



## Getting Started with Inclusive Education

### Transcription: Video 1

#### Interviewees

##### **Lilian Dogiama**

Head of Equality, Diversity, Inclusion and Belonging  
International Education  
Cambridge University Press and Assessment

##### **Lauren Woods**

Assessment Accessibility Advisor  
International Education  
Cambridge University Press and Assessment

##### **Paul Ellis**

Author of 'Neurodiversity and Education'  
Global Head of Education  
International Education  
Cambridge University Press and Assessment

##### **Abby Osborne**

Author of 'From Wellbeing to Welldoing'  
Curriculum and Academic Lead  
University of Bath, UK

##### **Waleed Bagadi**

Head of Ministry Partnerships, Sub-Saharan Africa and Indian Ocean  
Partnership for Education  
Cambridge University Press and Assessment

## What is inclusive education?

#### **Lilian Dogiama**

Inclusive education is about welcoming and celebrating all students, including those with disabilities or neurodiversity. The way to do that is by providing students with a curriculum and a learning environment that is suitable for every child, but also by inviting parents to become active participants in their education of their children.

## **Lauren Woods**

And at its core, inclusive education is about creating an environment where every learner feels valued, they feel respected, and they feel included. Now, whether a learner has a physical disability or a learning disability or a different social or cultural background, or they speak a different mother tongue, the aim is for them to feel fully able to participate in their education and achieve their best.

## **Paul Ellis**

Inclusive education is when schools, teachers, school leaders allow the opportunity for as many people as possible to access, participate, and make progress in education. So this can be in terms of are they able to access the kind of learning that's taking place by the level of the learning, for example? It can be to do with physical access to the classroom. It can also be to do with: Are they at the right kind of level in terms of how they feel emotionally about themselves and how they feel in connection with others who may be in the room with them? So once they feel they've got suitable access to a classroom and the learning that's taking place in that classroom, they can participate well, they feel they've got the opportunities then to be able to do group activities, to be able to do individual activities, to do whatever activities a teacher might suggest they do and then also make progress. So it's not simply saying, okay, we're going to let you into the classroom. It's saying we are going to not only do that, but then also give you the opportunity to do your very best to be able to achieve as much as you possibly can in this learning environment.

## **Abby Osborne**

Essentially, inclusive education is about removing barriers to learning, and it's about working with those students that are a potential risk of being marginalised. Also, whilst recognising that removing those barriers for that particular student group will also help for all learners in the classroom.

## **Waleed Bagadi**

From the perspective of some of Cambridge's Ministry of Education partners, inclusive education means creating policies that enable all students to access quality education, despite resource limitations and some logistical challenges. This can include adopting Cambridge exams or locally accredited ones to meet a diverse set of needs.

## **Lauren Woods**

It's a commitment to creating a school environment where every learner, no matter who they are, what their barriers might be, can make progress and they can thrive.