

Demonstrating good practice to promote inclusion

Identifying needs	<ul style="list-style-type: none"> • ascertaining learners' specific and additional needs as well as their aspirations for the future • ensuring all learners can complete application and enrolment forms, perhaps by using different languages, font sizes, electronic and paper based copies • ensuring interview notes are kept regarding any support requirements needed and that these are communicated to relevant people, for example, dyslexia, epilepsy, diabetes • ensuring learners have had access to impartial initial advice and guidance (IAG) to consider all their options • ensuring programmes are offered at times everyone can attend (if appropriate) • exploring flexible programme delivery or blended learning approaches • finding ways to overcome barriers such as finance, childcare, transport • removing physical barriers to enable learners to access information, staff, documents and buildings, for example, by using access ramps • using initial assessment results to plan individual learning
Planning learning	<ul style="list-style-type: none"> • ensuring a programme is in place that responds to the needs and aspirations of all learners • using appropriate and accessible equipment and resources • agreeing individual learning plans/action plans • creating resources and materials which positively promote all aspects of society, equality and diversity • creating schemes of work and session plans to reflect how you will include all learners during sessions • differentiating your teaching approaches and activities to address individual differences, for example, levels or speed of learning • ensuring off site visits are accessible by all, for example, transport and stairs • ensuring the environment is accessible to all • planning opportunities to develop learner motivation, self-esteem and confidence • planning your delivery to meet the needs of all learning preferences
Facilitating learning	<ul style="list-style-type: none"> • using a variety of teaching and learning approaches to suit all learners • adapting resources as necessary • avoiding favouritism and positive discrimination • being approachable and accessible, enabling your learners to feel comfortable to talk to you • being aware that everyone has different experiences, interests, skills and knowledge which will affect their ability to develop and learn • carrying out an icebreaker or energiser which doesn't exclude anyone • agreeing suitable ground rules • challenging stereotyping, discrimination and prejudice as it happens • drawing on personal experiences of learners during each session • encouraging group discussions and activities where everyone can participate • encouraging group work where learners can mix with all members of the

	<p>group over a period of time</p> <ul style="list-style-type: none"> • encouraging respect and promoting understanding of learner differences • ensuring learners have access to facilities, resources and equipment which is appropriate for the subject and level of learning • ensuring newcomers to a group are made to feel welcome and are included • ensuring the language and jargon used is at an appropriate level • following up absences and ensuring learners have access to any missed material • identifying where modifications or changes are needed to ensure everyone is included • involving all learners within your session, using their name, using eye contact and asking individual questions • not excluding any learner for any legitimate reason • providing a safe and supportive environment where everyone's contribution is valued
Assessing learning	<ul style="list-style-type: none"> • adapting assessment activities where possible to meet any particular requirements (if appropriate) • encouraging all learners to progress further and reach their full potential • ensuring assessment planning is individual, appropriate and relevant • giving ongoing developmental feedback at a level to suit the learner • recognising and valuing individual achievements
Evaluating learning	<ul style="list-style-type: none"> • communicating with colleagues to ensure they are aware of any learner requirements or issues • evaluating your delivery to ensure you have included all learners fully during your session • liaising with the awarding organisation regarding any modifications required to the assessment activities for a qualification (if applicable) • obtaining feedback from your learners and others in different ways, for example, verbally, written or electronically