DANESHOLME | PARENT INCLUSION FORUM

Inclusive Classroom Environments

Every child belongs. Every child can learn.

Welcome: what will we explore?

01 Learning

How teaching and resources can be adapted to help children access lessons.

02 Environment

How sensory needs, emotions and relationships shape the school day.

03 Partnership

How children, families and school staff work together and review support.

Inclusion starts with the individual

Children have different strengths, needs and ways of learning. An inclusive classroom responds flexibly to those differences.

Belonging

Being part of the classroom community.

Access

Having the support needed to participate.

Independence

Building confidence and skills over time.

What might inclusive teaching look like?

Clear steps

Short instructions and chunked tasks.

Visual support

Timetables, now-and-next boards and checklists.

Scaffolding

Word banks, writing frames and worked examples.

Thinking time

Extra time to process and respond.

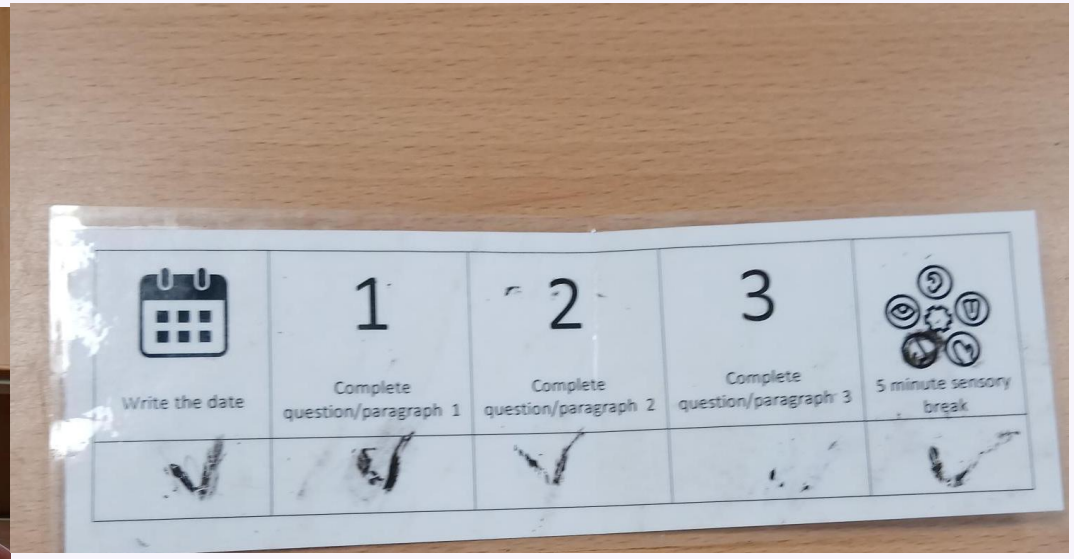
Practical learning

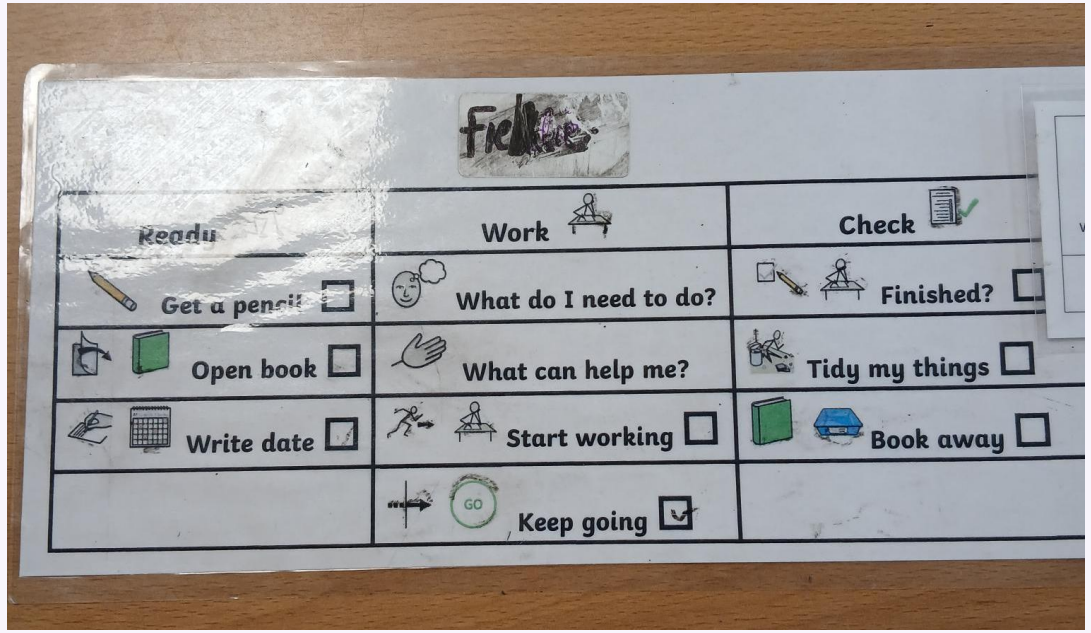
Movement, visuals and hands-on activities.

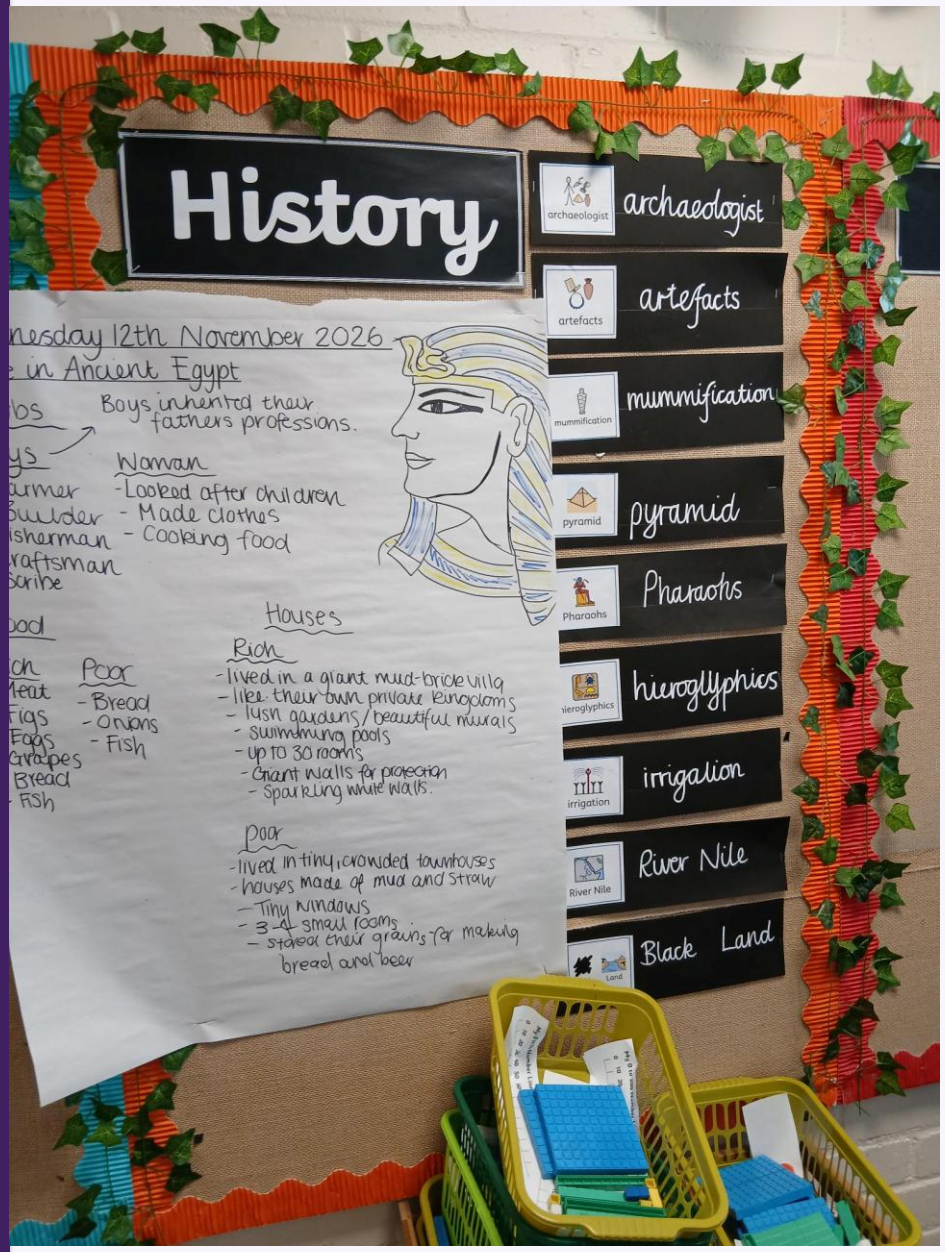
Technology

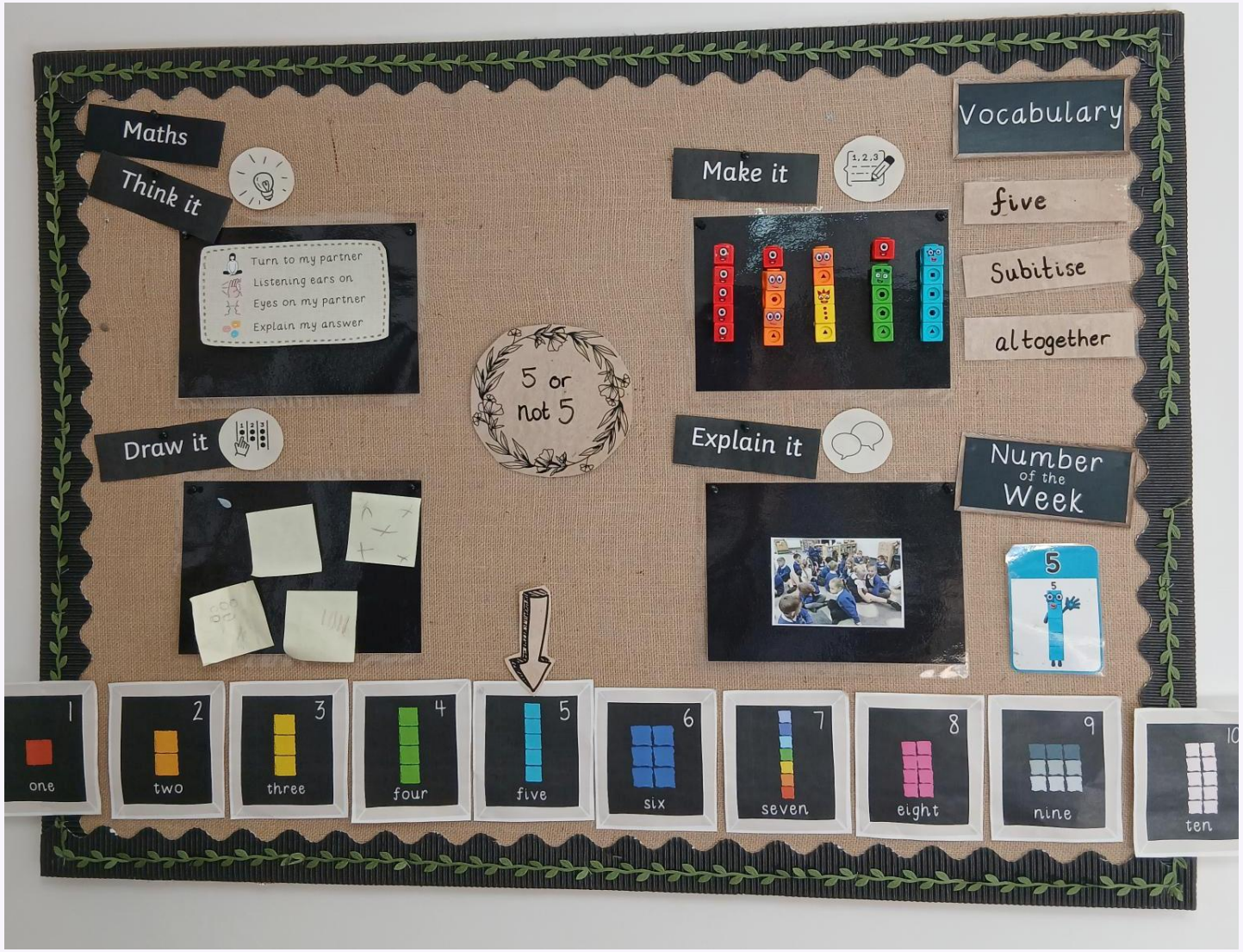
Reading and writing tools where helpful.


SHARE
Share
Silent, standing still
Silent, slow moving
register
Assembly
active reading
2+3=5
Maths
playtime
ABC
English
lunch time
123
Mastery of Number
RE
Geography
Geography
Science


Write the date
1
Complete question/paragraph 1
2
Complete question/paragraph 2
3
Complete question/paragraph 3
5 minute sensory break

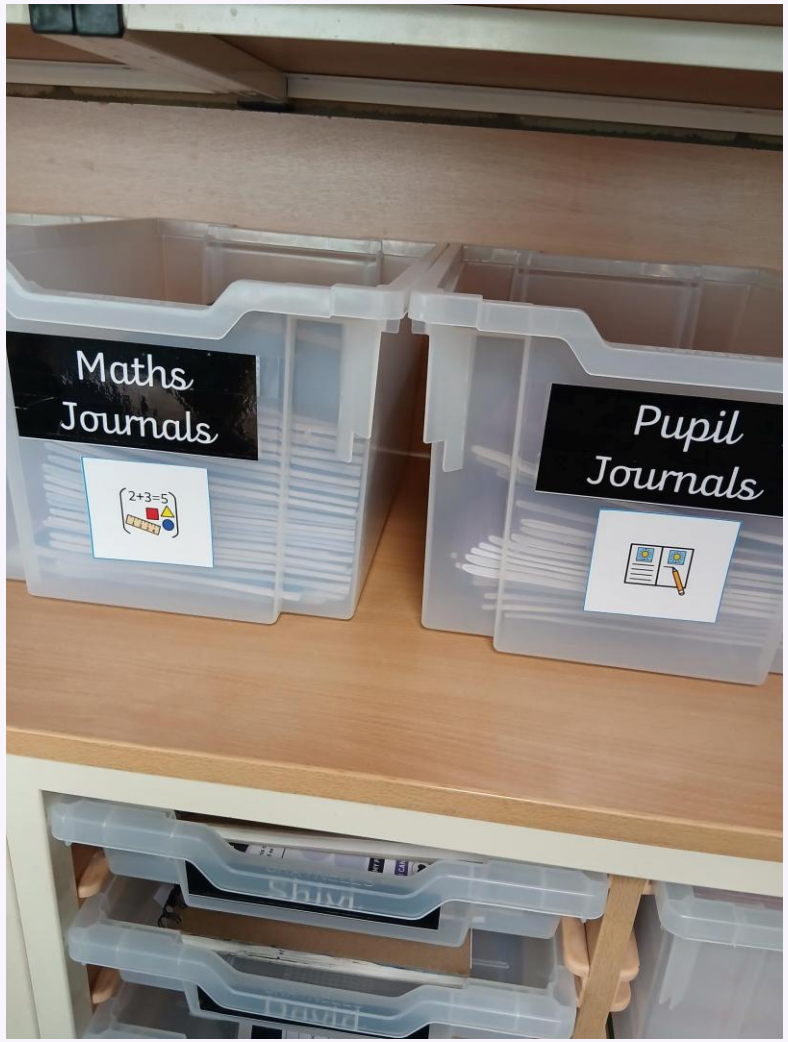

Work
Check
Get a pencil
What do I need to do?
Finished?
Open book
What can help me?
Tidy my things
Write date
Start working
Book away
GO
Keep going


History
archaeologist
artefacts
mummification
pyramid
Pharaohs
hieroglyphics
irrigation
River Nile
Black Land
Houses
Rich
Poor
Boys inherited their fathers professions.
Woman
-Looked after children
- Made clothes
- Cooking food
- Bread
- Onions
- Fish
-lived in a giant mud-brick villa
-like their own private kingdoms
- lush gardens / beautiful murals
- swimming pools
- up to 30 rooms
- Giant walls for protection
- Sparkling white walls.
-lived in tiny, crowded townhouses
-houses made of mud and straw
- Tiny windows
- 3-4 small rooms
- stored their grains for making bread and beer

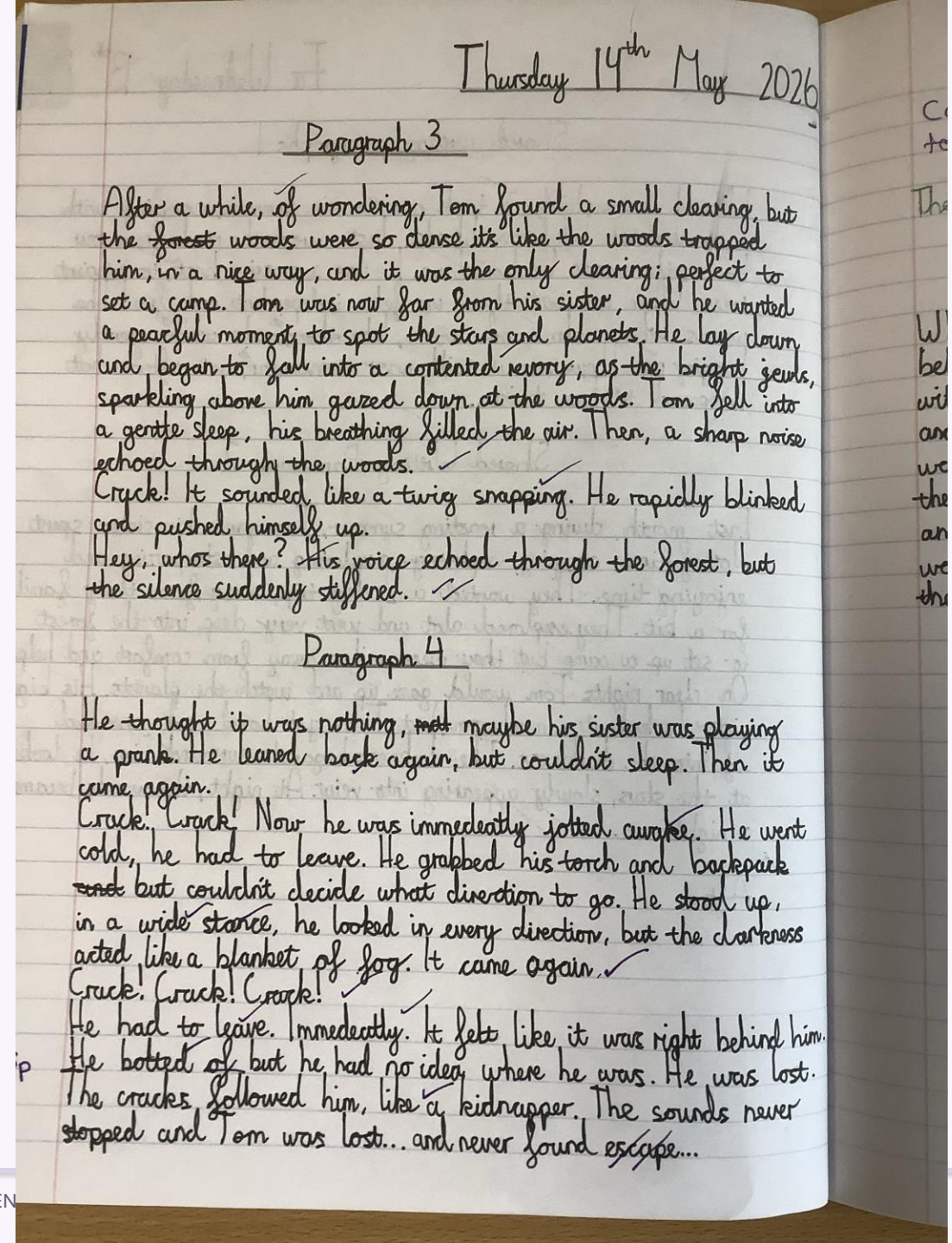

Maths
Think it
Turn to my partner
Listening ears on
Eyes on my partner
Explain my answer
5 or not 5
Make it
Draw it
Explain it
Vocabulary
five
Subitise
altogether
Number of the Week
one
two
three
four
five
six
seven
eight
nine
ten


Reading
We are Reading Superstars.
We can apply our phonics to read decodable books.
I am learning Set 1 sounds.
I am learning Set 1 digraph sounds.
I am learning Set 2 special friend sounds
I am learning Set 2 digraphs and trigraph sounds
I can name some set 3 sounds.
I can read some set 3 sounds in words.
I am learning to use expression when reading.
I am developing fluency when reading.
Benchmarked Literacy group
I can read multisyllabic words.


English
shine
firework
pop
glad
bang
sad
Tuesday 3rd November 2026
To draw a text map.


Maths Journals
2+3=5
Pupil Journals


Multiplication Squares
Place value charts
Shape tiles
Digit cards



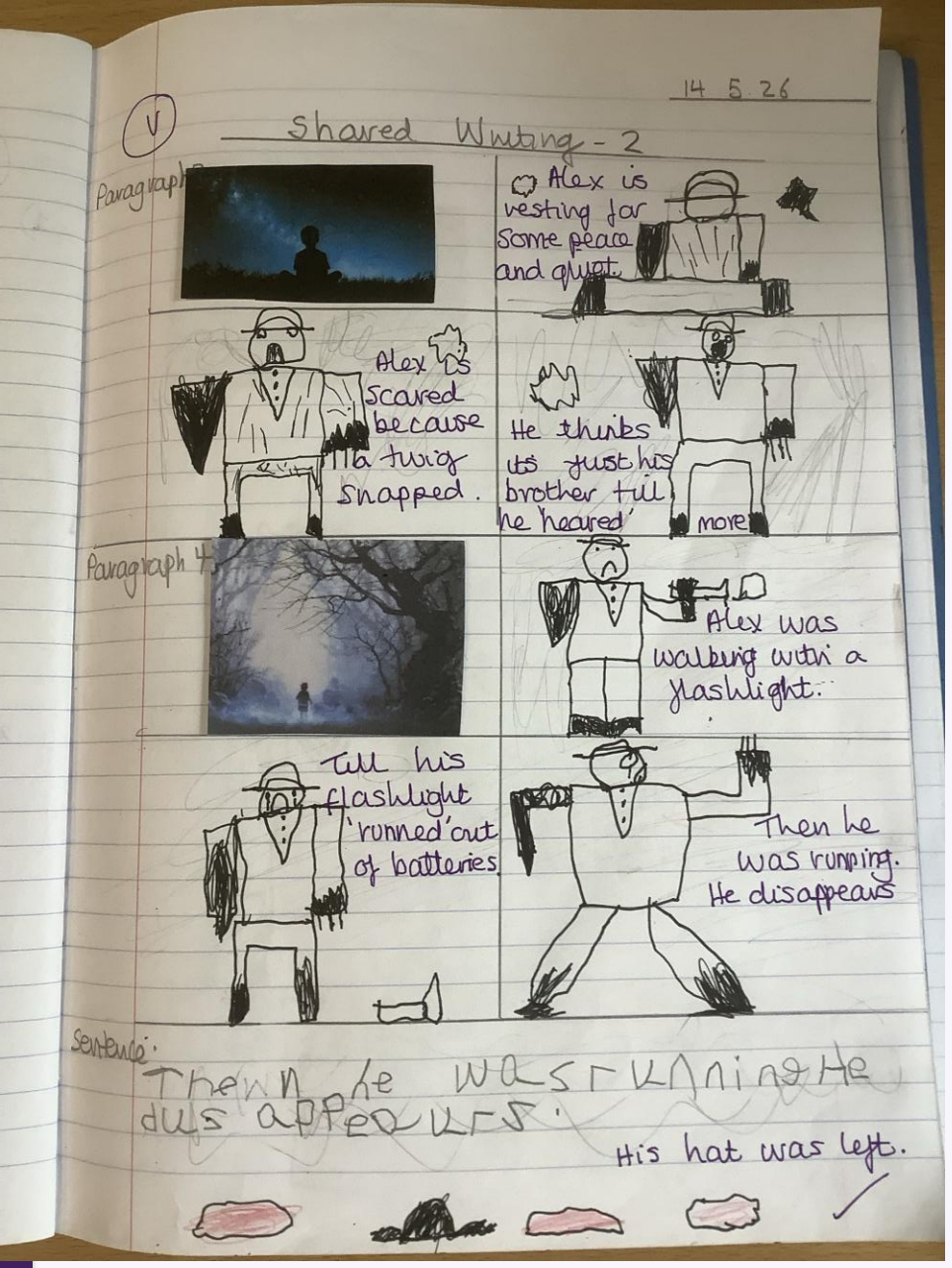
Thursday 14th May 2026

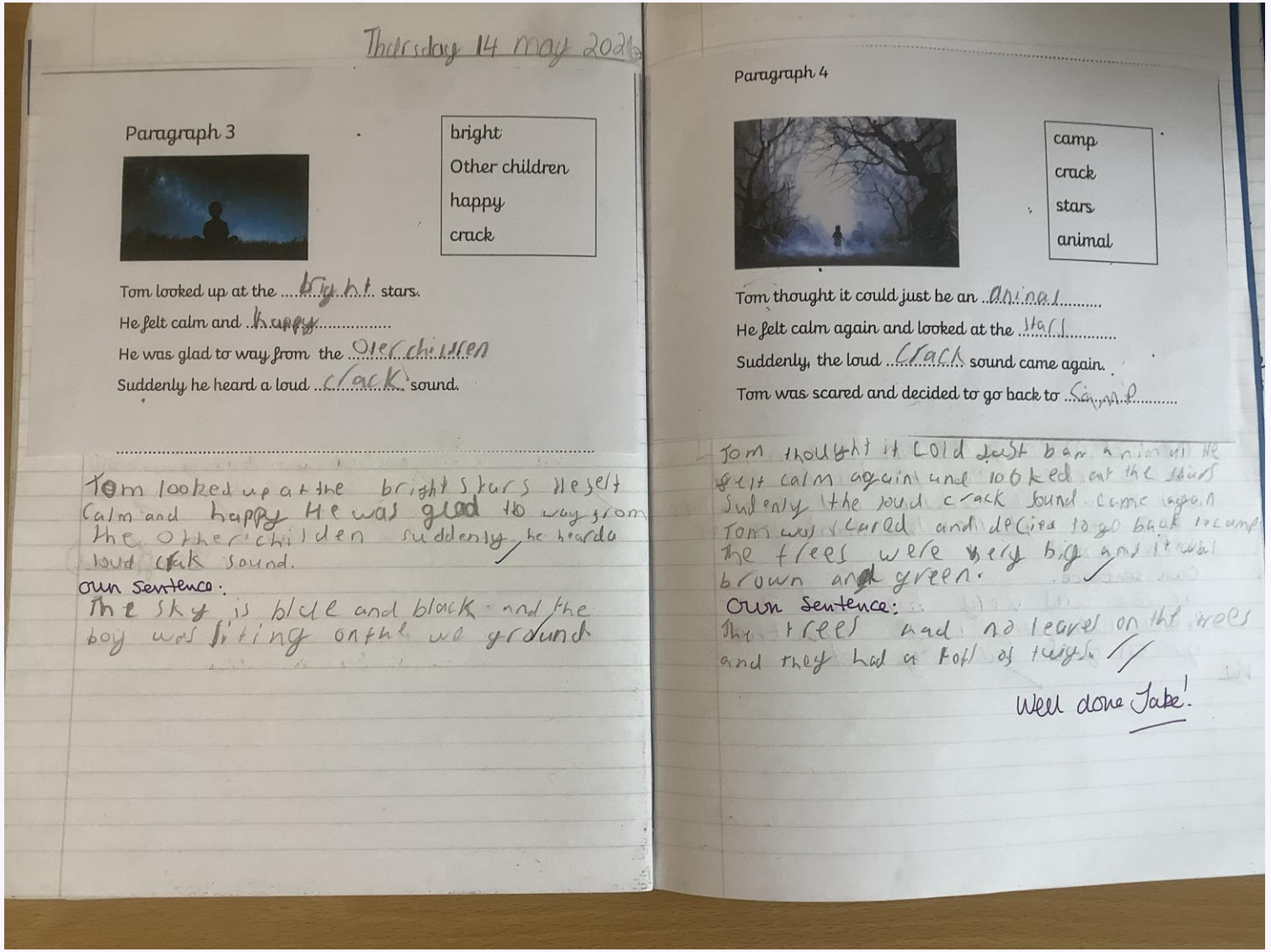
Paragraph 3

After a while, of wondering, Tom found a small clearing, but the ~~forest~~ woods were so dense it's like the woods trapped him, in a nice way, and it was the only clearing; perfect to set a camp. Tom was now far from his sister, and he wanted a peaceful moment to spot the stars and planets. He lay down and began to fall into a contented revery, as the bright jewels, sparkling above him gazed down at the woods. Tom fell into a gentle sleep, his breathing filled the air. Then, a sharp noise echoed through the woods.
Crack! It sounded like a twig snapping. He rapidly blinked and pushed himself up.
Hey, whos there? His voice echoed through the forest, but the silence suddenly stiffened.

Paragraph 4

He ~~thought~~ it was nothing, ~~not~~ maybe his sister was playing a prank. He leaned back again, but couldn't sleep. Then it came again.
Crack. Crack! Now he was immedeatly jolted awake. He went cold, he had to leave. He grabbed his torch and backpack ~~and~~ but couldn't decide what direction to go. He stood up, in a wide stance, he looked in every direction, but the darkness acted like a blanket of fog. It came again.
Crack! Crack! Crack!
He had to leave. Immedeatly. It felt like it was right behind him. He bolted off but he had no idea where he was. He was lost. The cracks followed him, like a kidnapper. The sounds never stopped and Tom was lost... and never found escape...


14 5 26
V
Shared Writing - 2
Paragraph 3
Alex is resting for some peace and quiet.
Alex is scared because a twig snapped.
He thinks its just his brother till he heared more
Paragraph 4
Alex was walking with a flashlight.
Till his flashlight 'runned' out of batteries.
Then he was running. He disappears
Sentence:
Then he was running He dis appeaars.
His hat was left.


Thursday 14 may 2026
Paragraph 3
bright
Other children
happy
crack
Tom looked up at the bright stars.
He felt calm and happy
He was glad to way from the Other children
Suddenly he heard a loud crack sound.
Tom looked up at the bright stars He felt calm and happy He was glad to way from the other children suddenly he heard a loud crak sound.
own sentence:
The sky is blue and black and the boy was siting on the wet ground
Paragraph 4
camp
crack
stars
animal
Tom thought it could just be an Animal
He felt calm again and looked at the Star
Suddenly, the loud Crack sound came again.
Tom was scared and decided to go back to Camp
Tom thought it cold just ban animal He felt calm again and looked at the stars Suddenly the loud crack sound came again Tom was scared and decied to go back to camp the trees were very big and it was brown and green.
Own Sentence:
The trees had no leaves on the trees and they had a roll of twigs
Well done Jake!

A classroom that works for different senses

Space

Quiet areas and calm spaces; less visual clutter where appropriate.

Tools

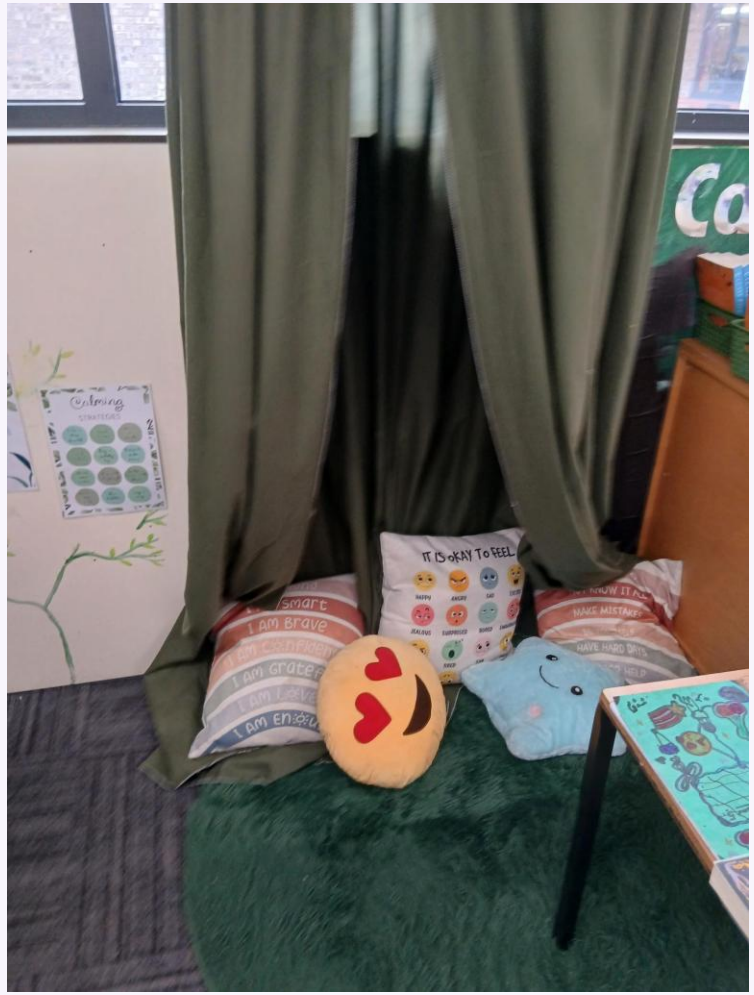
Individual choices such as focus resources, cushions or noise-reducing headphones.

Movement

Planned opportunities to stretch, move or take a sensory break.

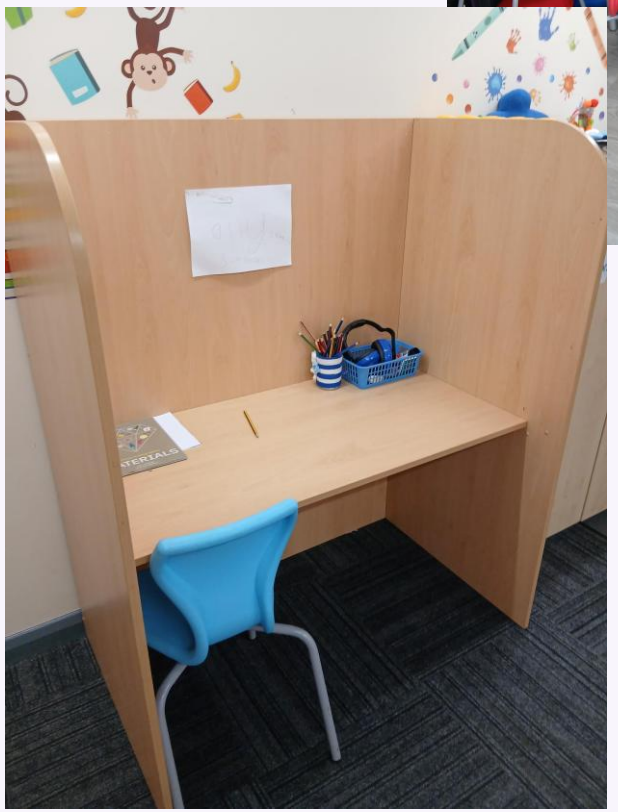
The right adjustment depends on the child — not every strategy suits everyone.

INCLUSION FORUM











Supporting emotional regulation

Sometimes behaviour communicates anxiety, overload, an unmet need or difficulty regulating emotions.

Recognise

Zones of Regulation and emotion coaching help children identify feelings.

Regulate

Calm adult support, quiet spaces and movement breaks.

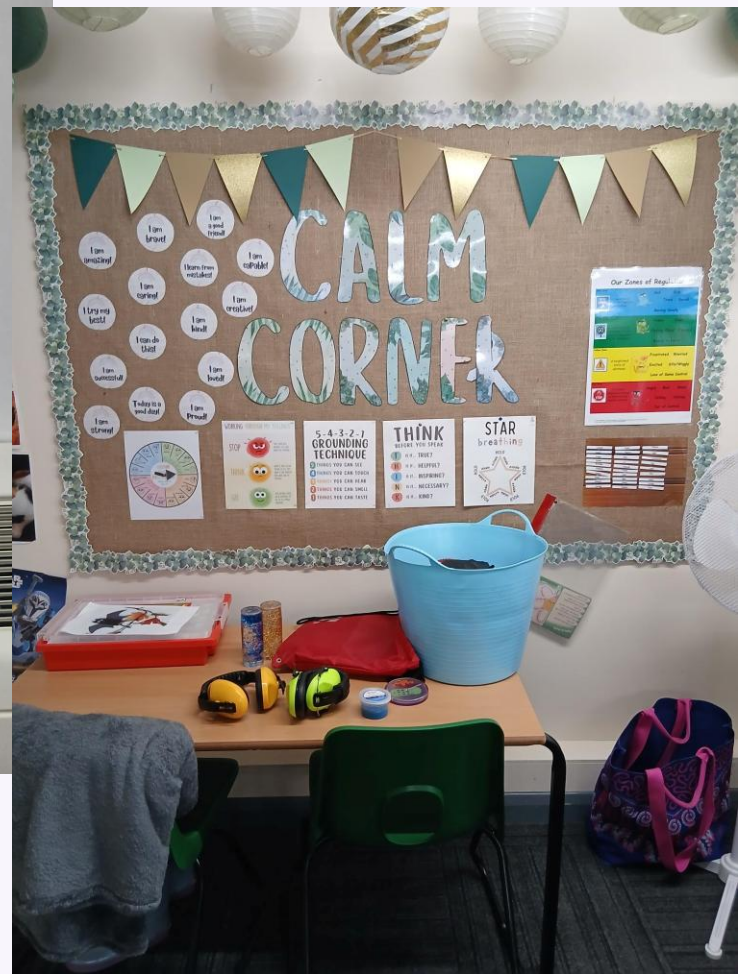
Reconnect

Positive reinforcement and restorative conversations.

We do not assume sensory overload or dysregulation is deliberate misbehaviour.


Calm
CORNER
Calming
STRATEGIES
5-4-3-2-1
GROUNDING
TECHNIQUE
Star
BREATHING
Which Zone Are You In?


How do you feel
today?


CALM
CORNER
THINK
STAR
GROUNDING
TECHNIQUE

Different needs, different adjustments

Autism

Predictability, visual routines and transition preparation.

ADHD

Brief instructions, movement and reduced distractions.

Dyslexia

Accessible reading, structured literacy and technology.

Dyspraxia

Writing adaptations, motor support and extra time.

Communication

Visual aids, language modelling and clear wording.

Anxiety

Trusted adults, routines and personalised support.

Belonging goes beyond the lesson

Friendships and relationships

Buddy systems, social stories, supported groups, Lego-based activities and ELSA support can help children connect.

Breaktimes and transitions

Structured playground activities, calm and creative spaces and predictable transitions can make unstructured time easier.

The aim is genuine belonging — not expecting children to hide who they are.

How we plan and review support

Our graduated approach: Assess • Plan • Do • Review

ASSESS

Understand strengths, needs and barriers.

PLAN

Agree strategies and intended outcomes.

DO

Put support into everyday practice.

REVIEW

Check what is working and adapt.

This is an ongoing cycle, shaped by what the child and family tell us.

What does effective inclusion feel like?

For children

My views are heard.

My strengths are noticed.

I have the support to join in.

For families

We can share what helps.

We understand the support in place.

We review progress together.

A strategy being available does not mean it is right for every child.

Let’s talk: what helps your child?

Take a moment to reflect, then share any thoughts you feel comfortable discussing.

What works well?

Which classroom adjustments help your child feel safe, included and ready to learn?

What could improve?

What would make school environments more accessible or welcoming?

You are also welcome to speak to us individually.

Thank you

Your insight matters.

Together, we can help every child belong and thrive.