

How to better teach students with Special Educational Needs and Disabilities (SEND) in classes.

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In this session we shall

1. share some practical tips and functions for teaching SEND students
2. be more able to deliver more inclusive, rewarding & richer lessons.



Who are SEND students?

- Children and young people with special educational needs and disabilities (SEND) often need extra help and support to learn.
- These needs could include help with behavioural, emotional and social difficulties, speech, language and communication, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autism.

There are four areas of SEND:

1) Communicating and interacting	2) Cognition and learning	3) Social, emotional and mental health difficulties	4) Sensory and/or physical needs

A) Dyslexia

B) Hearing, visual and physical impairments

C) Autism spectrum

D) ADHD

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C) Autism spectrum	A) Dyslexia	C) ADHD	B) Hearing, visual and physical impairments

Types of SEND seen in our classrooms

1. Hearing impairment
2. Speech impairment
3. Visual impairment (partial & total blindness)
4. Physical impairment
5. Social, emotional and mental health difficulties



Over to you

1. Have you taught SEND students before?
2. If so, what were the challenges you faced?



Hearing impairment

What would you do if you have hearing-impaired students in your class?

1. Send written materials before class.
2. Use visual prompts instead of verbal cues/instructions.
3. Pair with students who are good typers.
4. Vary tasks: instead of oral conversations they write.
5. In face-to-face classes, you may have some lip-readers.
6. During videos, use closed captions [CC].

Speech impairment

What would you do if you have speech-impaired students in your class?

- 1. Be patient and allow them to finish their sentences.**
- 2. Include students with speech impairments in feedback, responses and tasks.**
- 3. Give them the option of typing their answers if you have some self-conscious students.**
- 4. Vary responses in tasks, such as writing in speaking tasks.**

Visual impairment

How would you include visually-impaired students in your class?

1. Send material prior to class – students may have readers and translators
2. Record written material.
3. Students send recorded material instead of writing.
4. Students use a screen reader online so avoid cluttering your slides.
5. Online reading apps/magnifier/use of highlight function on Zoom.
6. Pair visually abled students together with people with visual impairment.

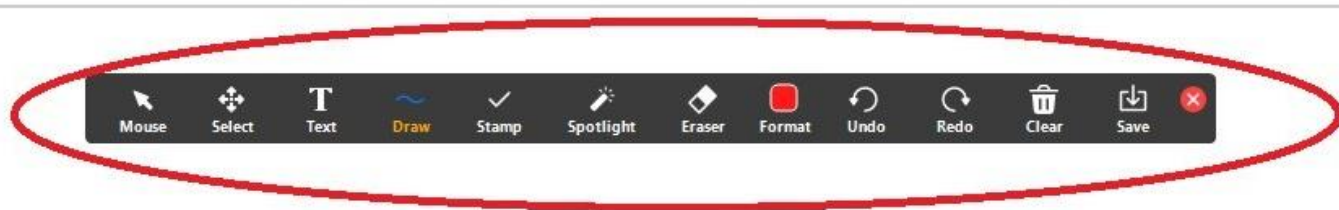
Screen readers to use with visually challenged students



NVDA for Windows



Apple VoiceOver for iOS



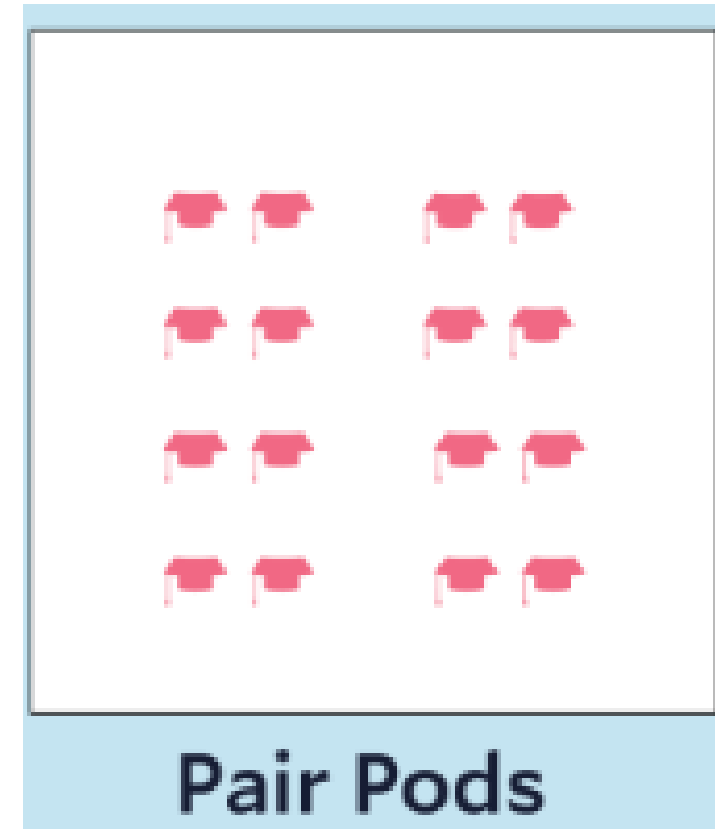
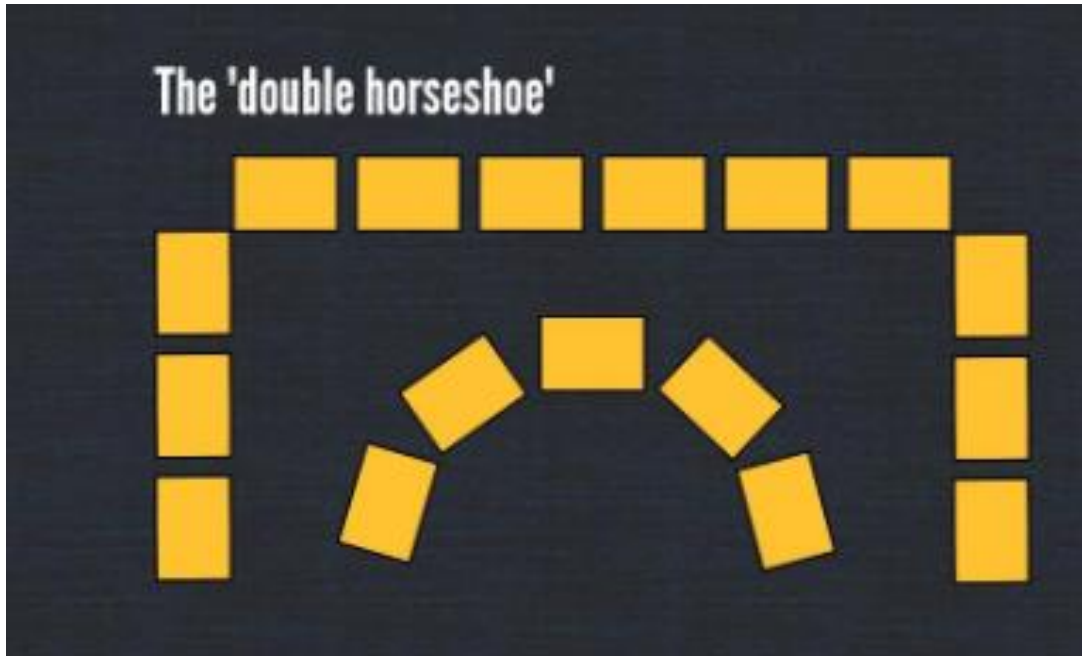
Spotlight in Zoom



Magnifier

Seating arrangements for people with visual impairment

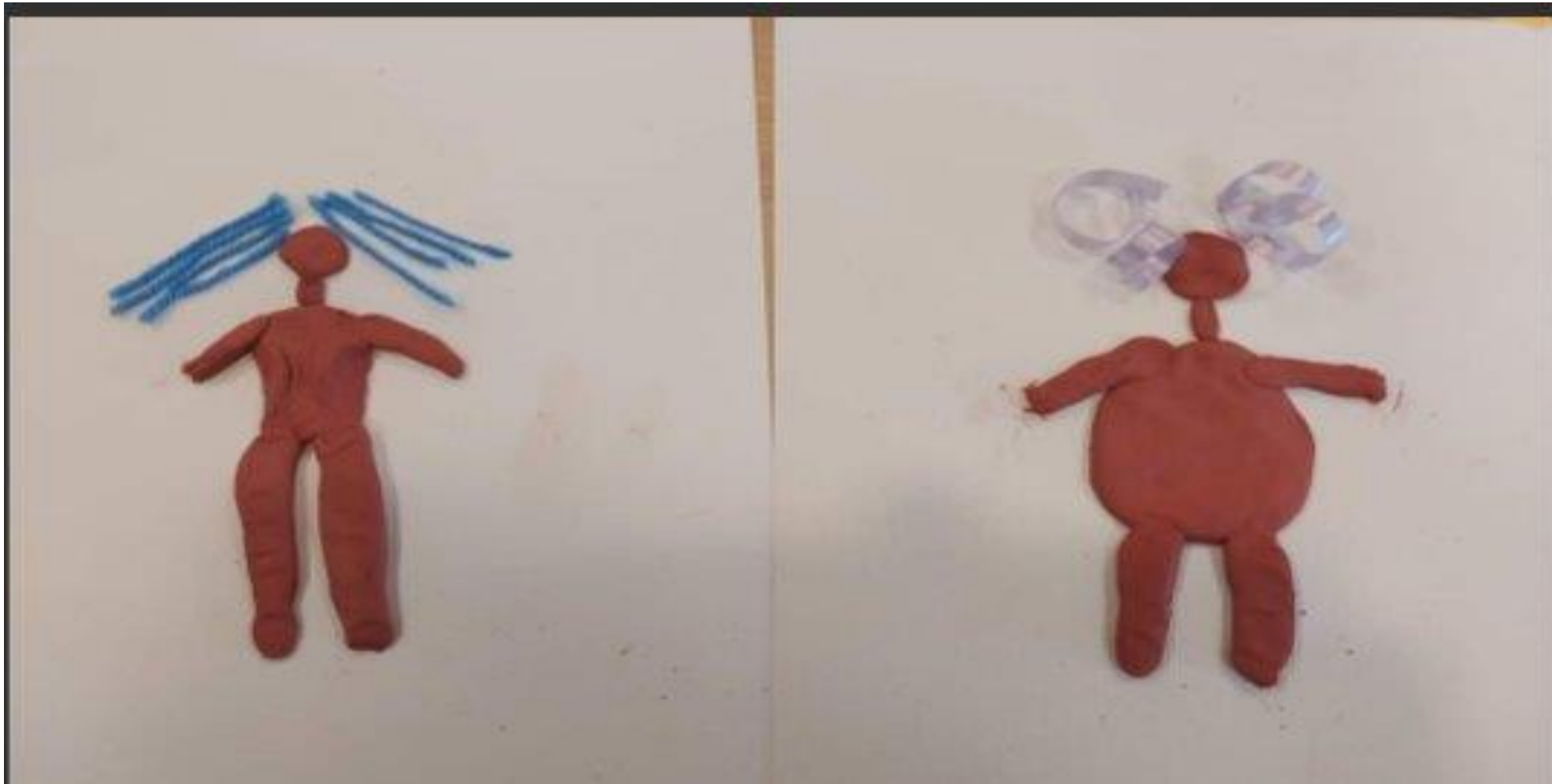
If you have any experience with this, could you share what you've done before?



Adapting instructional language

Don't say	Say
Look at the board	Attention to the board
What can you see in the picture?	Can you describe the picture? (helper students)

Adapting flashcards



A picture showing the adaptation of flashcards through play doh.

A project of a blind student



A project of a blind student



Elementary
13-15 year old

Design dream
houses

Interview clients (volunteer teachers)

Use of stationary materials for design

Using play dough and cutters for
design

Physical impairment

What would you do if you have physically impaired students in your class?

- 1. Give them time to complete a task requiring movement, e.g. writing, typing, scrolling, navigating.**
- 2. Take into account classroom space, so students feel safe in their surroundings.**
- 3. Be aware students may be self-conscious about their physical impairment. They may need to have an organized space or fewer handouts.**

Social, emotional and mental health difficulties

Including an ADHD student



Including an ADHD student in class



**Pre-Intermediate,
8-12 years old**

**Summer Camp
5-days a week**

**Age gap posed a
problem**

**Person with ADHD
left the seat, ran in
classroom, went
back to seat**

Differentiation

**Varying tasks (settlers
and stirrers)**

**Assigning roles that include
some movement for student
with ADHD i.e. collecting or
handing out worksheets.**

ADHD seating plan



ics_effmarr_middle_high

Useful resources

- **MOOCs** - <https://teachingenglish-bcstaff.english.britishcouncil.org/Student/MyLPs.aspx> (**BC Staff**)
- <https://www.teachingenglish.org.uk/professional-development/teachers/inclusive-practices>
- <https://www.teachingenglish.org.uk/article/education-exchange-schools-reopening-support-children-send>



This presentation

Has been designed according to the best standards of visually accessible power point.

To know more:

<https://gov.wales/how-create-accessible-powerpoint-presentations>

Staples (summary)

Be patient. Give students the chance to express themselves and get comfortable with the classroom/peers/lesson structure.

Checking your instructions regularly to make sure not to leave any disability out.

Consider asking your students how you could help them learn better (orally or in written form).



Questions,
comments, reactions,
contributions ...

Contact us

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We appreciate your feedback

<https://forms.office.com/Pages/ResponsePage.aspx?id=wXVirt3MRkCyoWJFosyj7AX5hr6qKr9HozZ0UAVrmRxUMIZDSU1ZNUM5WUNLRjJXNjZSSFozNkVGVS4u>

Bibliography

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- <https://www.unicef.org/education/inclusive-education>
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Thank you