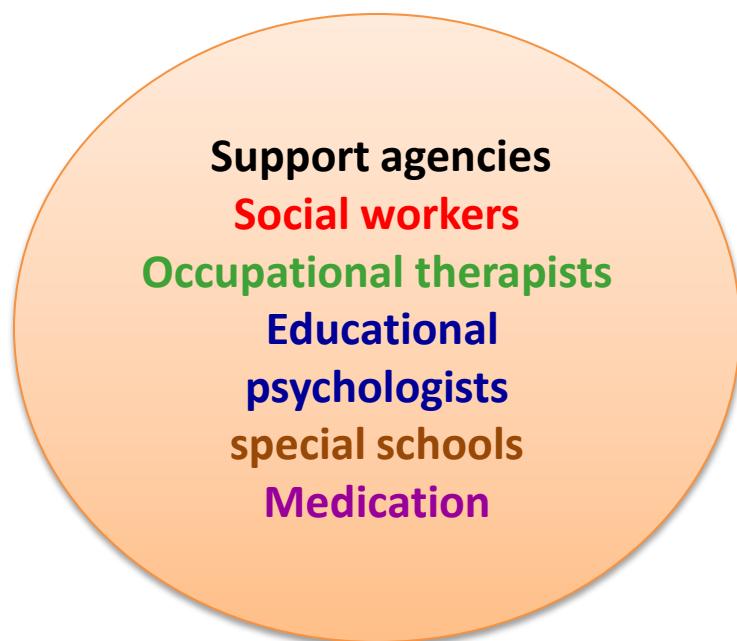
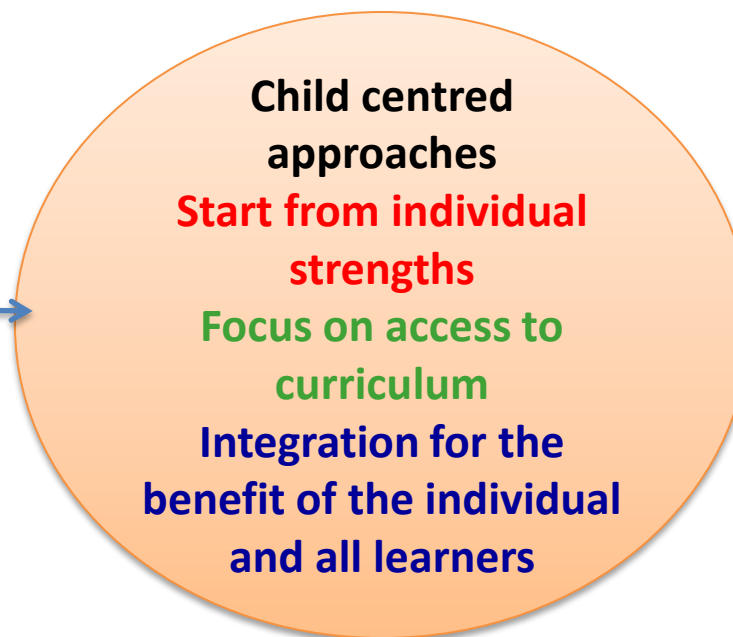


Implementing the social model for accessibility and engagement

Medical Model



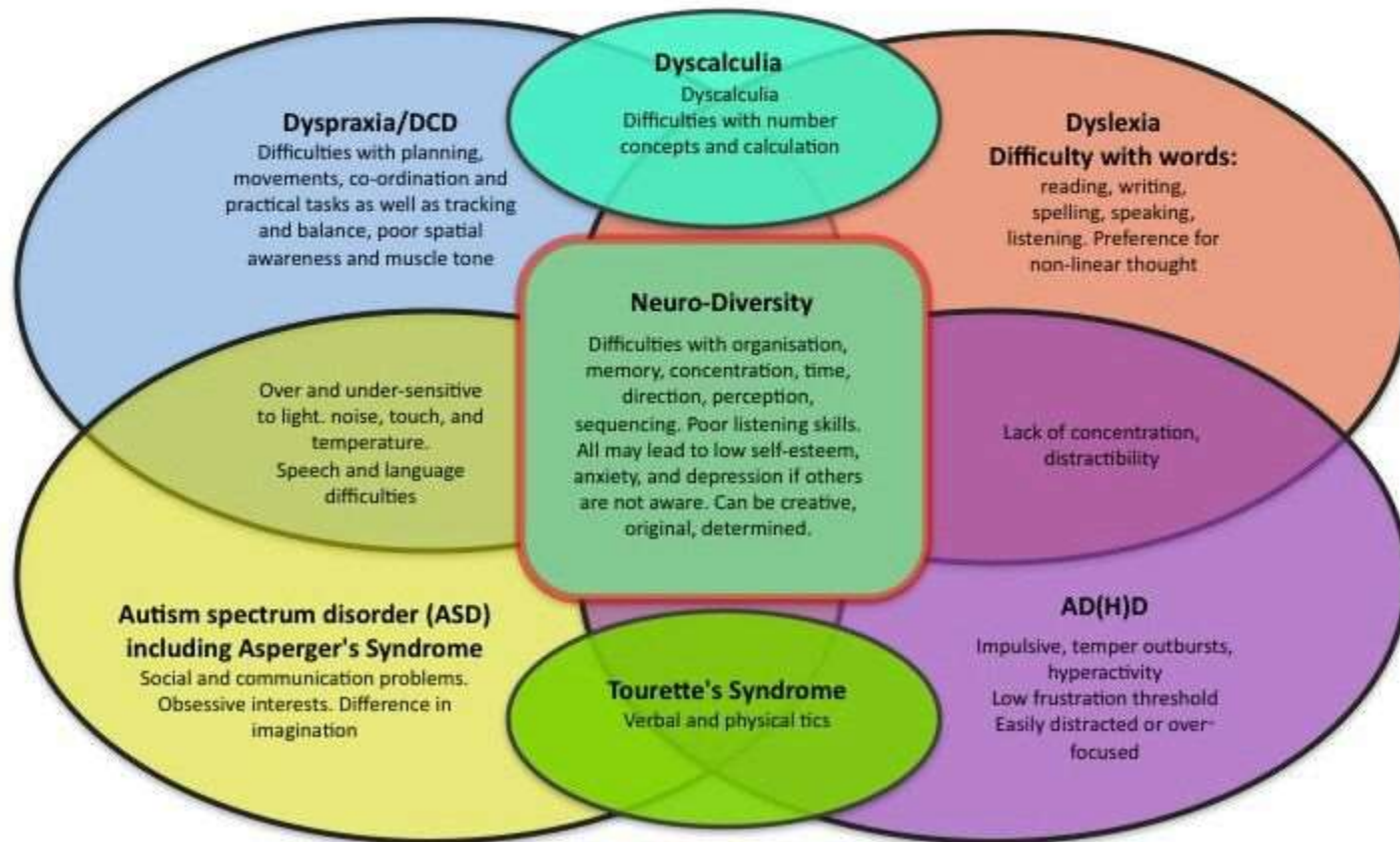
Social Model



Neurodiversity

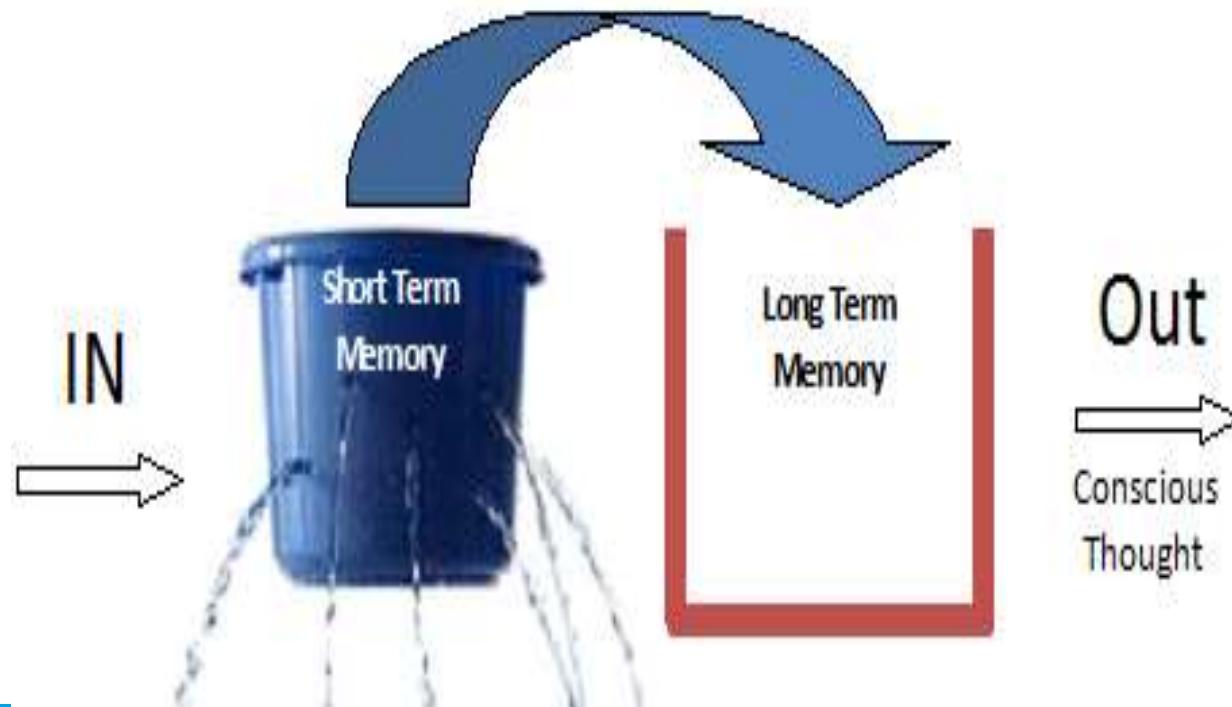
The Make-up of Neuro-Diversity

This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc. We are people of extremes.



Created by Mary Colley

One important function of the brain is to shed input



Working memory and behaviour

Being “easily distracted”, “forgetful”, and “off-task”, is an exterior sign of the shutdown of the nerve impulses inside the brain responsible for working memory.

Much so-called poor classroom behaviour is the outcome of working memory capacity being over-stretched during the lesson.

In such a way, the minute differences in working memory from one child to another are massively magnified on a daily basis

Working memory

Working memory acts as a kind of “holding area” for temporary recall of the information which is being processed at any point in time e.g. classroom activity

Working memory holds a small amount of information (typically around 7 items or even less) in mind in an active, readily-available state for a short period of time (typically from 10 to 15 seconds, or sometimes up to a minute).

Working memory links into a “hook” in long term memory to help “place” the new memory in with other memories and be stored

Working memory has been shown to be important for successful classroom learning.

10 Top tips to Inclusion



- Celebrate
- Be clear
- Link to existing knowledge
- Remove clutter
- Use multisensory approaches
- Scaffold
- Differentiate
- Ensure the lesson is accessible for all
- Assess for learning
- Encourage the learner **voice** (the learner is at the heart of everything we do)

<https://www.teachingenglish.org.uk/teacher-training/special-educational-needs>

The units are:

- introduction
- gifted and talented learners
- multi-cultural influences and the impact on learning difficulties
- dyspraxia
- inclusive assessment approaches
- attention deficit hyperactivity disorder (ADHD)
- autism spectrum disorder (ASD)
- language and speech difficulties
- visual, hearing and physical impairments
- dyslexia
- social, emotional and behavioural difficulties (SEBDs)