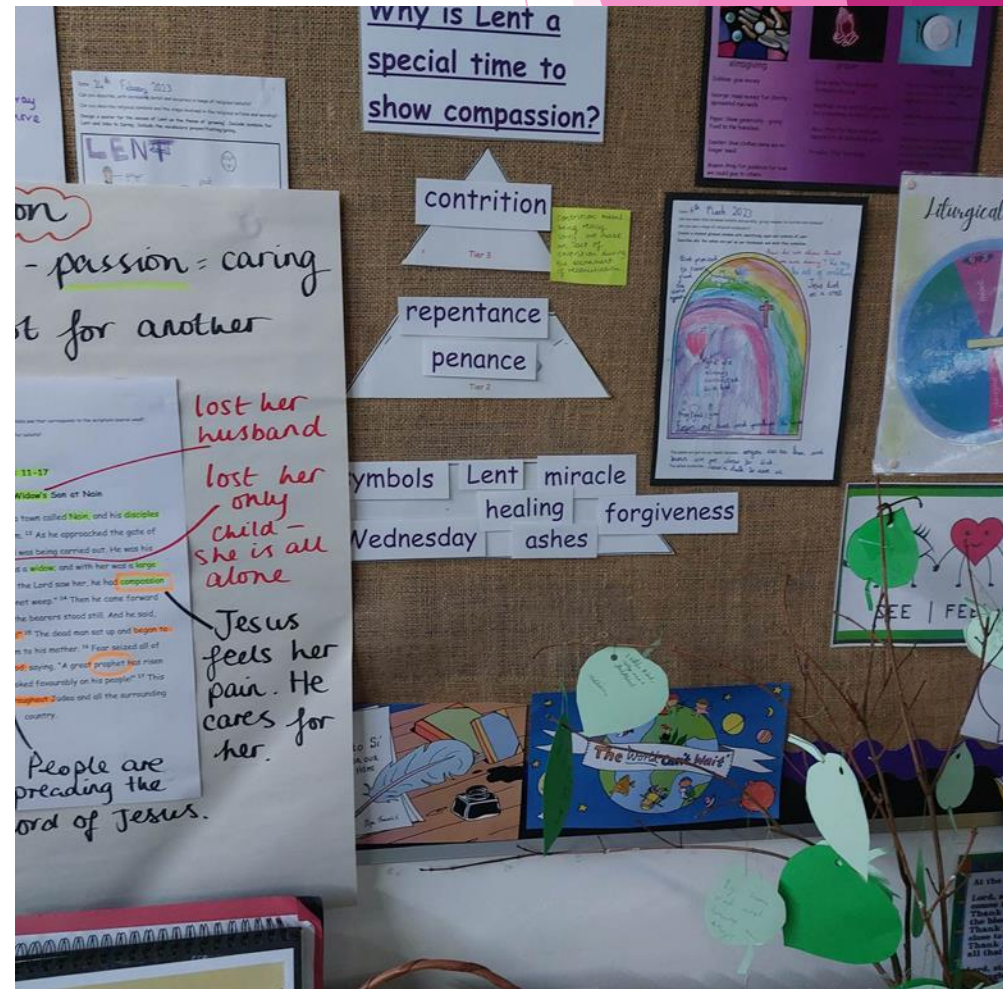
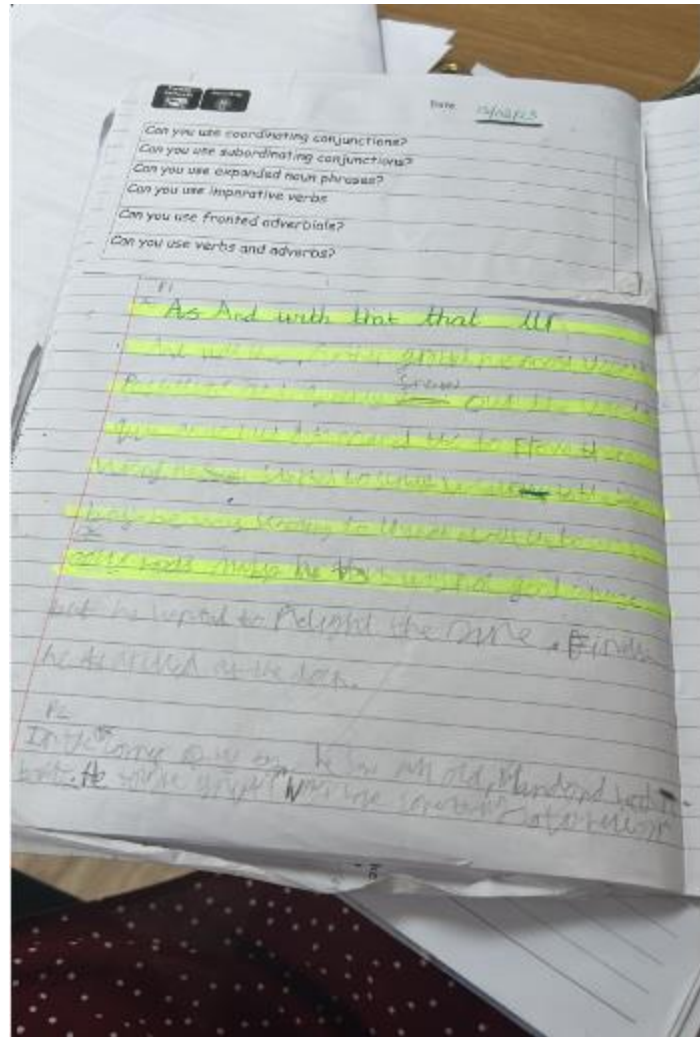
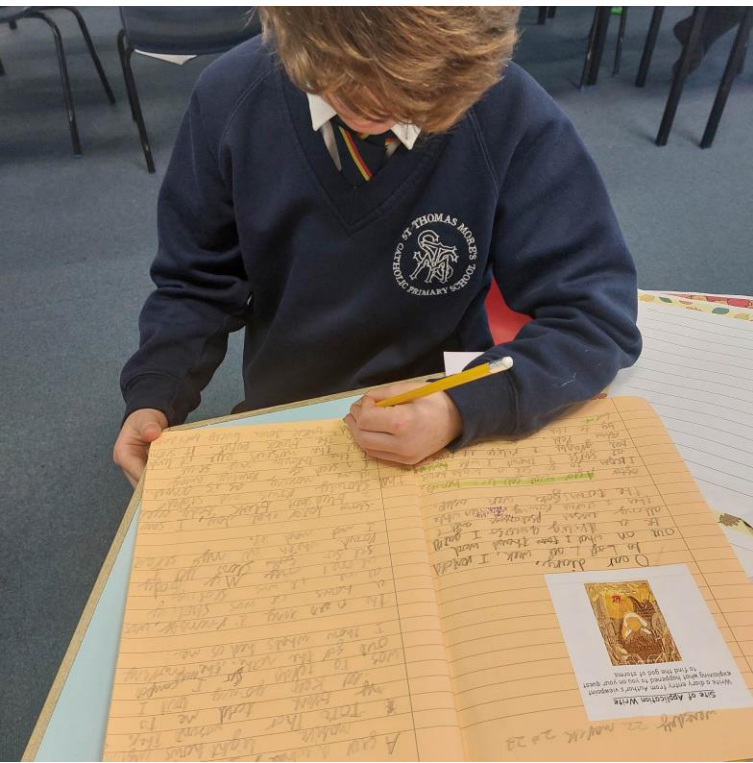
What do we do in Columba and at STMS...



- ▶ Yellow/blue books
- ▶ Colour coded spelling
- ▶ Pre-teach reading
- ▶ Levelled vocabulary
- ▶ Phonics mats
- ▶ Openness with parents and children
- ▶ Tools and mindset
- ▶ Yellow lines
- ▶ Letter spies
- ▶ Open dyslexia font
- ▶ ACE dictionaries
- ▶ Personal spellings







Speech and Language

Speech refers to:

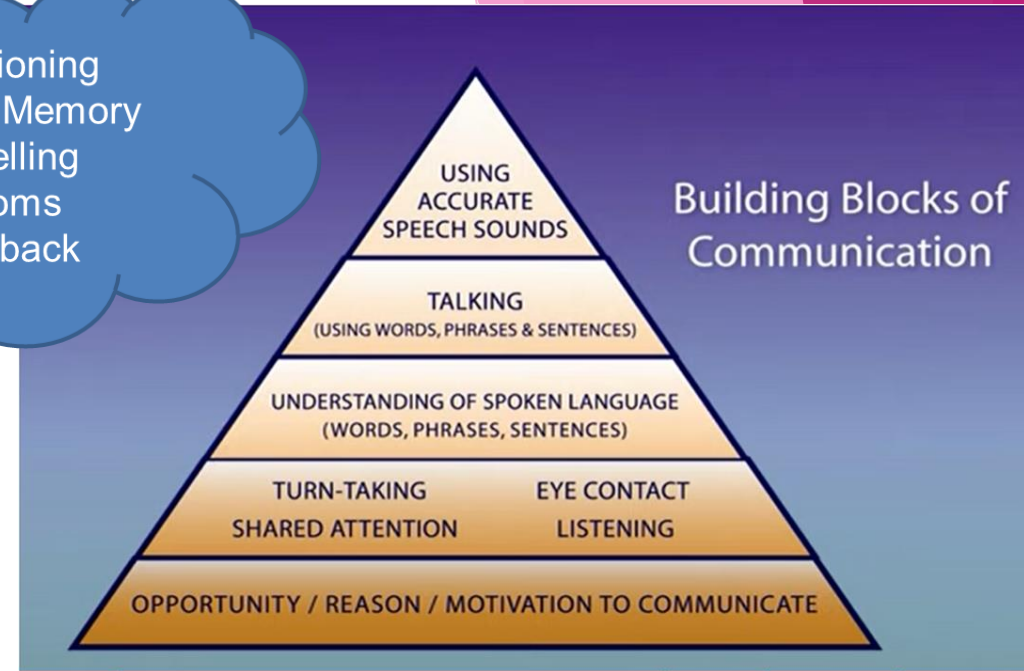
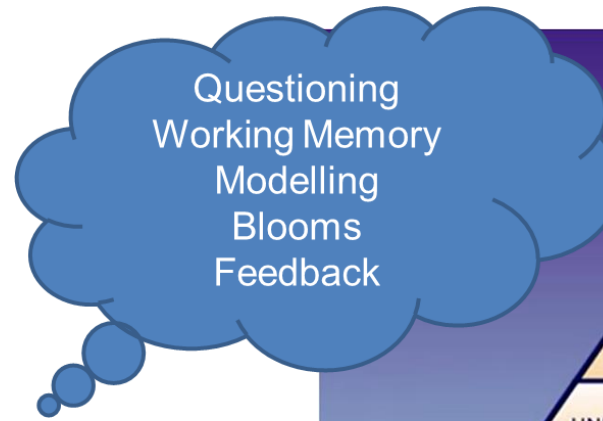
- Speaking with a clear voice, in a way that makes speech interesting and meaningful
- Speaking without hesitating too much or without repeating words or sounds
- Being able to make sounds like 'k' and 't' clearly so people can understand what you say

Language refers to:

- Knowing and choosing the right words to explain what you mean
- Joining words together into sentences, stories and conversations
- Making sense of what people say

Communication refers to:

- Using language or gestures in different ways, for example to have a conversation or to give someone directions
- Being able to consider other people's point of view
- Using and understanding body language and facial expressions, such as:
 - Knowing when someone is bored
 - Being able to listen to and look at people when having a conversation
 - Knowing how to take turns and to listen as well as talk
 - Knowing how close to stand next to someone



What do we do in Columba and at STMS...



- ✓ Vocabulary books- word of the day
 - ✓ Cued articulation
 - ✓ Social stories
- ✓ Instruction broken down
- ✓ Numbers and routines
 - ✓ Pictorials
 - ✓ Modelling
 - ✓ Talk partners
- ✓ Fluency programme and text marking
 - ✓ My turn your turn -reading
 - ✓ Questioning
 - ✓ Feedback



ck



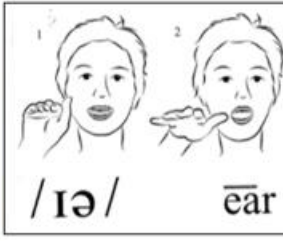
the camel stood by the kid



ear



clear that smear



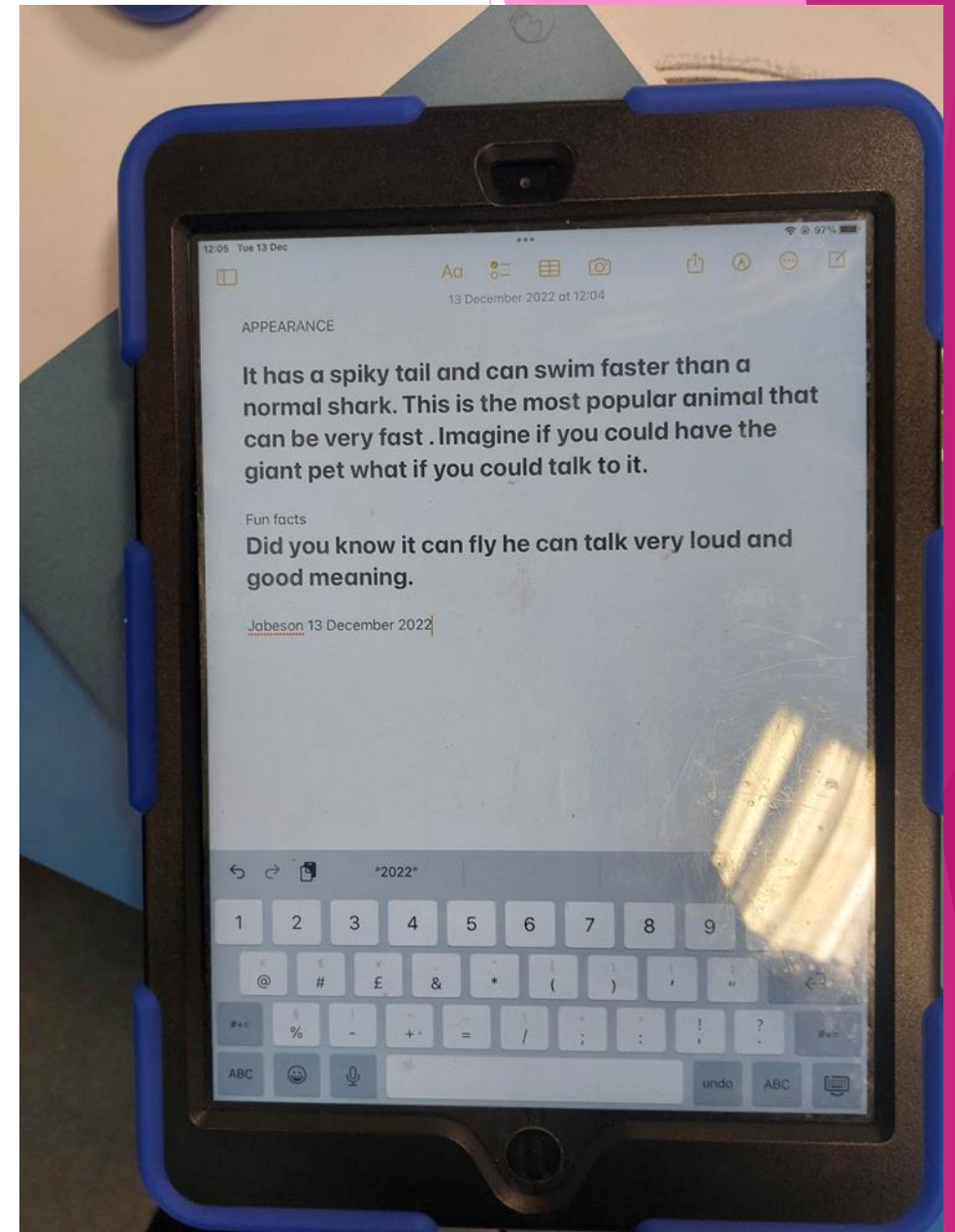
ee



bee on my knee



/i/ eve



Trauma

Acute, Chronic, or Complex

1. Acute trauma results from a single incident.
2. Chronic trauma is repeated and prolonged such as domestic violence or abuse.
3. Complex trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature.

"TRAUMA-INFORMED EDUCATION ISN'T A SET OF STRATEGIES. [IT] IS ULTIMATELY AN EXERCISE IN EMPATHY, PATIENCE, AND FLEXIBILITY."

—Educator Alex Shevrin

#T2T

One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.

NCTSN Child Trauma Toolkit
for Educators

- Empower children to self-regulate
- Create a safe learning environment
- Establish routines
- Provide flexibility and choice
- Foster stable relationships
- Practice self-care
- Inform adults (to a degree)

Help children understand the impact of stress and promote self-management

- Promote a common language
- Fidgets
- Moving and breathing exercises
- Quiet spaces
- Creativity breaks

Move children from survival mode through creation of safe and predictable classrooms

- Clear expectations
- Create a sense of belonging
- Build predictable routines

Help children learn by providing choice and flexibility

- Consider seating
- Task adaptation and variation
- Focus on objectives not tasks
- Less is more

Take care of yourself before you can take care of others

- Self care
- Strength and health
- Self compassion and gratitude
- Don't take the behaviour personally!

Encourage emotional bonds and social skills through positive interactions and building friendships

- Share personal interests
- Celebrate success
- Model and role-play social skills and scenarios
- Focus on strengths

What do we do in Columba and at STMS...

✓ KNOW OUR CHILDREN
Be that person they see first in the morning

✓ Gratitude journals

✓ Mindfulness

✓ Affirmations

✓ Culture and Language

✓ Talk books

✓ TIME

✓ Sensory breaks

✓ MAGIC TRIANGLE

✓ Distraction

✓ Positivity

✓ Buddies

✓ Flexible seating

✓ Timetable and adults

✓ Colour packs

✓ Sensory toys



STUDENTS WHO ARE **LOVED**
AT **HOME** COME TO SCHOOL TO
LEARN, AND STUDENTS WHO
AREN'T, COME TO **SCHOOL**
TO BE **LOVED.**

- Nicholas A. Ferroni





SEMH



SEMH

Social, Emotional and Mental Health

**WHEN
THE ADULTS
CHANGE
EVERYTHING
CHANGES**

What is the behaviour?

**Attention
Seeking**



Strategies

- Positive attention at appropriate times
- Acknowledge behaviour (touch)
- Calm and consistent distraction
- Planned waiting with a focus



Revenge Seeking

Child starts hitting out and seeking revenge for not having their needs met



SEMH

Escape by Withdrawal

Child feels unable to cope and withdraws from contact



**WHEN
THE ADULTS
CHANGE
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Power Seeking

- Child does not feel safe / in control and needs to take back control





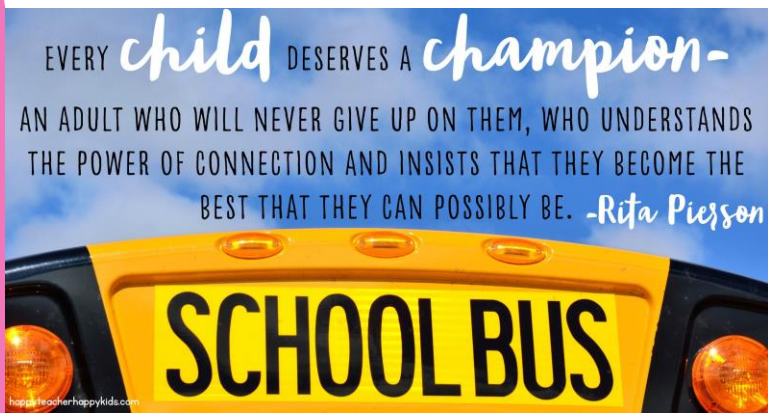
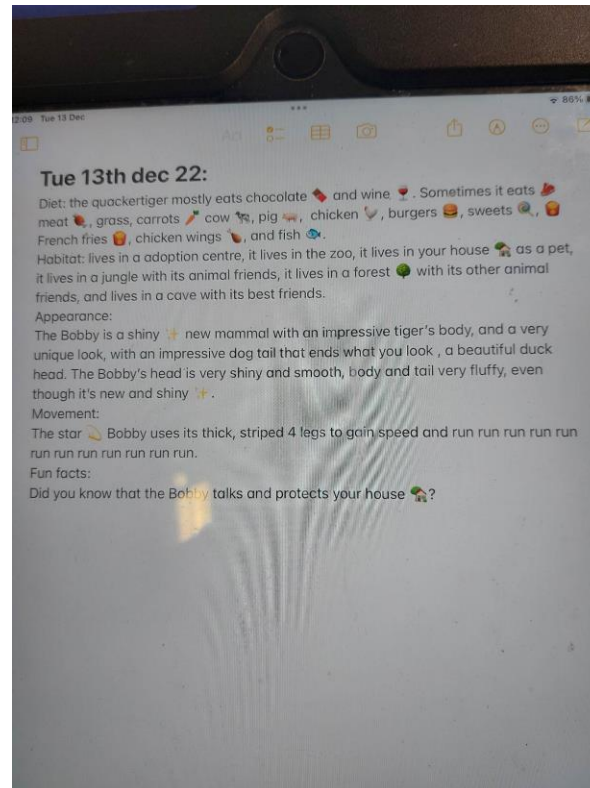
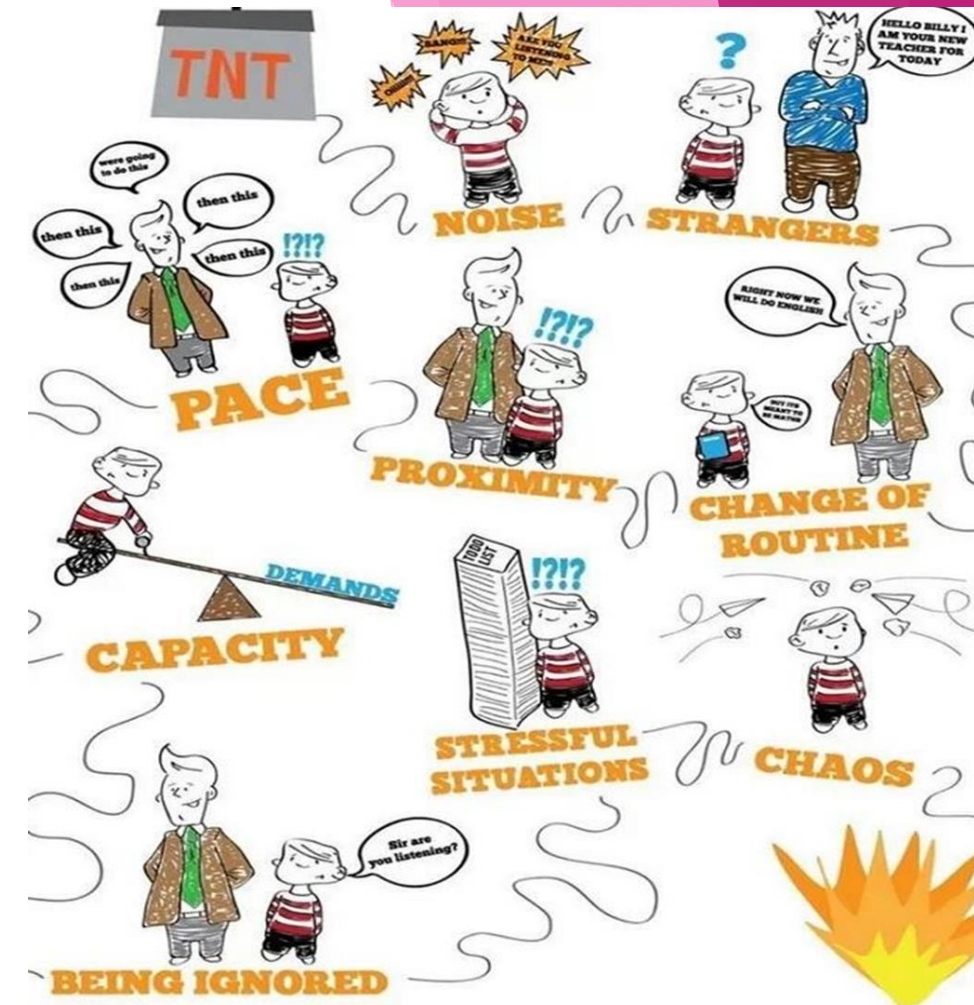
SEMHS

Six Stages of a Crisis Social, Emotional and Mental Health



Triggers...

- ▶ Know your children
- ▶ Look for the first stages and changes to avoid or anticipate the flight, fight or freeze
- ▶ Look at your classroom
- ▶ Day to day
- ▶ Social stories



What do we do in Columba and at STMS...

- ✓ KNOW OUR CHILDREN

Be that person they see first in the morning

- ✓ Timetable
- ✓ Now and next
- ✓ Sensory
- ✓ Emotion cards
- ✓ Reward charts
- ✓ Safe spaces
- ✓ Fresh face
- ✓ Timers

- ✓ Movement breaks

- ✓ Meditation

- ✓ Distraction

- ✓ Positivity

- ✓ Simple instructions

- ✓ Flexible groupings

- ✓ Guardian friends/peers

- ✓ Magic carpet







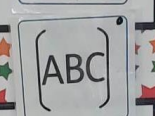
Galaxy A52s 5G



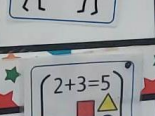
We can be God's instruments of peace through seeking justice.



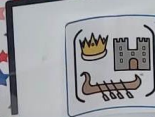
Promoting Pe



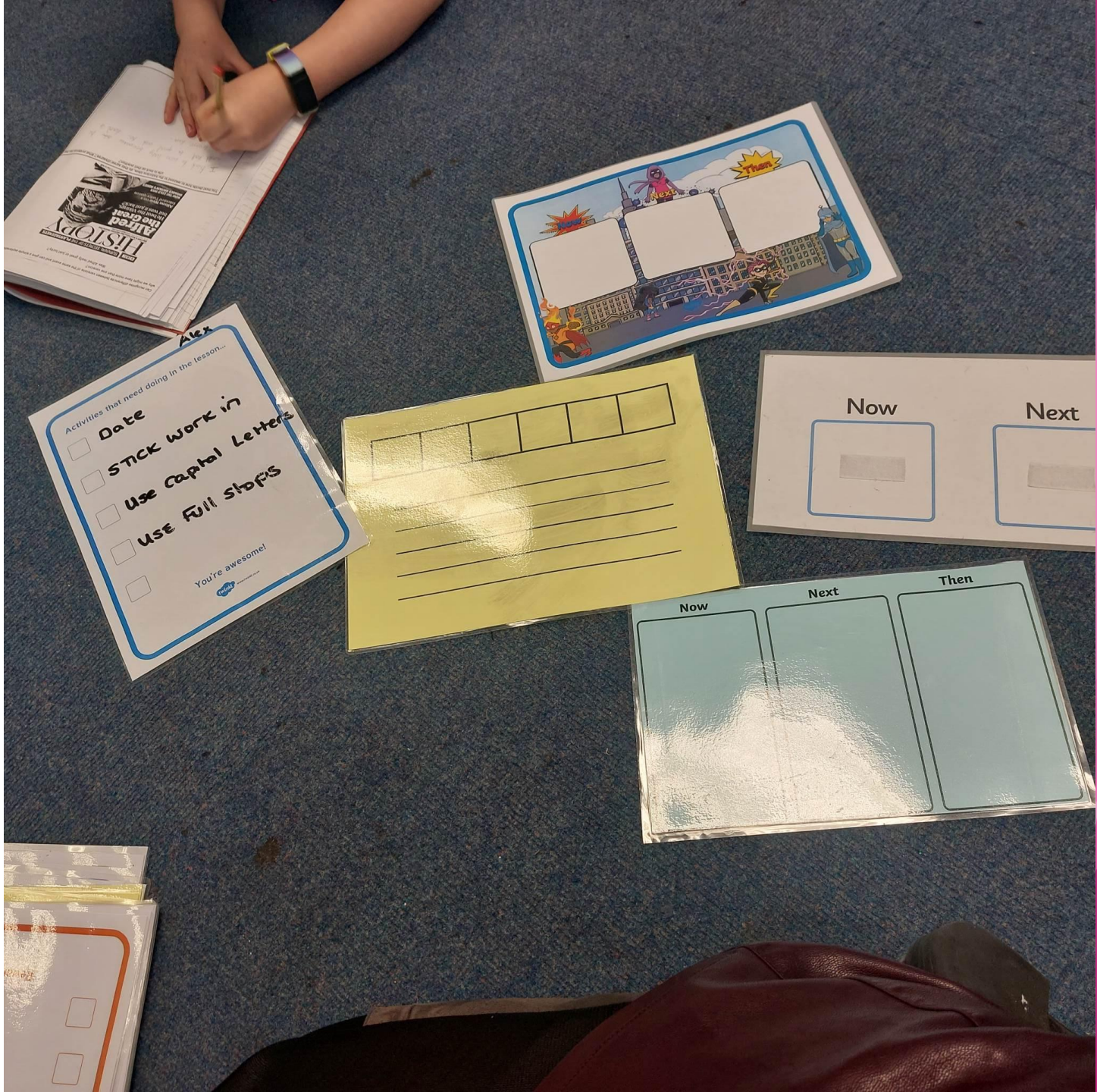
We are called to work for the good of each and of all.



Common G



We are called to empower communities, to let everyone have a say.



Alex

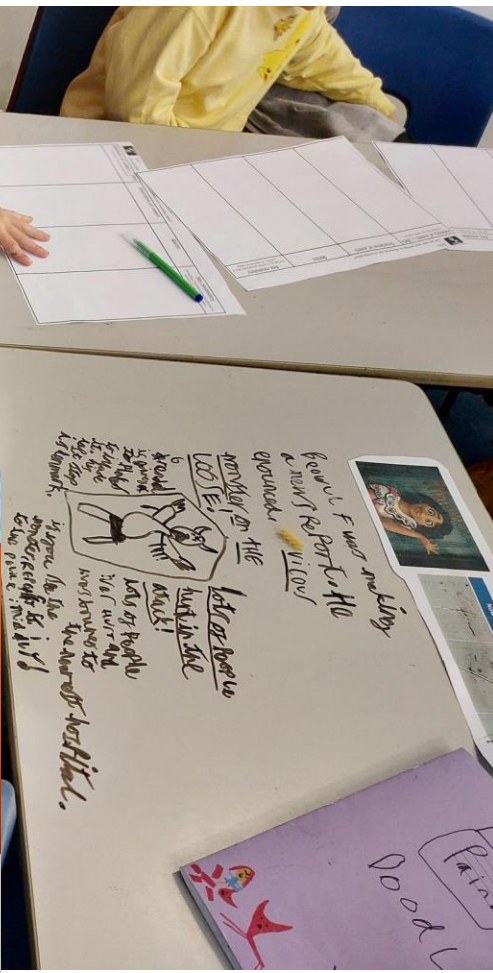
Activities that need doing in the lesson...

- Date
- STICK work in
- Use Capital Letters
- USE Full stops

You're awesome!

Now	Next
□	□

Now	Next	Then





Galaxy A52s 5G

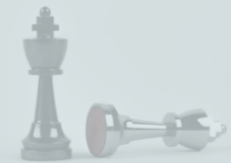
ADHD

- Inattention. Poor concentration and poor working memory.
- Hyperactivity occurs in some but not all of those affected.
- Impulsivity of thought, emotion, and action.
- Poor executive functioning skills, e.g. poor organisation/planning, time blindness, poor emotional regulation.



Telling a child with ADHD to concentrate harder or to stop daydreaming is like asking a child who is nearsighted to try to see farther when he's not wearing glasses.

- Nelson J. Dorta



GI

People with ADHD often have a special feel for life, a way of seeing right into the heart of matters, while others have to reason their way methodically.

- Edward M. Hallowell

What do we do in Columba and at STMS...

- ✓ KNOW our children
 - ✓ Now and next
 - ✓ Timers
 - ✓ Sensory breaks
 - ✓ Repetition
 - ✓ Scaffolds
 - ✓ Sentence stems
 - ✓ SPOTLIGHT
 - ✓ Reward charts
 - ✓ Desk buddies
- ✓ Blurt out boxes/praise blocks
- ✓ Memory games
- ✓ Emotion cards
- ✓ Colour backs and
- ✓ listening tools



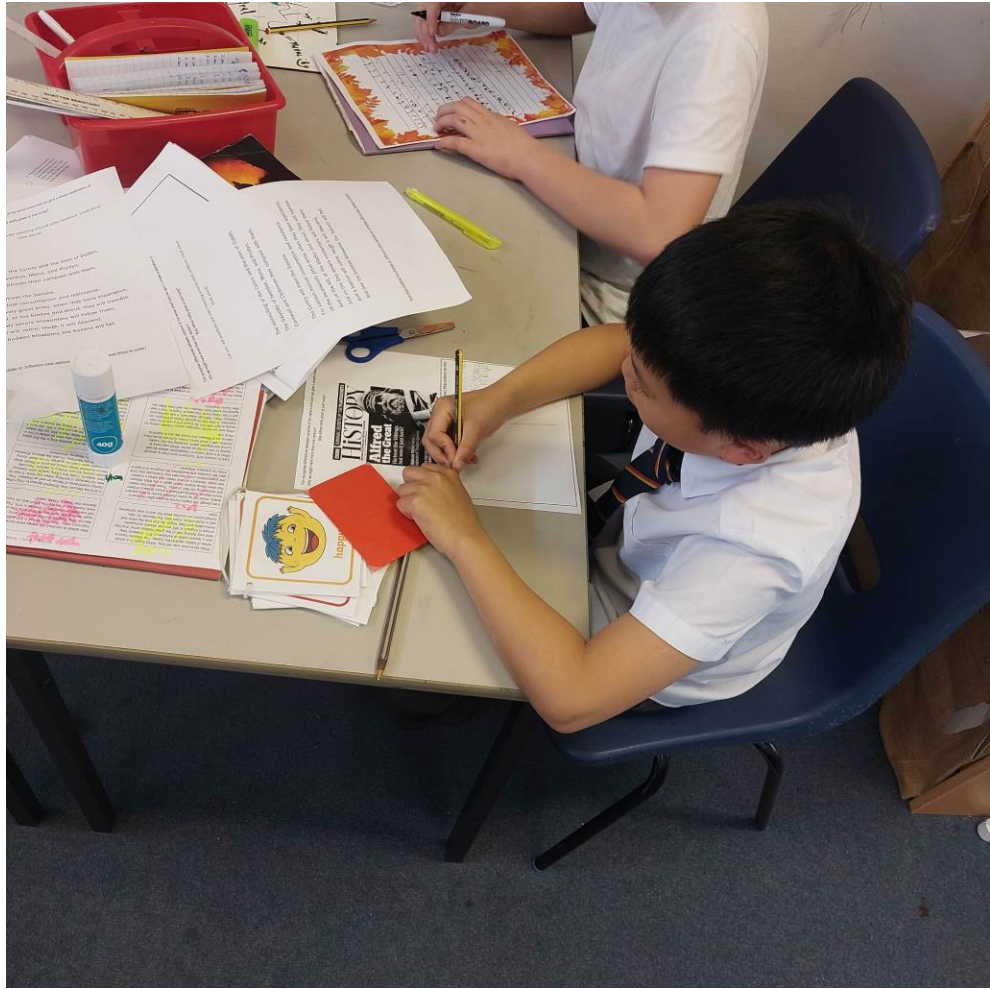
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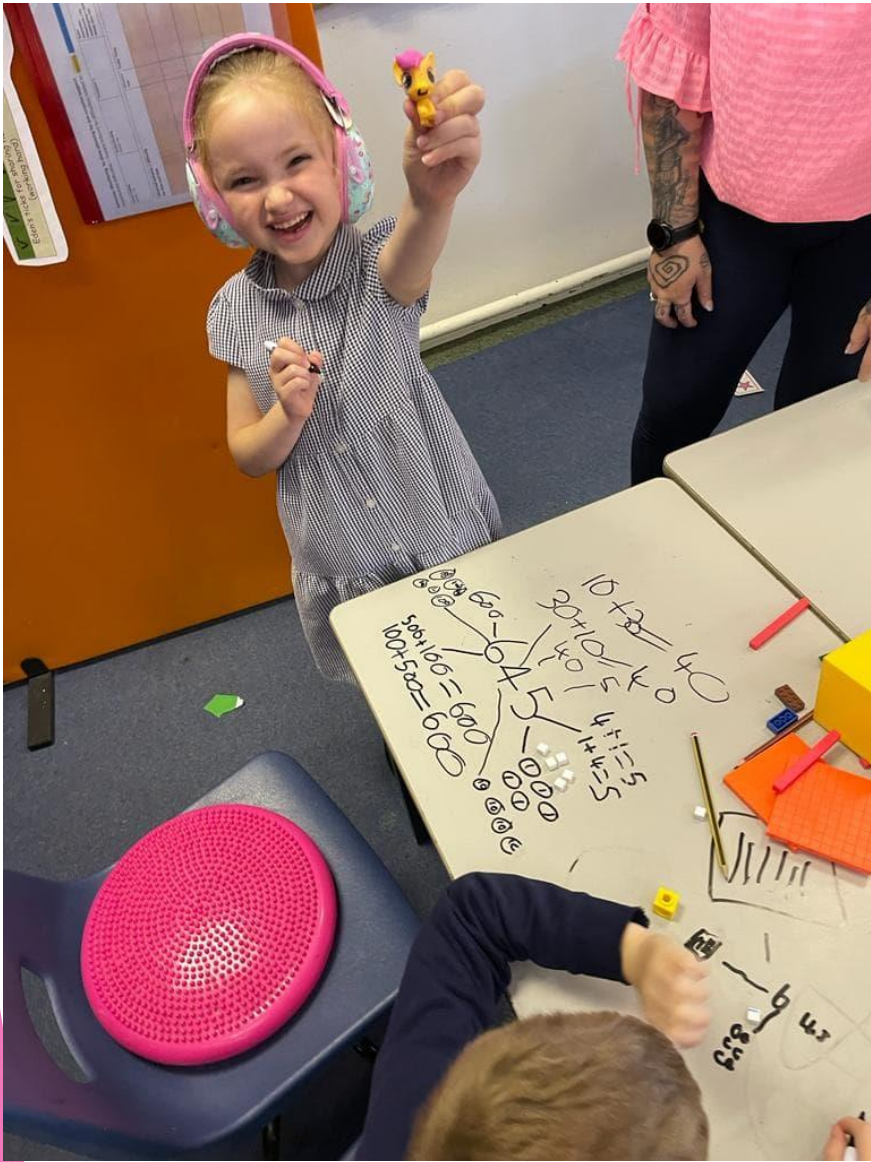
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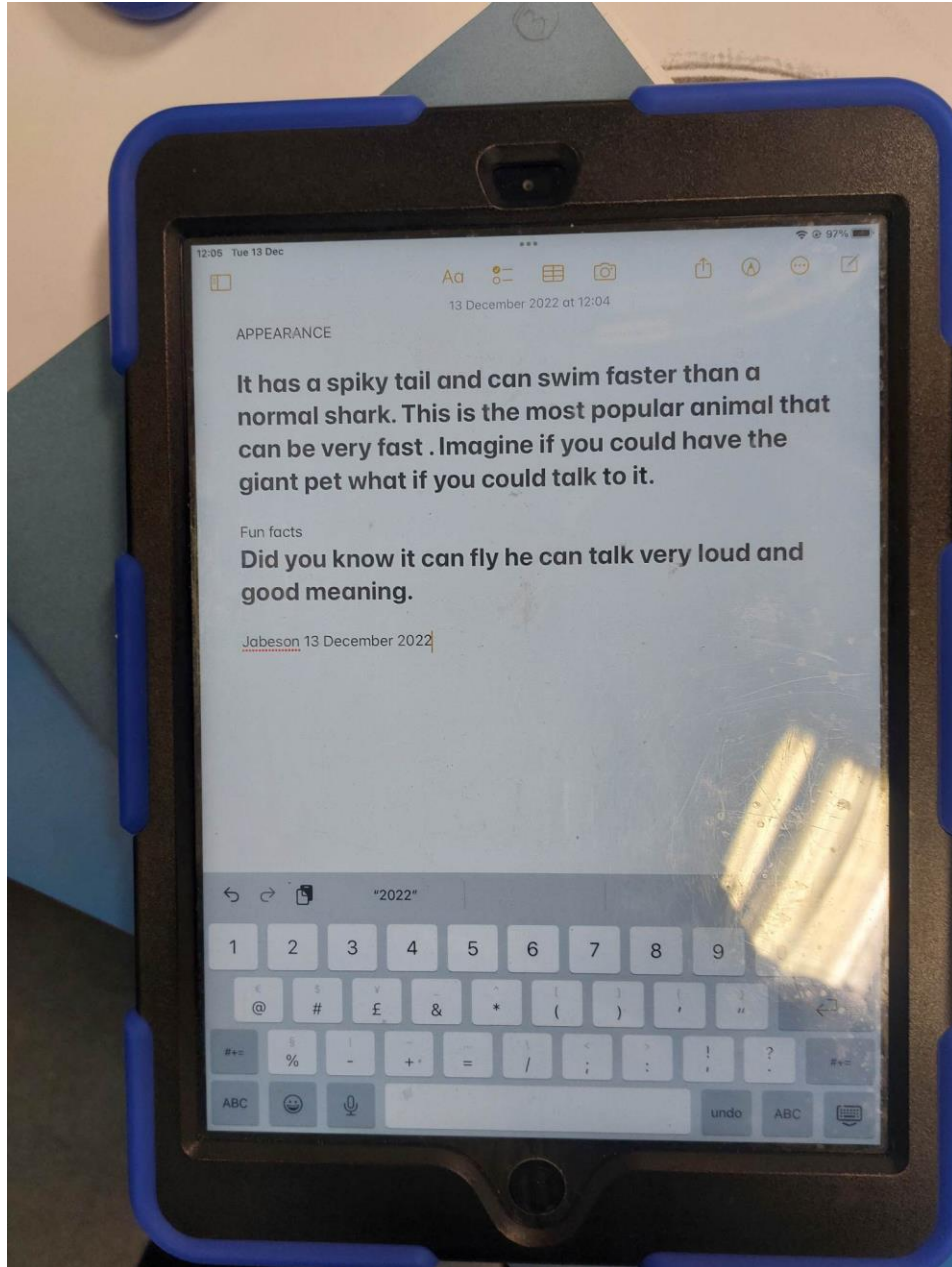
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Thank You...




Every Child Needs a Champion

TedTalk by the late, great Rita Pierson


★  James Comer: "No significant learning can occur without a significant relationship."



★ Kids don't learn from people they don't like 

Human Connection is key  

★ Teacher: "You were chosen to be in my class!" 

★  Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy 

★  **BRAVO!** 

★ Every child deserves an adult who will never give up on them

★ This job is tough but we can do it. We're educators and we were born to make a difference. 

 **YOU CAN DO IT!!**