



Getting Started with Inclusive Education

Transcription: Video 4

Interviewees

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How can schools and teachers provide an inclusive education?

Lauren Woods

For me, what's of prime importance is really getting to know your learners. It's so important to be aware of their abilities, be aware of their lived experiences, and be aware of their socio-cultural backgrounds. And understand any barriers that your learners might face in their learning journey. And building strong relationships with the learners is really key to this understanding.

Abby Osborne

I think inclusive education at its most powerful, is about equipping our students with a toolkit to differentiate their own learning experience, and that's fundamental to really impactful, inclusive education in the heart of the classroom.

Paul Ellis

We can allow people the opportunity to do what works best for them. We can, in a sense differentiate by outcome, as well as by process along the way. And have an opportunity then for students to write rather than speak or speak, rather than write, or to calculate a certain sum in a, in a very different way than what the teacher might first present. There's always multiple ways of doing pretty much any activity across any subject.

Waleed Bagadi

In some island nations, innovative use of technology and digitisation to connect isolated communities with educational support has started to be implemented for all learners, which in turn has benefited SEN learners.

Liliana Dogiama

I think it all starts with providing a curriculum suitable for a diverse international audience, having teaching and learning resources that support that diversity in knowledge. And lastly, training our teachers to have the skills to understand their own biases and to be open to other peoples' lived experiences.


Lauren Woods

Professional development is a key way for teachers and support staff to keep updated on relevant strategies and techniques, which can really help to embed inclusive practices. Regular workshops on topics such as differentiation or Universal Design for Learning and specifics, such as the use of assistive technology, can really help to empower teachers to better meet the needs of all learners and share best practices with their colleagues.

Paul Ellis

Teachers can meet many barriers in their professional lives. If somebody is dyslexic or dyspraxia or autistic, it doesn't stop when they're 18. It continues into adulthood as well; it's for life. So teachers who come into a school may themselves have particular conditions which are diagnosable. It might be that they've chosen to hide those diagnosable conditions because they're afraid that they might not be employed, or it might be they're very open about them. But what schools need to do is welcome those kind of people. They can act as role models for students, for example, but not only welcome them, support them, too.

Abby Osborne



Any learning habits that we establish take time to become cemented. And often as learners, we cement habits that aren't that effective. And so if we want our students to differentiate their own learning experience, we need to take a strategy, and that might be something as simple as capturing your ideas on a page or thinking about how an environment affects your senses and therefore your cognition. And we get the student to take that strategy and work with a range of teachers and replicate it and duplicate it elsewhere across the curriculum. And that then not only reinforces those important learning habits, but it also brings teachers together, to embed that effective practice across the heart, the whole curriculum and develop really, in a sense, a whole school approach to inclusive education.

Paul Ellis

What schools need to try to do again is to welcome as many people from diverse backgrounds as they can and support them accordingly. Keep checking in with them, coach them accordingly. Help them with their self-regulation as well. It might be that certain people who have challenges in certain ways, can learn to overcome or circumvent those challenges in certain ways, too. But also celebrate the fact that we live and work in a diverse community.

Neurodiversity is all about the fact that each and every one of us are the same, yet different. We all have our place to play in the world and in humanity. So it's good to give people the opportunities there to do the very best they can and to show others as well that it's important to be yourself as well.

Waleed Bagadi

For some of Cambridge's ministry partners, inclusive education often requires innovative approaches to overcome geographical isolation and limited infrastructure, ensuring education reaches all students regardless of their location or circumstances.

Lauren Woods

It's really important that management lead by example, that management seek opportunities to embed inclusive practices into all relevant policies and perhaps most importantly, into the overall ethos of that school.