

# Schools2030: Toolkit for teachers

Holistic learning for learners with additional needs in Ugandan primary schools



# Acknowledgements from Open Development and Education

This toolkit has been a collaborative effort, made possible by the contributions, support, and dedication of many individuals and organisations. In particular, we would like to express our gratitude to the following:

## **Educators, teachers and senior school leaders:**

We extend our heartfelt thanks to the teachers who provided invaluable insights, feedback, and experiences that shaped the content of this toolkit. These educators' passion for teaching, dedication to their learners, and willingness to learn from one another is the foundation of this work.

## **Collaborating organisations:**

This project would not have been possible without the support of our partner organisation, eKitabu, and the expert reviews from the Children at Risk Action Network (CRANE), Viva, Cheshire Services Uganda (CSU). Their collaboration, review and insights have significantly improved this toolkit's quality and scope and ensured alignment with key national and local inclusion guidance.

## **Schools2030 and the wider Aga Khan Foundation:**

Finally, we thank Schools2030 for their continuous support and guidance throughout this research project. We value your commitment to improving education systems for all learners through holistic learning, quality teaching and teacher agency.

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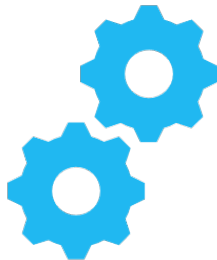
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## Toolkit introduction and guidance



### What is this toolkit for?

This toolkit is designed to support learners with additional needs. Its primary purpose is to provide resources, strategies, and guidance to help teachers and educators address and meet the requirements of learners with diverse learning needs, disabilities, or other challenges in an educational setting.



### Who can use this toolkit?

This toolkit is intended for teachers and educators but it can be used for anyone in the education environment who interacts with learners with additional needs to create an inclusive and supportive learning environment.



### How do you use this toolkit?

This toolkit offers an interactive and engaging learning experience, featuring quizzes, reflection prompts, and case study questions. It encourages active participation, prompting teachers to reflect on their experiences and apply the principles to their classrooms and contexts.



### Where should you start?

This toolkit is designed to be flexible. Teachers may start at the beginning and work through the nine modules to comprehensively understand supporting learners with additional needs. Alternatively, teachers can refer to specific modules based on immediate needs or interests.

## Overview of module topics

Module Number	Module Title	Key module questions
<b>Module One</b>	Introduction to holistic learning for learners with additional needs	<ul style="list-style-type: none"> <li>❖ Why is the role of the teacher so important?</li> <li>❖ What are some key statistics around disabilities in Uganda?</li> <li>❖ What are common myths about learners with disabilities?</li> <li>❖ How are disabilities and additional needs defined, and what terminology should you use?</li> </ul>
<b>Module Two</b>	Teacher-learner relationships	<ul style="list-style-type: none"> <li>❖ Why are teacher-learner relationships so important?</li> <li>❖ How can you improve relationships with all your learners?</li> </ul>
<b>Module Three</b>	Creating an inclusive classroom	<ul style="list-style-type: none"> <li>❖ What are the main principles and terms around inclusive education?</li> <li>❖ What types of learner needs may teachers encounter in a classroom setting?</li> <li>❖ How can you create more inclusive lessons through lesson planning?</li> </ul>
<b>Module Four</b>	Identifying and supporting individual learner needs	<ul style="list-style-type: none"> <li>❖ What are the main categories of additional needs and disabilities you may see in the classroom?</li> <li>❖ How to identify which learners need additional support?</li> <li>❖ How to gather information to understand these learners and their needs?</li> <li>❖ How to create a plan to effectively support these learners with their learning?</li> </ul>
<b>Module Five</b>	Holistic learning	<ul style="list-style-type: none"> <li>❖ What is a holistic approach to learning?</li> <li>❖ What are the five domain areas in Uganda and how do they link together?</li> <li>❖ How can you use strategies to improve these areas in the classroom?</li> </ul>

<b>Module Six</b>	Inclusive assessments	<ul style="list-style-type: none"> <li>❖ What is inclusive assessment, and what role does it play in the teaching and learning process?</li> <li>❖ What are the key differences between formative and summative assessment?</li> <li>❖ What strategies can be used to ensure both formative and summative assessments are inclusive?</li> </ul>
<b>Module Seven</b>	Engaging parents and families	<ul style="list-style-type: none"> <li>❖ Why is the role of the parents and families of learners with additional needs so important?</li> <li>❖ How can you effectively communicate and engage with parents and families of learners with additional needs?</li> <li>❖ What strategies can you use to effectively collaborate with parents and families to ensure effective learning for learners with additional needs?</li> </ul>
<b>Module Eight</b>	Child Safeguarding	<ul style="list-style-type: none"> <li>❖ What is safeguarding and why is it so important when working with children with disabilities?</li> <li>❖ What are key strategies to protect and safeguard all children, including children with disabilities?</li> <li>❖ What key safeguarding strategies can teachers implement?</li> </ul>
<b>Module Nine</b>	Whole school approach	<ul style="list-style-type: none"> <li>❖ What is a whole school approach to inclusive education?</li> <li>❖ How can schools create an environment that supports all learners, including those with additional needs and disabilities?</li> <li>❖ What are some examples of successful whole school approaches to inclusive education?</li> </ul>

**At the end of the booklet, you will find:**

Answers to all activities  
Annexes  
More information

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## Key module information

### Module sections:

- **Objectives** at the start to provide an overview of the content and clear learning goals.
- **Key information** on essential information and insights into the topic with activities throughout.
- **Top tips** to provide valuable and practical guidance.
- **Activities OR case studies** on scenarios based on real-life examples experienced by teachers and learners, with reflection questions
- **Self-reflection space** to reflect on your own learning process, personal insights, and areas for improvement.
- **Self-check statements**



## Module completion and knowledge self-check

### Module One: Introduction to Holistic Learning for Learners with Additional Needs

- I can define disabilities and additional needs.
- I know how to use appropriate terminology when referring to learners with additional needs.
- I am aware of common myths around learners with disabilities.
- I recognise the importance of my role as a teacher in supporting learners with additional needs.
- I know key statistics about disabilities in Uganda.

### Module Two: Teacher-Learner Relationships

- I understand why positive teacher-learner relationships are important.
- I can identify ways to improve my relationships with all my learners.
- I regularly communicate with learners in a supportive and inclusive manner.
- I have established trust and mutual respect in my classroom.
- I celebrate learner individuality and support inclusive learning.

### Module Three: Creating an Inclusive Classroom

- I understand the main principles and terms around inclusive education.
- I can identify the diverse learner needs I may encounter in my classroom.
- I plan inclusive lessons that cater to all learners.
- I use differentiation and UDL principles in my teaching.
- I create a safe and welcoming environment for all learners.

### Module Four: Identifying and Supporting Individual Learner Needs

- I know the main categories of additional needs and disabilities.
- I can identify learners who need additional support.
- I gather information to understand my learners' needs.
- I create effective support plans for learners with additional needs.
- I am aware of the resources and referrals available for further support.

### **Module Five: Holistic Learning**

- I understand what a holistic approach to learning entails.
- I can identify and integrate the five domain areas in my teaching.
- I use strategies to improve these domain areas in the classroom.
- I foster an environment that supports cognitive, emotional, social, and physical growth.

### **Module Six: Inclusive Assessments**

- I know the different forms of assessment and their applications.
- I use interventional strategies to help learners with additional needs.
- I adapt my assessment techniques to be inclusive and fair.
- I gather and use assessment data to support learner progress.
- I provide timely and constructive feedback to all learners.

### **Module Seven: Engaging Families and Communities**

- I understand the importance of involving families in the education of learners with additional needs.
- I can effectively communicate and engage with families and parents.
- I involve parents in creating support plans for their children.
- I foster a community that values and supports inclusive education.

### **Module Eight: Child Safeguarding**

- I understand the principles of child safeguarding and protection.
- I can identify the main elements of a Child Protection Policy.
- I have developed strategies to keep children safe and respond to concerns.
- I know how to handle disclosures and follow reporting procedures.
- I actively promote a safe and supportive school environment.

### **Module Nine: Whole School Approach**

- I understand what a whole school approach to inclusive education involves.
- I can identify ways to create an environment that supports all learners.
- I work collaboratively with colleagues to promote inclusivity.
- I advocate for school policies that support all learners, including those with additional needs

## Toolkit terminology and acronyms

**Equity:** Equity involves the fair distribution of resources, opportunities, and support to address the unique needs and challenges of individuals, promoting fairness and justice.

**Equality:** Equality is the principle of treating all individuals the same, providing equal opportunities and access to resources without regard to differences, and emphasising uniformity.

**Inclusion:** Inclusion is the practice of ensuring that all individuals, regardless of differences or disabilities, are actively and meaningfully involved in educational, social, and community activities, creating a supportive environment that embraces diversity.

**Inclusive education:** A system where learners with disabilities are taught together with learners without disabilities in the same environment while providing extra support to learners with disabilities<sup>1</sup>. Inclusive education emphasises equitable, quality, accessible, and participatory transition of learners regardless of ability.

**Learners/children with additional needs:** specific requirements or support necessary for learners who may face challenges or have diverse learning needs, requiring tailored assistance or accommodations.

**Persons with Disabilities:** an individual who has a physical, cognitive, sensory, or developmental condition that may impact their daily activities or participation in various aspects of life.

**Holistic learning:** a comprehensive educational approach that considers the development of the whole individual, addressing intellectual, emotional, social, and physical aspects, aiming to nurture well-rounded, capable individuals.

**Universal Design for Learning (UDL):** a framework that promotes the development of instructional materials and environments accessible to a

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<sup>1</sup> The Republic of Uganda. Persons with Disabilities Act (2020). P.g10

broad range of learners, emphasising flexibility and accommodating diverse learning styles and abilities.

**Reasonable accommodation:** Modifications to the tasks, environment and methodologies to allow individuals with disabilities and other special needs to participate equally.<sup>2</sup>

**Children with Disabilities (CWD):** These children have substantial limitations in their daily activities caused by physical, mental, or sensory impairment and environmental barriers, resulting in limited participation in society on an equal basis with others.<sup>3</sup> A child's disability is confirmed by a medical doctor with relevant expertise or an expert appointed by the National Council of Persons with Disabilities. Section 2 of the Amended Children's Statute 1996 (amended 2016) defines children with special needs as children who have long-term physical, mental, intellectual or sensory impairments which may hinder their full and effective participation in society on an equal basis with others.

**IEP:** Individual Education Plans

**SDG:** Sustainable Development Goals

**SDG overview:** In a bid to prepare learners to lead successful and meaningful lives, the Government of Uganda, in line with SDG Goal 4, is committed to making provisions that ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The emphasis of SDG Goal 4 is to:

1. Ensure lifelong learning opportunities for all, from early childhood to adult education;
2. Ensure equity, inclusive education and gender equality;
3. Ensure effective learning and the acquisition of relevant knowledge, skills and competencies.

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<sup>2</sup> MoES (2023) National Continuous Professional Development Package in Inclusive Education for Teachers in Uganda.

<sup>3</sup> The Republic of Uganda Persons with Disabilities Act (2020) pg. 6.

# Module One: Introduction

## 1. Module one questions

- ★ Why is the role of the teacher so important?
- ★ What are some key statistics around disabilities in Uganda?
- ★ What are common myths around learners with disabilities?
- ★ How are disabilities and additional needs defined and what terminology should you use?

## 2. Key information

Welcome to the first module of our toolkit designed to empower Ugandan teachers to better understand and support disabilities and additional needs in the classroom!

This module aims to give some key information about people with disabilities and additional needs in Uganda. It will assess common myths and stigmas, and identify the most empowering language to use when talking to and with people with disabilities and additional needs.

### Why is the role of the teacher so important?

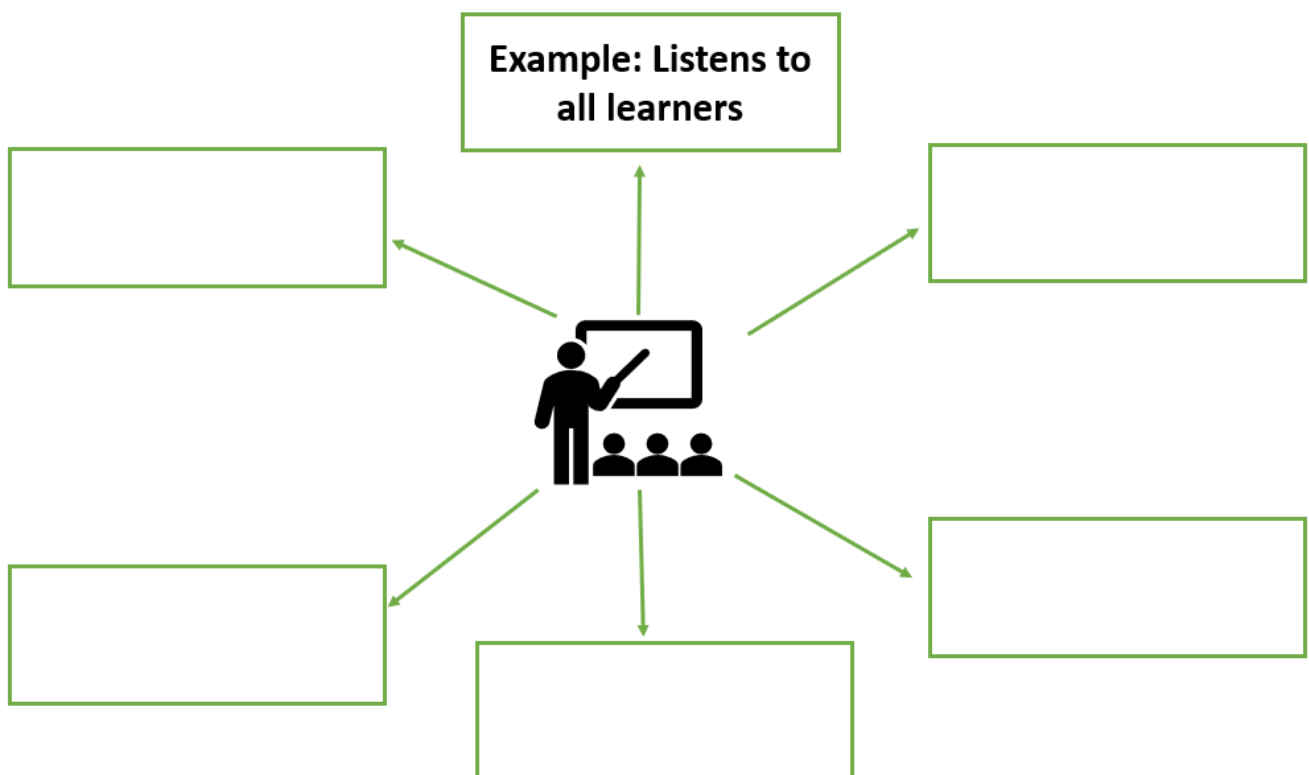
The role of a teacher is central when it comes to working with and supporting learners with disabilities. Teachers can ensure that all learners, no matter their abilities, can fully take part in school life. They can adapt differentiated teaching and learning methods and set up accessible environments for learners with disabilities.

Teachers also act as advocates, working closely with support staff, parents, and specialists to provide comprehensive support. They are key in creating a positive, learner-friendly classroom atmosphere, supporting emotional well-being, and making sure learners with disabilities feel included and can transition from one level of education to another.

A person who wilfully prevents a child with disabilities from attaining education commits an offence.<sup>4</sup> The National Teachers’ Policy (2019) advocates for establishing measures for mainstreaming gender and special needs education in teacher development, teacher management and teacher practices. Special Needs Education (SNE) is recognised in the National Teacher Policy (2019 section 7.4 ) as one of the pathways for teacher career development.



**Activity 1: Write** in the boxes below the types of skills and characteristics you think teachers should have to work effectively with all learners in the classroom



<sup>4</sup> The Republic of Uganda Persons with Disabilities Act. (2020) p.g10.

**Activity 2: Looking at all the characteristics you have listed above:**

- Which ones do you think you already do well?
- Write down two that you would like to improve:

1. ....  
.....

2. ....  
.....

**What are some key statistics around disabilities in Uganda?**

**Globally, there are between 93 million and 150 million children living with a disability – 80 % of whom live in developing countries.<sup>5</sup>**

**Children and youth with sensory, physical, or learning disabilities are two-and-a-half times more likely than their peers to not go to school.<sup>6</sup>**

**According to UNICEF (2014) approximately 2.5 million children in Uganda live with some form of disability.**

**1 in 8 people of the Ugandan population lives with a form of disability<sup>7</sup>**

**In Uganda, disabilities are more prevalent in rural areas (15%) than in urban areas (12%).<sup>8</sup>**

<sup>5</sup> <https://www.unesco.org/en/inclusion-education/need-know#:~:text=Globally%2C%20there%20are%20between%2093,to%20never%20go%20to%20school>.

<sup>6</sup> <https://www.unesco.org/en/inclusion-education/need-know>

<sup>7</sup> <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Beatrice-Kaggya.pdf>

<sup>8</sup> [https://disabilityin.org/country/uganda/#:~:text=From%20the%20Uganda%20Bureau%20of,urban%20areas%20\(12%25\).%E2%80%9D](https://disabilityin.org/country/uganda/#:~:text=From%20the%20Uganda%20Bureau%20of,urban%20areas%20(12%25).%E2%80%9D)

**In Uganda, disabilities are more prevalent among women (15%) than men (10%).<sup>9</sup>**

**In Uganda, the highest forms of disability estimated are: difficulties in seeing (6.5%), difficulties in remembering (5.4%), difficulties in walking (4.5%) and difficulties in hearing (3.1%).<sup>10</sup>**



**Activity 3: Reflect on the statistics about disability above.**

- Are any of these surprising to you?
- How do these statistics resonate with your own experiences and beliefs?

**What are common myths around learners with disabilities?**



**Activity 4:**

- **Decide** if the statement below is true or is a common myth!
- **Write an X in** either the Truth or Myth column.
- **Discuss** the reasoning behind your answers with a colleague.

Statement	Truth?	Myth?
Some disabilities are invisible		

<sup>9</sup> [https://disabilityin.org/country/uganda/#:~:text=From%20the%20Uganda%20Bureau%20of,urban%20areas%20\(12%25\).%E2%80%9D](https://disabilityin.org/country/uganda/#:~:text=From%20the%20Uganda%20Bureau%20of,urban%20areas%20(12%25).%E2%80%9D)

<sup>10</sup> (UBOS, 2016)



Statement	Truth?	Myth?
Learners with disabilities do not want to be included in regular classrooms.		
A disability defines a person's entire identity.		
Providing support and accommodations gives learners with disabilities an unfair advantage.		
Many learners with disabilities excel academically with the right support and accommodations.		
Learners with disabilities will not be able to effectively contribute to the workforce.		
Learners with disabilities are always dependent on others.		
Teachers have a pivotal role in making a positive difference for their learners with disabilities.		
Once a learner has been diagnosed with a disability or an additional educational need, this will not ever change.		

## How are disabilities and additional needs defined?

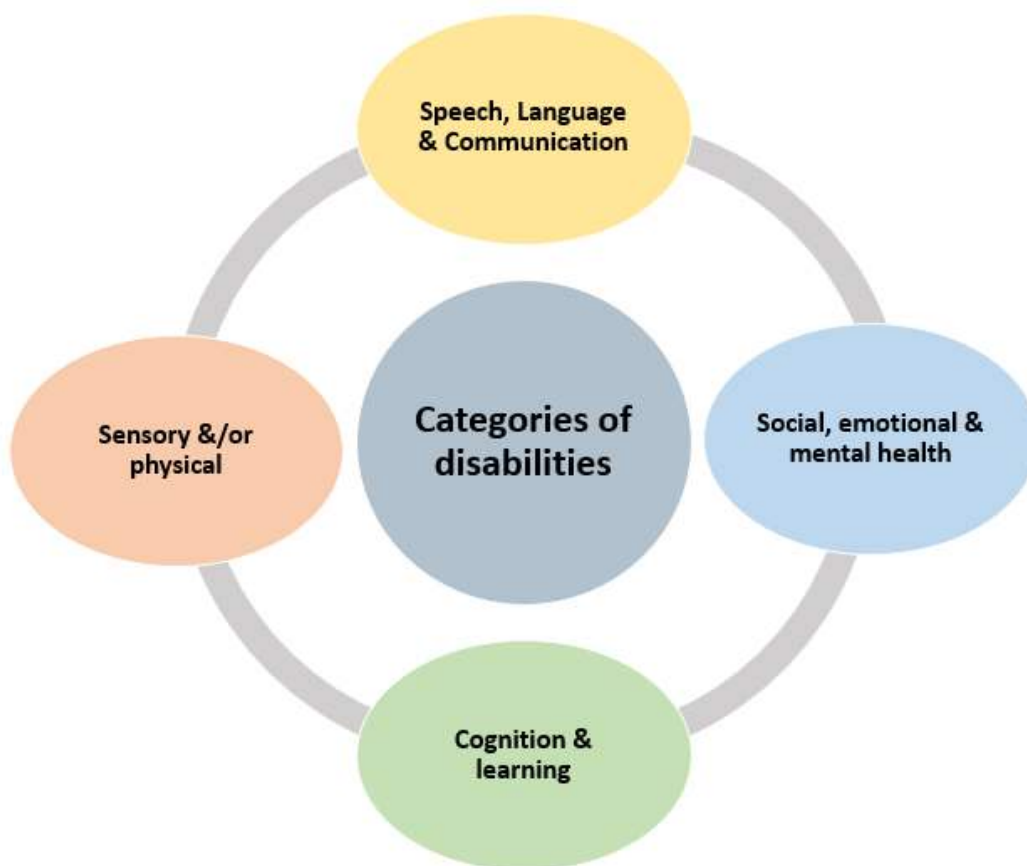
Disability is a substantial functional limitation of a person's daily life activities caused by physical, mental or sensory impairment and environmental barriers, resulting in limited participation in society on an equal basis with others.<sup>11</sup>

**Disabilities** may be **speech, language and communication, social, emotional and mental health, cognition and learning** or **sensory and/or**

<sup>11</sup> The Republic of Uganda. Persons with Disabilities Act (2020)

**physical.** They encompass a wide spectrum of conditions that can impact a learner's learning experience.

The Resource Guide to the Ministry of Education and Sports' Learning Needs Identification Tool defines learning disability as a **“condition that affects the processes of acquisition, processing, retention and application of knowledge, skills and attitudes.”** The Ministry of Education and Sports recognises 21 conditions in the National Learning Needs Identification Tool that may impact a learner's learning experience.<sup>12</sup> These will be discussed in more detail in Module Four of this toolkit.



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<sup>12</sup> Ministry of Education & Sports (2019) Resource Guide to the Learning Needs Identification Tool.

*Figure description: Four categories of disabilities in circles. Including speech, language and communication; social, emotional and mental health; cognition and learning; sensory and or physical*

**Additional needs** may include specific learning difficulties and social, emotional, or medical requirements that extend beyond typical classroom provisions. Teachers play a pivotal role in helping to address learner disabilities and additional needs.

## What types of terminology should you use?

Using the appropriate terminology when talking to or about people with a disability or with additional needs is essential to promote inclusivity. Using language that is positive and avoids stigma helps to empower individuals and create an environment where everyone feels valued and understood.

- **Disability: Appropriate:** "Person with a disability"  
**Why:** Emphasises the person first, recognising their identity beyond the disability.
- **Additional Needs: Appropriate:** "learners with additional needs" or "learners with special requirements."  
**Why:** Highlights the specific needs without stigmatising language. It's inclusive and focuses on providing necessary support.
- **Inclusive Education: Appropriate:** "Inclusive education" or "inclusive practices."  
**Why:** Encourages an educational environment that accommodates all learners, regardless of their abilities or needs.
  
- **Disabled person: Avoid:** Using "disabled person" as the primary identifier.  
**Why:** It places the focus on the disability rather than the person, potentially contributing to stigmatisation.
- **Handicapped: Avoid:** Terms like "handicapped" or "crippled" or "slow"  
**Why:** These terms are outdated and may carry negative connotations. Using them can be disrespectful and perpetuate stereotypes.
- **Normal vs. abnormal: Avoid:** Describing individuals as "normal" or "abnormal."  
**Why:** It reinforces a binary perception and can be stigmatising. It's essential to celebrate diversity and avoid labelling.
- **Victim terminology: Avoid:** Phrases that portray individuals as victims, such as "afflicted with" or "suffering from."  
**Why:** Such language can contribute to a pity-focused narrative, undermining the capabilities and strengths of individuals with disabilities.

- **Slow learner or time-taker: Avoid:** Phrases that attach a quality that could be seen as negative to a person or that they are a burden on others.  
**Why:** Learning speed varies with exposure to learning experiences. Calling a learner 'slow' impacts their self-esteem. It is better to focus on progress rather than speed.  
**Alternative:** 'A learner with additional needs.'
- **Special child/learner: Avoid:** Applying a learner's value to their condition.  
**Why:** Learners in special education have the same rights and deserve the same respect as any other learners.  
**Alternative:** 'A learner receiving special education services.'

#### Activity 5:



- **Imagine** a scenario where a new learner in your class has a physical disability and uses a wheelchair, OR **select** a learner you teach, or you have taught who has a disability or additional need.
- **Describe** this learner to a colleague and outline their needs.
- **Focus** on using positive and inclusive language in your description.

### 3. Top tips

Here are some top tips when talking to and with learners with additional needs and/or disabilities.



**Creative activity:** In the blank box below, create a new tip and description that you use in your classroom, or you have seen a colleague use in their classroom when working with a learner with additional needs.



<b>Use Person-First Language</b>	Prioritise the learner over their disability when discussing children with additional needs. For example, say "a child with a disability" rather than "a disabled child."
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<b>Avoid stigmatising labels</b>	Be mindful of using stigmatising labels or terms that may carry negative connotations. Choose language that emphasises abilities rather than limitations.
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<b>Be specific and descriptive</b>	Use specific and descriptive language when discussing a child's needs. This can help others understand the unique aspects of the child's experience.
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<b>Educate others</b>	Take opportunities to educate others about appropriate language and terminology when discussing children with additional needs. Foster a culture of sensitivity and awareness.
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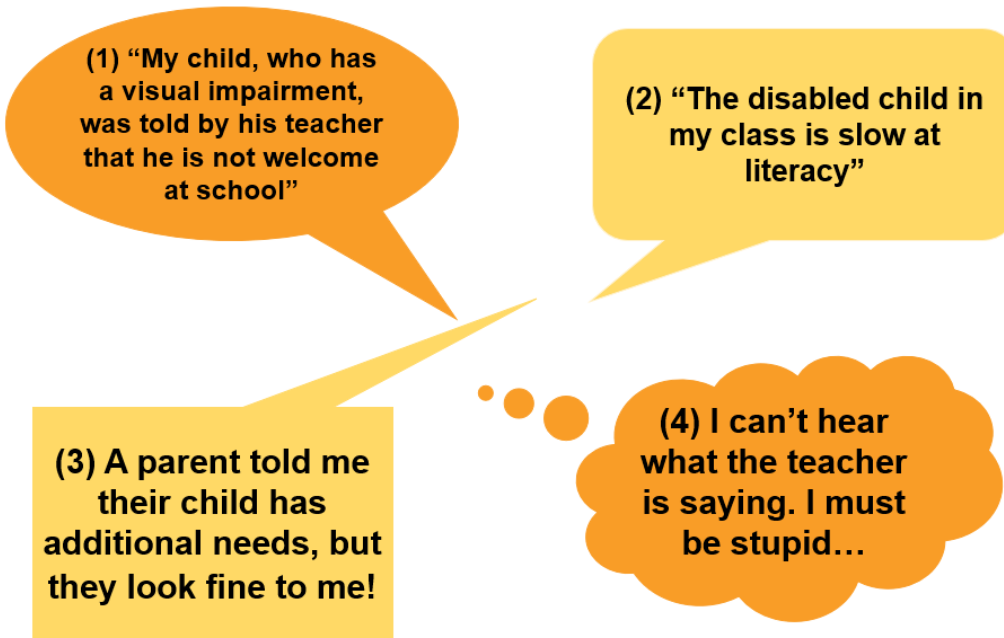
<b>Understand that disabilities and needs may be invisible</b>	Be aware that disabilities can be invisible and not always apparent straight-away. The more you get to know your learners, the more you will notice their individual needs.
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	<p>.....</p> <p>.....</p> <p>.....</p>
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## 4. Activity: Perceptions and opinions on disabilities

Read the speech bubbles below on opinions and thoughts from learners, teachers and parents.



(1) "My child, who has a visual impairment, was told by his teacher that he is not welcome at school"

(2) "The disabled child in my class is slow at literacy"

(3) A parent told me their child has additional needs, but they look fine to me!

(4) I can't hear what the teacher is saying. I must be stupid...

### Activity 6: For each case, discuss with a colleague:

- **Who** do you think is speaking or thinking in each case?
- **What** challenge around children with disabilities and the way they are perceived/ treated does each case highlight?



1. ....

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2. ....

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3. ....

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4. ....

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## 5. Self-reflection on module



### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?

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## Module two: Establishing positive teacher-learner relationships

### 1. Module two objectives

- ★ Why are positive teacher-learner relationships so important?
- ★ How can you improve relationships with all your learners?

### 2. Key information

#### What is a positive teacher-learner relationship?

In the classroom, a positive teacher-learner relationship is all about building trust and mutual respect. This means trying to understand your learners and their lives, celebrating learner individuality, caring about your learners, supporting inclusive learning in multiple ways, communicating effectively and motivating learners to grow as learners every day.

Teachers can cultivate positive relationships with their learners in many ways - big and small - that can result in significant changes that can transform the classroom for both learners and teachers.

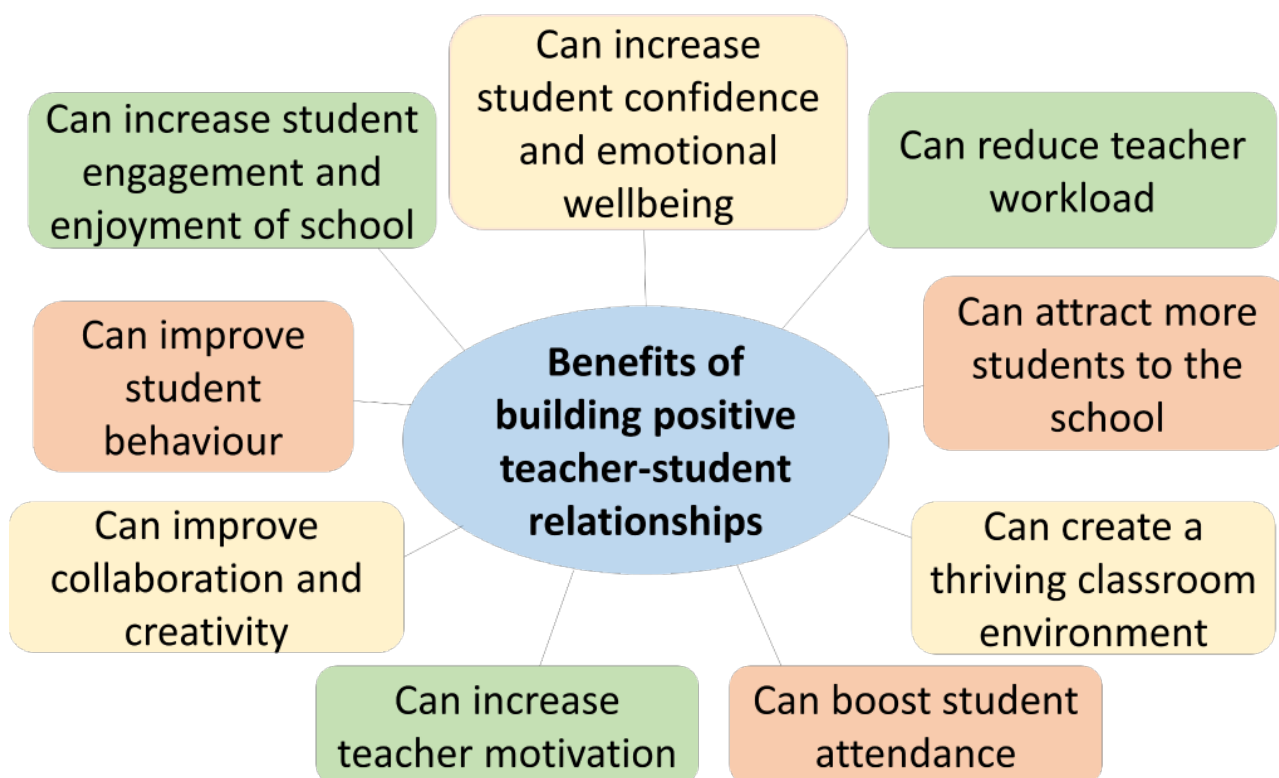
#### Why is it important?

Multiple studies worldwide have demonstrated the importance of teacher-learner relationships and its impact on teacher effectiveness and learner achievement.

For example, some studies<sup>13</sup> have found that many teacher-learner relationship variables were among the most influential factors in learner performance.

These variables include empathy, warmth, encouragement, authenticity, and respect for learner backgrounds. Other research supports this by indicating learners value teachers who are caring, accessible to learners, open and honest, and display a sense of humour.

The **diagram below** provides an overview of some - but not all - of how positive teacher-learner relationships can shape the classroom environment and nurture quality teaching and learning.



### What about learners with a disability or additional needs?

<sup>13</sup> Hattie 2018 <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

It is important for teachers to create a positive relationship and learning environment for every learner; however, establishing a positive teacher-learner relationship is particularly crucial for learners with disabilities or additional needs.

While every learner is unique and has individual strengths and challenges, research has shown that some factors may affect learners with additional needs and/or disabilities more. For example, learners with additional needs or disabilities may:

- Need a different learning approach to other learners
- Face additional challenges in their learning
- Require additional emotional support
- Have lower confidence than their peers
- Face stigma associated with their additional needs and disability.

Therefore, for these learners, a positive teacher-learner relationship can make a **significant difference** to ensure that their needs are met and understood, they feel valued and welcome in the classroom, they can learn in a safe and stigma-free environment, and their strengths can be identified and nurtured.

Also, the more teachers get to know and understand their learners, the more they will be able to identify who may need extra or alternative support, and what that support should look like.

**Activity 7:** Characteristics of a positive teacher-learner relationship:



*Trust, respect, communication, care, encouragement, celebration, warmth, authenticity, etc.*

- **Pick** one characteristic of a positive teacher-learner relationship that you think is present in your teaching approach.
- **Describe** what this looks like in your classroom by providing concrete examples or a specific instance.

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- **Pick** one characteristic that you would like to improve.
- **Describe** what you could do to improve this in your classroom.

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A large rectangular box with a thin green border, containing six horizontal dotted lines for writing.

### 3. Top tips

Here are some top tips for encouraging positive teacher-learner relationships.



**Creative activity:** In the blank box below, create a new tip and description that you use in your classroom or you have seen a colleague use in their classroom

	<p><b>Learn the names of your learners</b></p>	<p>Make an effort to know and use each learner's name early on. In the first week of school, try to remember names. Greeting them personally creates a friendly atmosphere and shows you value every learner.</p>
	<p><b>Get to know your learners</b></p>	<p>Take time to learn about learners' interests, strengths, and challenges. Use fun activities and surveys to find out what learners like, how they learn best, and if they need any extra help. This will help you teach in a way that suits them.</p>
	<p><b>Build a safe and fair environment for learners</b></p>	<p>Create a happy and secure classroom for learning. Set clear rules, encourage everyone to talk, promote equal treatment and stop any bullying right away. This makes the class a safe place where learners feel good about sharing ideas and trying new things.</p>
	<p><b>Give positive praise</b></p>	<p>Praise learners for their achievements and hard work. When a learner gets better at something or works really hard, give them a compliment. This not only makes them feel good but also makes learning more fun.</p>
	<p><b>Focus on learner effort, not achievement</b></p>	<p>Appreciate the work learners put in, not just the final result. When giving feedback, talk about how much a learner tried to understand something or finish a project. This helps them see that working hard is important, no matter what grade they get.</p>
	<p><b>Blank box for creative activity</b></p>	<p>.....</p> <p>.....</p> <p>.....</p>

## 4. Activity: Case studies

### Case study 1:

In a small Ugandan primary school, there is a classroom filled with energetic children, each with their unique talents and challenges. Among them is a boy named David, an 8-year-old, who finds it challenging to keep up with the rest of the class. While he tries hard, he struggles with reading, writing, and grasping basic concepts.

Despite being overwhelmed with a large class size and limited resources, their teacher – Ms. Nakato - tries very hard to create a productive learning environment with fun activities for learners. However, at times, Ms. Nakato becomes frustrated with David's progress compared to the rest of the children. This results in her often scolding David in front of the class. The other learners have picked up on their teacher's impatience, leading to them teasing him outside the classroom.

### Case study 2:

In a primary 6 class, Mr Wassawa's easygoing style makes the classroom a busy and noisy environment. It is a new class, and he does not know the names of all the learners yet. However, there are a few learners he does know the names of because they are children of his friends. He loves to joke with these learners and gives them a lot of praise for their work.

This has started to create a noticeable divide in the classroom dynamics. The relationship Mr Wassawa has with some learners makes the other learners feel left out and unimportant. The busy atmosphere of the classroom also means some learners are unable to hear the teacher's instructions over the chatter of the rest of the class.

### Activity 8: Discuss with a colleague:



- What do these teachers do to create a positive teacher-learner relationship?
- What do they do that does not create positive teacher-learner relationships?
- What could the teachers do next to improve these relationships?



## 5. Self-reflection on module



### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?

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## Module Three: Creating an inclusive classroom

### 1. Module three objectives

- ★ What are the main principles and terms around inclusive education?
- ★ What types of learner needs may teachers encounter in a classroom setting?
- ★ How can you create more inclusive lessons through lesson planning?

### 2. Key information

#### What are the main principles and terms around inclusive education?

The **right to education** aims to ensure everyone achieves their human right to access quality education throughout their life.

All learners are different, and they have a diverse range of learning needs in order to learn effectively in the classroom. However, learners should not have to adapt to the education system; instead, the education system should adapt to *their* needs and embrace learner diversity. If learners' needs are not catered for, they are less likely to learn, will not feel welcome in education systems, and will receive the message that they do not belong.<sup>14</sup>

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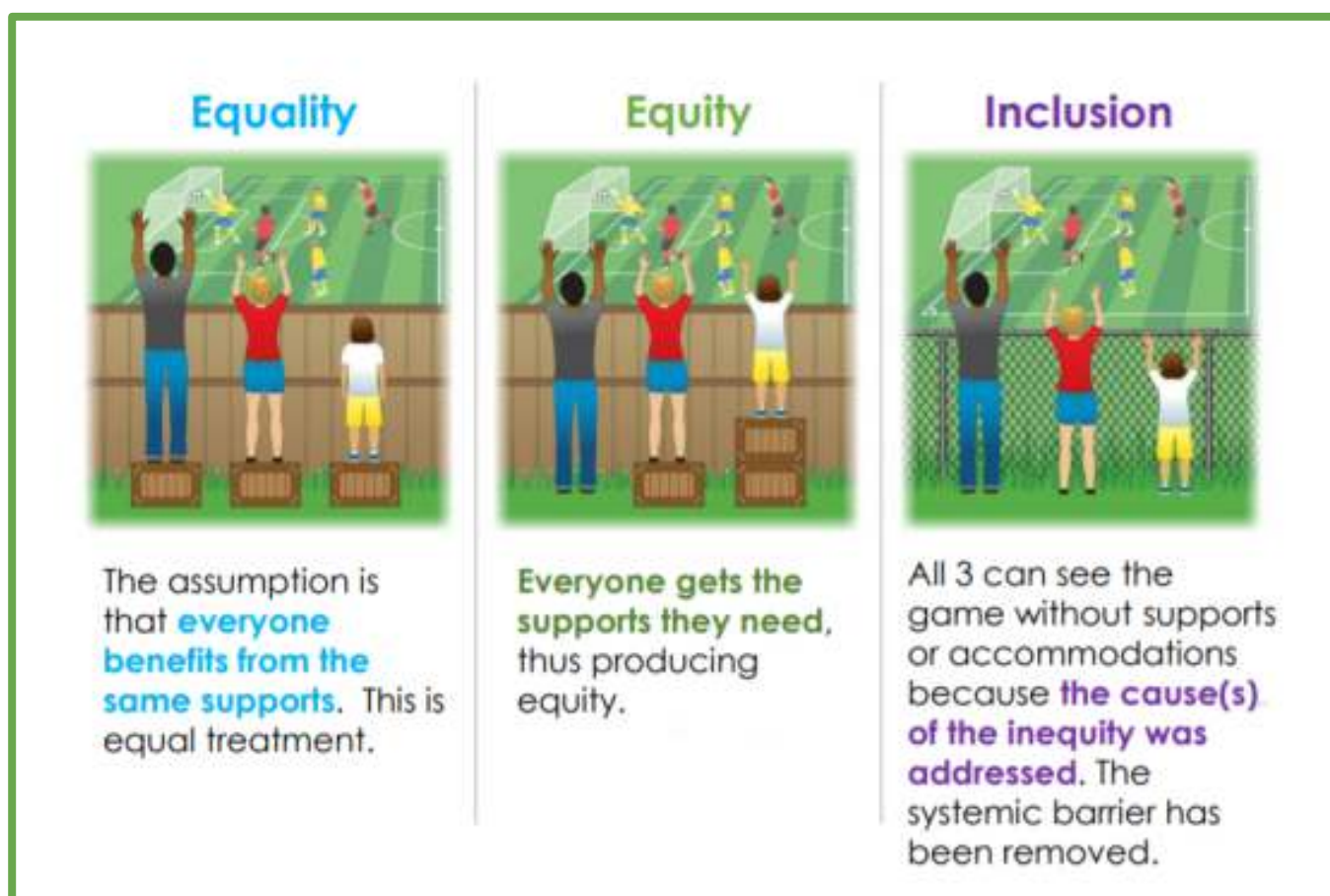
<sup>14</sup> <https://www.youtube.com/watch?v=kEyjlqixq9c>

An **inclusive approach** to education focuses on ensuring that each individual's needs are taken into account and that all learners participate and achieve together. It acknowledges that all children can learn and that every child has unique characteristics, interests, abilities and learning needs.<sup>15</sup>

Inclusive education embraces teaching approaches that involve designing instructional materials and activities to accommodate a broad range of learners with different abilities, backgrounds, and learning styles<sup>16</sup>.

The Persons with Disabilities Act (2020) describes inclusive education as a system where a learner with a disability is taught together with other learners in the same environment and given the relevant extra support.

The picture<sup>17</sup>below provides an example of a visual representation of three key terms.



<sup>15</sup> <https://www.unesco.org/en/inclusion-education/need-know#:~:text=An%20inclusive%20approach%20to%20education,interests%2C%20abilities%20and%20learning%20needs.>

<sup>16</sup> **UDL**

<sup>17</sup> <https://www.activeoxfordshire.org/equality-diversity-and-inclusion>

**Picture one description:** *In the first panel, titled "Equality," three people of varying heights are trying to watch a soccer game over a wooden fence. Each person stands on a single crate. The tallest person can easily see over the fence, the middle-height person can barely see over, and the shortest person cannot see the game at all. The caption explains that equality assumes everyone benefits from the same support, representing equal treatment.*

*The second panel, titled "Equity," shows the same three people behind the wooden fence. This time, the tallest person stands directly on the ground without a crate, the middle-height person stands on one crate, and the shortest person stands on two crates. Now, all three can see the game clearly. The caption explains that equity means everyone gets the support they need, thus producing equity.*

*In the third panel, titled "Inclusion," the wooden fence has been replaced by a wire mesh fence that everyone can see through without any crates. All three people can watch the game without any support or accommodations. The caption explains that inclusion occurs when the causes of the inequity are addressed and the systemic barrier has been removed.*

**First picture - Equality:** All learners are entitled to the same opportunities and resources. In the picture, that opportunity is represented as the box. However, as the individuals have different needs, only two children are able to participate in the activity.

**Second picture - Equity:** Recognises that learners have different needs and aims to address those differences, ensuring that each learner has what they need to succeed. In the picture, children are given different height boxes, and can now all participate in the activity.

**Third picture - Inclusion:** This takes it one step further because it completely removes the barrier creating the inequity between the children, so no accommodations are needed.

## What types of learner needs may teachers encounter in a classroom setting?

In a classroom setting, teachers will encounter a broad range of learner needs that extend beyond just academic differences. For example:

- Learners may vary in their learning styles, the speed at which they grasp concepts, and their preferred methods of expressing understanding.
- Learners may have particular difficulties with certain subjects and concepts - e.g. maths, literacy.
- Learners may have physical and/or sensory needs such as hearing and visual impairments or other physical difficulties which may require modifications to the physical classroom.
- Learners may benefit from additional support in organisational skills, while others may require encouragement to boost their self-esteem.
- Social and emotional needs also play a vital role, with learners exhibiting differing levels of confidence, motivation, and interpersonal skills.
- Cultural backgrounds contribute to a diverse array of perspectives, adding another layer of richness to the classroom environment.

To use approaches like 'differentiation' - the practice of tailoring teaching methods, content, and assessment to accommodate the diverse learning needs and abilities of learners - and principles such as UDL, teachers can create an inclusive and supportive learning environment that allows every learner to engage with the curriculum effectively and achieve their full potential. It recognises that learners vary in their strengths, preferences, and pace of learning.

It is also important to note that within the range of differences, teachers may also have learners in their classes who are very capable and excel in their learning. These learners should also be included, and provided with opportunities to keep learning at a high pace.

**Activity 9: Test yourself!**

**Fill in the gaps in these sentences without looking at the information you have just read!**

**equality, equity, right, inclusive, accommodate**

Every child, no matter their race, gender, disability, background, has the ..... to quality education throughout their life.


An ..... approach to education focuses on ensuring that each individual's needs are taken into account and that all learners participate and achieve together.

Universal Design for Learning (UDL) involves designing instructional materials and activities to .....a broad range of learners with different abilities, backgrounds, and learning styles.

.....means providing every individual with what they need so they experience the same opportunities as their peers, whereas,  
.....means all learners are entitled to the same opportunities and resources.

### 3. Top tips

Here are some top tips for creating an inclusive classroom environment



**Creative activity:** In the blank box below, create a new tip and description that you use in your classroom or you have seen a colleague use in their classroom

	<p><b>Give learners different ways to learn</b></p>	<p>To support the range of learners in the class, try using a range of methods or activities for the same content. For example, instead of only using the chalkboard to teach counting, also use songs, visual displays and games.</p>
	<p><b>Group work and peer-to-peer learning</b></p>	<p>By splitting your class into groups, you can allow learners to draw on each other’s knowledge and skills and work collaboratively to complete a task. Learners benefit from the strengths of their peers and gain insight into how to work on that task alone in the future.</p>
	<p><b>Offer choices to learners in terms of output and/or level</b></p>	<p>When assigning work or homework, offer choices like creating a song, drawing a picture, or writing a description to revise a concept. Provide tasks at different levels of difficulty, such as complex math problems for some and basic questions for others.</p>
	<p><b>Let learners work in the way that suits them</b></p>	<p>Create a diverse classroom that welcomes all learning styles. For example, some learners may prefer to work on a task in groups, and others may want to work individually. Also, some learners may like to work at a different pace from others.</p>
	<p><b>Provide space for learners to ask for help</b></p>	<p>Create a safe classroom environment where learners feel comfortable to ask questions or to ask for help. With younger classes, after explaining a task, teachers could ask learners to put a thumbs up if they are confident to do the activity or a thumbs down if they are unsure.</p>
	<p><b>Give and ask for feedback</b></p>	<p>Providing feedback helps learners understand what they need to improve. Asking learners for feedback helps the teacher tailor techniques to better meet their needs and enhance their learning.</p>
	<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>



## 4. Activity: Differentiating

Below are some views from three teachers who want some help with implementing inclusive classroom strategies to support their learners' learning.

I want to create a classroom where all students feel welcome and learn. However, when I choose activities where children are copying from the blackboard, some students finish very quickly and get bored. However, other students take much longer to finish and some never manage to complete the task.

In a numeracy class, some students can multiply simple numbers. However, other students do not yet know how to count to 10. I find it very difficult knowing how to help and support the learning of all the students.

A few of my students are really struggling with certain tasks because when I look in their books, I see their answers are all wrong. What can I do?

### Activity 10: Discuss with a colleague:



- What are the problems the teacher here is facing?
- Have you experienced any of these situations? What do you do or think when they happen?
- Using your experience as a teacher and the top tips on the page above, what advice can you give to these teachers to support the learning of all the learners in their classroom?



## How can you create more inclusive lessons through lesson planning?

Teachers must create an inclusive classroom environment, plan activities that all learners can access, and ensure the learning and progression of all learners. By considering how to plan and adapt lessons to ensure inclusion at each point, teachers can better meet the diverse needs of all learners.

Key overall questions to consider when planning a lesson:

- How can I make this lesson fun and engaging for all learners?
- How can I make my instructions accessible and easy to understand?
- How can I ensure all learners are able to access the activities?
- How can I make sure all learners meet the learning objectives?

In Annex 2 you will find an example of a lesson plan that follows the structure below:

<b>1. Lesson details</b>
<b>2. Objectives</b>
<b>3. Are there any learners who may need additional support or adaptations in this class?</b>
<b>How will you generally establish a positive, safe and inclusive classroom?</b>
<b>5. Lesson activities, materials and adaptations</b> <ul style="list-style-type: none"> <li>• Describe the lesson activity and why you chose it</li> <li>• What materials are needed?</li> <li>• What adaptations will be made to ensure all learners are included and can participate in the activity?</li> </ul>
<b>6. Assessment</b>
<b>7. Whole school approach</b>

**Activity 11: Discuss with a colleague:**



- What is one thing in the example lesson that you think is very effective for creating an inclusive classroom and why?
- What is one thing that you would change or add in this lesson plan to make it more inclusive?

**Activity 12: Practical task:**



**For a lesson in the upcoming week...**

- Use this lesson planning template (or adapt your current lesson planning template) to include these areas around inclusive lesson planning.

**Activity 13: After you have taught the lesson, reflect and write some thoughts on the questions below:**



- What is one thing that you found worked well in the lesson?
- What is one thing that was more challenging in the lesson?
- What will you do differently in the next lesson?

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## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module Four: Identifying and supporting individual learner needs

### 1. Module four objectives

- ★ What are the main categories of additional needs and disabilities you may see in the classroom?
- ★ How to identify which learners are in need of additional support? How to gather information to understand this learner and their needs?
- ★ How to create strategies to effectively support these learners with their learning?

### 2. Key information

This module is designed to assist teachers in identifying learners who may need additional support in their lessons. It guides teachers in adapting their teaching practices and instruction to provide ongoing support throughout the school year. Additionally, the module emphasises the importance of making onward referrals for learners requiring further assistance.

**What are the main categories of additional needs and disabilities you may see in the classroom?**

The disabilities and additional needs of learners are vast and can affect learners very differently. It can be useful to think of this as a spectrum, meaning that disabilities can manifest in different forms and intensities, impacting individuals to varying degrees.

For example, with a hearing impairment spectrum, some individuals may experience For example, with learners who have a hearing impairment, for one learner, this could be very severe and for another, this may be mild.

**The Learners Needs Identification Tool** covers a total of 21 conditions commonly seen in Uganda, as per the table below.

<b>Categories of disabilities and needs</b>		
<b>Cognition and learning</b>	This is where children and young people learn at a slower rate than others their age. They may have <ul style="list-style-type: none"> <li>● difficulty in understanding parts of the curriculum</li> <li>● difficulties with organisation and memory skills</li> <li>● a specific difficulty affecting one particular part of their learning, such as in literacy (dyslexia) or numeracy (dyscalculia)</li> </ul>	<ul style="list-style-type: none"> <li>● Developmental Coordination Disorder (DCD)/ Dyspraxia</li> <li>● Down’s Syndrome</li> <li>● Dyscalculia</li> <li>● Dyslexia</li> <li>● Intellectual disability/general learning difficulties (intellectual development disorder)</li> </ul>
<b>Sensory and/or physical</b>	This can include the following: <ul style="list-style-type: none"> <li>● Hearing Impairment</li> <li>● Visual Impairment</li> <li>● Physical difficulties</li> <li>● Multi-Sensory Impairment</li> </ul>	<ul style="list-style-type: none"> <li>● Albinism</li> <li>● Cerebral Palsy</li> <li>● Deafblindness</li> <li>● Epilepsy</li> <li>● Hydrocephalus</li> <li>● Little People</li> <li>● Motor Impairments</li> <li>● Sensory Processing Disorder</li> <li>● Spina Bifida</li> <li>● Visual impairment</li> </ul>

		<ul style="list-style-type: none"> <li>● Sickle Cell Anaemia</li> </ul>
<b>Speech, language and communication</b>	<p>Children and young people with speech, language and communication needs have difficulty communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication such as having no eye contact in a conversation or body language/ facial expressions.</p>	<ul style="list-style-type: none"> <li>● Deafness (hearing impairment)</li> <li>● Speech and language difficulties</li> </ul>
<b>Social and emotional</b>	<p>Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways.</p> <p>This can include children with</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety or depression</li> <li>● Difficulties with focusing and attention</li> <li>● Difficulties with behaviour</li> <li>● Difficulties with emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>● Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)</li> <li>● Autism Spectrum Disorders</li> <li>● Social-emotional Issues</li> </ul>
<b>Other</b>	<p>Not classed as a disability</p>	<ul style="list-style-type: none"> <li>● Gifted and Talented</li> </ul>

### Activity 14: Read these statements



- **Write** next to the statement which of the four categories above it may link to
- **Reflect** on whether you have ever experienced these examples in your teaching.
- **Discuss** with a colleague what you might do to support these learners.

- A learner at the back of the classroom is always squinting at the blackboard
- One learner finds it difficult to talk to or empathise with their classmates. They avoid eye contact and find it difficult to join in discussions.
- When one learner writes, they use the right letters, but they are upside-down or in the wrong order.
- A learner gets upset and emotional when it is noisy or there are sudden and unexpected changes in the classroom.
- One learner can't seem to understand teacher instructions when it is noisy or there are several people in a conversation.

### How can teachers identify learner difficulties and needs in the classroom?

As discussed in Module 2, one of the most important things you can do as a teacher to help ensure children are included, is to get to know them **as well as possible**. The more teachers know about their learners, the more teachers can recognise when their learners are having problems, and the easier it is to find better solutions. In addition, when teachers become more aware of disabilities and additional needs (Module 1), and the challenges these learners face, they can start to approach teaching in a different way, and create a more inclusive classroom environment (as discussed in Module 3).

It is important to note that when understanding and identifying which learners may need additional support, this is not the same as a detailed system for diagnosing or labelling learners with disabilities. However, it is important to be aware that there is a more formal approach to the identification of learner needs.

There are many different strategies that teachers can use to identify which learners in their classroom are in need of support and/or different approaches to learning and need additional support. Some of these approaches could include general observation of behaviour, focus and ability; the use of formative (e.g. quizzes, questioning, games) or summative assessments (end-of-term exams or tests); and generally reviewing academic performance.

Moreover, when you start teaching a new class, a parent, teacher or learner may inform you that a certain learner has a specific disability or need that has a particular label or common features. As the teacher of this child, the best thing you can do is try to identify and understand that child's needs, and what works for them.



Activity 15: What specific approaches do you use, or could you, use to see which learners may have additional learning needs and/or difficulties?	
Method	What information could this provide about which learners may be in need of further support?
Example: Setting a classroom task on literacy and observing the learners	If there are learners who are struggling to do the task, are not attempting to do the task, are not focused on doing the task, or are writing in their books but the answers are incorrect, this could suggest these learners may need additional support.

**How to create strategies to effectively support these learners with their learning?**

- **Accommodations** involve making adjustments to the learning environment or tasks to facilitate access for all learners, while additional support involves providing extra resources or services to address specific needs and enhance a learner's overall educational experience.

- **Additional support** refers to the provision of extra resources, services, or interventions beyond the regular classroom instruction to meet the unique needs of a learner. For example, extra after-school classes.

As well as using the more general inclusive classroom strategies as outlined in Module 3, when working with learners who have specific learning and additional needs, there may be extra accommodations or additional support needed.

Activity 16: Draw a line to match the situation with the accommodation		
Situation		Accommodation
Learner struggles to process verbal information quickly		Provide learner with more challenging tasks that will allow them to continue learning
Learner complains of difficulties seeing the chalkboard		Use written instructions and ensure child has clear sight of teacher for lip-reading
Learner struggles with reading from paper that is white with black writing		Make sure the classroom is easily accessible by wheelchair and the learner has access to a desk the right height
You are told that a learner in the class has difficulties with hearing		Provide the learner with 'thinking time' before answering a question
Learner finishes all tasks very quickly, and to a very high standard		Suggest learner moves to sit at the front of the class
Learner has difficulties with mobility and is sometimes in a wheelchair		Provide activities on blue coloured paper and let the learner write on blue coloured paper.

### Next steps

Once you have more information about a learner and their needs. It may be useful to:






- 1. Involve the parents or caregivers** to have a collaborative discussion on the learner and how together you can support them.
- 2. Create an Individual Education Plan (IEP)** for learners with identified learning needs. IEPs outline specific goals, accommodations, and strategies to support their educational development. It is important to develop and review these regularly to keep up-to-date with any changes.
- 3. Refer a child for a diagnostic assessment** with a trained professional to provide additional support.

### 3. Top tips

Here are some top tips on identifying and supporting learners with additional needs.



**Creative activity:** In the blank box below, create a new tip and description that you use in your classroom or you have seen a colleague use in their classroom when working with a learner with additional needs.

	<p><b>Understand about the needs and disabilities already identified</b></p>	<p>Thoroughly understand the specific needs and disabilities that have been identified for individual learners. This involves familiarising themselves with relevant assessments, reports, and input from teachers and/or parents and carers.</p>
	<p><b>Regular observation and information gathering</b></p>	<p>Consistent observation and information gathering are essential for identifying evolving needs and understanding learners holistically. By observing learners in various learning situations, you can see which require support.</p>
	<p><b>Provide accommodations and additional support</b></p>	<p>Teachers should implement accommodations and provide additional support to create an inclusive learning environment. Accommodations, such as adjusting teaching methods, providing extra time, or offering alternative assessments, help level the playing field.</p>
	<p><b>Individual Education Plans (IEP)</b></p>	<p>By actively participating in the IEP process, teachers can contribute valuable insights, align instruction with IEP goals, and collaborate effectively with staff and parents to provide the necessary accommodations and services.</p>
	<p><b>Be creative</b></p>	<p>Creativity in teaching involves thinking outside the box to address individual learner needs. Teachers can explore innovative teaching methods and adapt resources to engage learners and enhance their learning experience.</p>



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## 4. Activity: Case studies

### Case study 1: Joshua

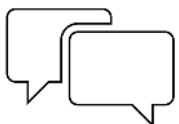
Joshua is a 7-year-old boy. He is the only child of two parents with a university education. He enjoys spending time with his friends and participating in physical activities such as football and running. In terms of his learning, he is average in the class. The teacher notes that Joshua gets upset sometimes when he feels ignored. He has difficulties focusing and sitting still in class. Other teachers describe him as constantly running around. He also often shouts out answers in the class instead of putting his hand up and interrupting other learners.

### Case study 2: Rere

Rere is always late for school in the mornings. He usually arrives half an hour late or even later. Sometimes, he misses school completely. When he is in class, he yawns a lot, doesn't pay attention and sometimes he falls asleep. As a result, he is having problems academically and the teacher is concerned that he may fail end-of-year tests.

### Case study 3: Kayoosh

Kayoosh arrives at school on time every day. She is not very good at listening to the teacher, and when the teacher gives long lectures, she stops concentrating and becomes naughty. When the teacher asks her questions from the front of the class, she appears very rude and completely ignores the teacher. When the teacher talks to her on her own, she answers well. She does enjoy doing activities such as sums written by the teacher on the board. When the teacher gives this work, Kayoosh happily does it and gets the correct answers.



**Activity 17: Discuss with a colleague:**

- What are the observable difficulties this child is facing?
- How could we find out more as a teacher?
- What could you do to better support this learner's learning?

## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module five: Holistic learning

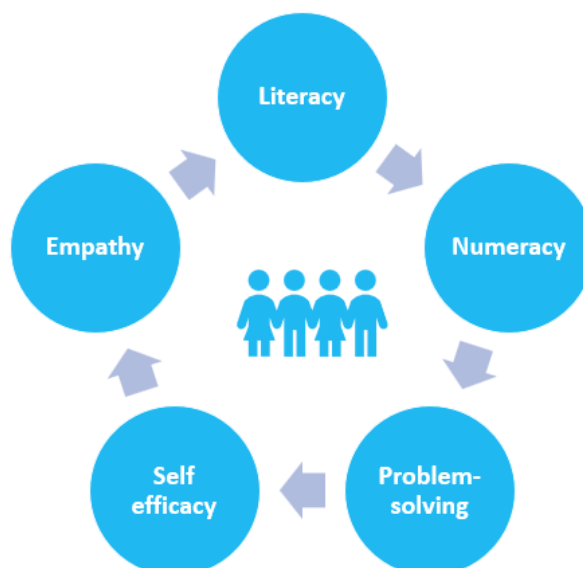
### 1. Module five objectives

- ★ What is a holistic approach to learning?
- ★ What are examples of holistic areas and how do they link together?
- ★ How can you use strategies to improve these areas in the classroom?

### 2. Key information

#### What is a holistic approach to learning?

Holistic learning is an educational approach that considers the whole child, acknowledging that learning extends beyond academic subjects. It emphasises the interconnectedness of various aspects of a child's development, including cognitive, emotional, social, and physical dimensions. Holistic learning recognises that learners are individuals with unique strengths, needs, and experiences. In a primary school context, holistic learning aims to foster well-rounded individuals who not only excel academically but also develop social and emotional skills.





## What are the domain areas, and how do they link together?

Five domain areas to consider are Literacy, Numeracy, Problem-solving, Self-efficacy, Empathy. The definitions of these areas are on the page below.


While defined separately, it is important to note that in a holistic educational framework, literacy and numeracy skills serve as foundations for problem-solving, fostering learners' self-efficacy. As learners engage with complex concepts, they enhance critical thinking. Moreover, strong self-efficacy is linked to empathy, promoting positive interactions. This interconnected approach is evident when learners collaboratively tackle projects, enhancing problem-solving, self-belief, and understanding of diverse perspectives. This holistic philosophy enriches the learning experience, recognising the interconnected relationships among these domains.



**Literacy**  
English

Primary Uganda


**Literacy** encompasses the ability to read, write, speak, and listen effectively. It goes beyond basic decoding skills and includes comprehension, critical thinking, and the application of language in different contexts.



**Numeracy**  
English

Primary Uganda

**Numeracy** is the development of mathematical skills and understanding. It involves the ability to comprehend, use, and apply numerical concepts, including basic arithmetic, problem-solving, and mathematical reasoning.



**Self Efficacy**  
English

Primary Uganda


**Self-efficacy** refers to a learner's belief in their own ability to accomplish a goal. This involves having the ability to take action to accomplish that goal and to ask for help when needed.



**Literacy**  
English

Primary Uganda


**Literacy** encompasses the ability to read, write, speak, and listen effectively. It goes beyond basic decoding skills and includes comprehension, critical thinking, and the application of language in different contexts.



**Problem Solving**  
English

Primary Uga

**Problem-solving** is the ability to analyse and solve problems with consideration for diverse viewpoints and ethical implications to make sound decisions. It involves reflecting critically on learning experiences and processes, identifying; asking significant questions (such as questions including related to norms, values, meanings, and limitations); connecting ethics and values to thinking and decision-making processes.



**Empathy**  
English

Primary Uga

**Empathy** refers to the ability to respect and appreciate the ideas, perspectives and values of others. This involves listening to others and trying to experience what others may feel; acknowledging one’s own prejudice with a willingness to continually learn from others; relating to others with a deep understanding and care about the well-being of their friends, families, communities, and the planet.

### 3. Classroom activities

Here is a list of example activities that you could try in your classroom. Some of the activities demonstrate the key links between the domains, and others focus on hands-on, practical ways to engage learners in new and exciting ways.

<b>1</b>	<b>Storytelling sessions</b>	Encourage learners to share and listen to stories, creating <b>literacy skills</b> and <b>empathy</b> as they explore different perspectives and emotions.
<b>2</b>	<b>Maths games with everyday objects</b>	Use everyday items like pebbles, leaves, or bottle caps for hands-on maths activities, promoting <b>numeracy</b> in a resource-friendly way.

3	<b>Collaborative problem-solving tasks</b>	Assign group tasks that require learners to work together to solve problems, enhancing both <b>problem-solving skills</b> and <b>empathy</b> through teamwork.
4	<b>Reading buddies program</b>	Pair older and younger learners for reading sessions, promoting <b>literacy</b> skills and building a sense of responsibility and <b>self-efficacy</b> in older learners.
5	<b>Community mapping project</b>	Engage learners in mapping their local community, incorporating <b>numeracy</b> skills through measurements and cultivating a sense of <b>empathy</b> for their surroundings.
6	<b>Role-playing scenarios</b>	Create role-playing activities where learners take on different perspectives, enhancing <b>empathy</b> and communication skills.
7	<b>Nature journals</b>	Start nature journals for learners to observe and document the environment, integrating <b>literacy</b> and <b>numeracy</b> skills as they write and measure.
8	<b>Maths puzzles and riddles</b>	Introduce simple <b>maths</b> puzzles and riddles that encourage learners to think critically and apply <b>problem-solving</b> strategies.
9	<b>Peer teaching sessions</b>	Allow learners to take turns teaching a concept to their peers, fostering <b>self-efficacy</b> , leadership skills, and a deeper understanding of the material.
10	<b>Cultural exchange projects</b>	Facilitate cultural exchange projects where learners learn about different cultures, promoting <b>empathy</b> and understanding of diversity.
11	<b>Story writing with visuals</b>	Have learners create stories using visuals or drawings, enhancing <b>literacy</b> skills and allowing for creative expression.
12	<b>Community clean-up initiatives</b>	Organise community clean-up events where learners actively participate, instilling a sense of responsibility and <b>empathy</b> for the environment.
13	<b>Maths in everyday life</b>	Integrate <b>numeracy</b> into daily activities like measuring ingredients during cooking sessions or counting items during classroom chores.

14	<b>Empathy circle discussions</b>	Conduct empathy circle discussions where learners share their thoughts and feelings, promoting <b>empathy</b> and active listening skills.
15	<b>Create a class garden</b>	Initiate a small garden project, involving learners in planting, measuring, and observing plant growth, tying in <b>numeracy</b> and scientific skills.

## 4. Activity: Practical task



**Activity 18: Practical activity:**

- Select TWO of the activities from the list above to try in your classroom this coming week.
- Use the space below to feed feedback on your experience.

**Task one:**

Any general comments?

How did the activity go? What went well? Was there anything that did not go so well?

What could you do differently if you did the same activity again?

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**Task two:**

Any general comments?

How did the activity go? What went well? Was there anything that did not go so well?

What could you do differently if you did the same activity again?

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A large rectangular box with a thin green border, containing eight horizontal dotted lines for writing.

## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module six: Inclusive assessment

### 1. Module six objectives

- ★ What is inclusive assessment, and what role does it play in the teaching and learning process?
- ★ What are the key differences between formative and summative assessment?
- ★ What strategies can be used to ensure both formative and summative assessment are inclusive?

### 2. Key information

Assessment is an integral part of teaching and learning that should be deliberately and systematically conducted; otherwise, it can negatively affect learning outcomes. A learner may live their whole life believing they are not capable if individual differences are not considered during assessment.

#### **What is inclusive assessment, and what role does it play in the teaching and learning process?**

Inclusive assessment is an approach that ensures all learners, regardless of their diverse needs and backgrounds, are fairly evaluated. It acknowledges individual differences and aims to provide equitable learning opportunities by accommodating various abilities, learning styles, and cultural contexts. In an inclusive classroom, there is no 'one size fits all' for an assessment to give a



valid outcome. Instead, a teacher must provide a variety of tasks appropriate to a learner's needs.

### Importance of Inclusive Assessment:

- **Equity and Fairness:** Ensures all learners are assessed on a level playing field.
- **Diverse learning styles:** Recognises and values different ways learners learn and demonstrate understanding.
- **Improved outcomes:** Helps in identifying specific needs and providing targeted support, leading to better educational outcomes.
- **Engagement and motivation:** Encourages all learners to participate actively, knowing their unique needs are considered.

In an inclusive classroom, there is no 'one size fits all' for an assessment to give a valid outcome, a teacher should provide a variety of task appropriate for a learner's needs.



*In this cartoon, a monkey dressed as a teacher is sitting at a desk under a tree, speaking to a group of animals. The group includes an elephant, a fish in a bowl, a dog, a bird, a seal, a penguin, and a monkey. The teacher monkey says, "For a fair selection, everybody has to take the same exam: please get to the tree top." <sup>18</sup>*



**Activity 18: Explain the assessment challenges in the figure above and how it links to the need for inclusive assessment practices**

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**What are the key differences between formative and summative assessment?**

When it comes to understanding learner performance, formative assessment and summative assessment are two distinct approaches to evaluating learning progress.

**Formative Assessment:**

**Definition:** Ongoing assessments aimed at providing feedback during the learning process.

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<sup>18</sup> <https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/>

**Purpose:** Helps learners understand their strengths and weaknesses to improve their performance.

**Examples:** Asking learners questions, quizzes, classwork, homework, or general observations.

### Summative Assessment:

**Definition:** Assessments that occur at the end of a learning period to evaluate overall learning outcomes.

**Purpose:** Provides a final evaluation of learner progress and achievement.

**Examples:** Tests, exams, or projects.

Both formative and summative assessments are crucial in supporting inclusive practices by providing comprehensive insights into learners' progress and adapting teaching approaches to meet diverse learning needs. Formative assessment offers continuous insights into learners' progress, allowing for timely adjustments to teaching strategies. Whereas summative assessment evaluates the overall effectiveness of teaching methods and the extent of learner achievement, informing future instructional planning.

#### Activity 19:



- Review the table below providing examples of inclusive strategies for formative and summative assessment.
- Tick all those you have used before in the past.
- Circle two strategies you have not used, but you think would be helpful to use for one or more of your learners.

<b>Additional Need/ Disability</b>	<b>Inclusive strategies for formative and summative assessments</b>
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<b>Blind</b>	<ul style="list-style-type: none"> <li>● Provide Braille</li> <li>● Use adaptable ICT software like Jaws, NVDA, etc</li> <li>● Use Audio Recorders</li> <li>● Use of scribes.</li> <li>● Allow more time to enable a learner to complete the assessment tasks.</li> <li>● Provide alternative tasks or adapt existing tasks by eliminating parts that require vision to perform like drawings etc.</li> </ul>
<b>Low vision</b>	<ul style="list-style-type: none"> <li>● Provide large print (preferably Arial font) while enhancing contrast.</li> <li>● Use adaptable ICT software like ZoomText, CTV, etc</li> <li>● Use Braille if residual sight is too poor.</li> <li>● Allow more time to enable the learner to complete the assessment tasks.</li> </ul>
<b>Deaf/ hard of hearing</b>	<ul style="list-style-type: none"> <li>● Use Ugandan Sign Language Interpreters.</li> <li>● Allow more time to enable a learner to complete the tasks.</li> <li>● Keep sentences and paragraphs short.</li> <li>● Use simple English (avoid terminologies).</li> <li>● Break up the writings by using headings.</li> <li>● Use good photographs, diagrams, or illustrations to replace long written descriptions.</li> <li>● Use active sentences, e.g. use “the driver drove the bus” instead of using “the bus was driven by the driver”</li> <li>● Use video clips</li> <li>● For a learner who is hard of hearing, eliminate distracting noise levels in the environment where you are conducting assessment.</li> </ul>
<b>Physical needs</b>	<ul style="list-style-type: none"> <li>● Allow more time to enable a learner to complete the assessment tasks.</li> <li>● Shorten length of assessment task.</li> <li>● Use of audio recorders.</li> <li>● Exempt those with missing upper limbs from drawing graphs, depending on the severity of the additional need/disability.</li> <li>● Administer oral assessment.</li> <li>● Allow short breaks in between activities.</li> </ul>
<b>Dyslexic</b>	<ul style="list-style-type: none"> <li>● Audio-visual recorders.</li> <li>● Use scribes.</li> <li>● Allow short breaks in between activities.</li> </ul>
<b>Mild cognitive disabilities</b>	<ul style="list-style-type: none"> <li>● Shortening length of assessment tasks in terms of content.</li> <li>● Allow more time to enable a learner to complete the assessment tasks.</li> <li>● Use simple English (avoid terminologies).</li> <li>● Allow short breaks in between activities.</li> </ul>

<b>Multiple additional needs</b>	<ul style="list-style-type: none"><li>• Use a combination of assessment strategies depending of the additional needs</li></ul>
<b>Gifted and talented</b>	<ul style="list-style-type: none"><li>• Shorten time for the activities.</li><li>• The learner can move to another activity finishing their tasks.</li></ul>

### 3. Top tips

Here are some top tips improving inclusive assessment practices



**Creative activity:** In the blank box below, create a new tip and description that you use in your classroom, or you have seen a colleague use in their classroom



<p><b>Offer multiple assessment formats</b></p>	<p>Provide various ways for learners to demonstrate their understanding, such as written tests, oral presentations, projects, and practical activities. Depending on the assessment, teachers could also let learners choose how they wish to be assessed and provide options that suit their strengths and preferences.</p>
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<p><b>Use clear and accessible instructions</b></p>	<p>Ensure that assessment instructions are simple and clear. Use multiple techniques to ensure that learners understand the task - e.g. rephrase questions, use simple language, use body language, use pictures.</p>
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<p><b>Provide reasonable adjustments</b></p>	<p>Give additional time for assessments to learners who need it, particularly those with learning difficulties or disabilities. This can be practised in formative assessment - e.g. giving a learner more time to answer a verbal question - or in a summative assessment, so the learner has more time to finish a test.</p>
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<p><b>Provide constructive feedback</b></p>	<p>Give timely and specific feedback that focuses on strengths and areas for improvement, helping learners understand how to enhance their performance.</p>
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<p><b>Use assistive technologies</b></p>	<p>If possible, incorporate tools such as screen readers, speech-to-text software, and other assistive devices to support learners with disabilities. These types of tools can make a huge difference to a certain learner's ability to access content.</p>
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## 4. Activity: Case studies

### Formative assessment case study practice



#### Activity 20:

- **Read** the three formative assessment examples below.
- **Decide** if you think the practice is more inclusive or less inclusive
- **Explain your reasoning** behind your answers

#### One: Oral Quiz

Mr. Kanya conducts an oral quiz at the end of each lesson. He asks questions randomly to different learners, expecting quick answers. He does not provide additional time or support for learners who may need it.

**Is an inclusive formative assessment? Why or why not?**

- **More inclusive or less inclusive:** .....
- **Reasoning:**.....  
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#### Two: Peer Review

Ms. Nakato pairs learners to review each other's written assignments. She ensures that learners with learning difficulties are paired with supportive peers who can help them understand and complete the review process.

**Is this an inclusive formative assessment? Why or why not?**

- **More inclusive or less inclusive:** .....

- Reasoning:.....  
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**Three: Multiple options**

Mr. Ssekandi gives his learners the choice to show their understanding of a geography lesson through a written essay, a drawing, or an oral presentation. He provides guidelines and support for each option to ensure clarity.

**Is this an inclusive formative assessment? Why or why not?**

- More inclusive or less inclusive: .....
- Reasoning:.....  
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**Activity 21:**

- **Choose** one example from above that you did not consider inclusive.
- **Describe** how you could modify this assessment practice to make it more inclusive?

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## Summative assessment case study practice

In a primary school in Kampala, Uganda, Mr. Okwalinga teaches a Primary Four class with a diverse group of learners. One of his learners, Amina, is hard of hearing. Despite her hearing impairment, Amina is bright and eager to learn. However, she often struggles with assessments that rely heavily on auditory information.

One day, Mr. Okwalinga conducts a spelling test where he reads out words, and the learners are required to write them down. Amina, along with the other learners, is given the same assessment without any modifications or additional support. As Mr. Okwalinga reads each word aloud, Amina finds it difficult to hear the words clearly, especially with the background noise of the classroom. She misses several words entirely and is unsure about the spelling of others due to the lack of visual or written cues.

When the tests are collected and graded, Amina's performance is significantly lower compared to her peers. Mr. Okwalinga notices that Amina has missed many words and made numerous spelling errors. He realises that the format of the assessment did not take into account Amina's hearing impairment and thus did not provide her with a fair opportunity to demonstrate her abilities.



### Activity 22: Discuss with a colleague:

- What challenges did Amina face during the assessment, and why?

- How could Mr. Okwalinga modify future assessments to be more inclusive for Amina?
- What other strategies can be implemented in the classroom to support learners with hearing impairments during assessments?

## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module seven: Engaging parents and families

### 1. Module seven objectives

- ★ Why is the role of the parents and families of learners with additional needs so important?
- ★ How can you effectively communicate and engage with parents and families of learners with additional needs?
- ★ What strategies can you use to effectively collaborate with parents and families to ensure effective learning for learners with additional needs?

### 2. Key information

#### **Why is the role of the families and parents of learners with additional needs so important?**

Engaging parents and carers in the educational journey of all children, but particularly children with additional needs and disabilities, is a fundamental practice that contributes significantly to a child's overall development. Collaborative efforts between teachers and parents & carers create a unified support system, ensuring that the child receives consistent and tailored assistance both at school and at home. Inclusive communication fosters a shared understanding of the child's unique learning requirements, allowing parents to actively contribute their insights and experiences.

This collaborative approach can promote a cohesive learning environment where the child's educational goals and strategies are aligned between school and home, enhancing the overall effectiveness of the support provided.

Involving parents in the education of children with additional needs and disabilities can create a sense of partnership and mutual responsibility. Parents and carers being intimately aware of their child's strengths, challenges, and preferences, bring valuable perspectives to the table. Their active involvement not only strengthens the teacher-parent relationship but also empowers parents to play a more informed and participatory role in their child's education. This collaborative engagement not only positively impacts the child's academic progress but also nurtures a supportive community that values the unique qualities and potential of every learner with additional needs and disabilities.

### **How can you effectively communicate and engage with families and parents of learners with additional needs?**

If you are not sure of the best way to approach talking to parents & carers about their child who has additional needs and abilities. The step-by-step guide offers an example structure:

#### **1. Preparing for the Meeting**

Make sure you are prepared for the meeting and you have information about the child to answer the areas below.

#### **2. Set the meeting**

Ask the parents or carer to meet you at a specific day and time to discuss their learners' needs. Reassure them that the child has not done anything wrong, but it is a meeting to support the learners' learning.

#### **3. List positive attributes and achievements**

Using inclusive language, describe where the child excels in the classroom. Use specific examples if possible!

#### **4. Identify specific challenges or areas requiring additional support.**

Using inclusive language, describe where the child excels in the classroom. Use specific examples if possible!

#### **5. Describe educational goals and interventions**

Describe a goal that you have set for this child (it could be educational, participatory, attendance etc.) Describe interventions or strategies that you are using or plan to support the child's needs.

#### **6. Open up the conversation**


Ask the parents if they have any questions, thoughts or concerns. Ask the parents if they have any observations or strategies that they use that supports their child at home.

#### **7. Agree on next steps**




Agree on a collaborative plan to support the learner and another time to meet the parents (if needed). Thank the parents for their time and end on a positive note working together for the child's learning gains.


### 3. Top tips

Here are some top tips improving engagement with parents and communities.



**Creative activity:** In the blank box below, create a new tip and description that you or a colleagues have used to improve engagement with parents and communities around inclusion.

	<b>Show empathy, patience, care and persistence</b>	Be patient and persistent in your efforts to educate and support parents. Listen to their concerns and questions carefully and validate their perspectives and experiences.
	<b>Address stigma directly</b>	Facilitate open discussions about stigma and misconceptions related to disabilities. Gently challenge any negative beliefs or attitudes.
	<b>Offer practical support</b>	Give parents access to resources on disabilities and together come up with practical ways to support the learner both at school and home.
	<b>Highlight learner strengths and potential</b>	Emphasise the child’s strengths and potential. Highlight their abilities and successes, no matter how small. Also highlight the importance of education, and that school is a place where their child is welcome and can learn.
	<b>Empower and praise</b>	Discuss the importance of the parent’s role in their child’s success and praise parents for their efforts, progress and for taking the time to talk with you.



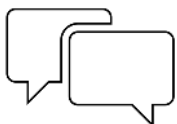
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## 4. Activity: Challenging views

My child, Mira, has a stutter, she does not want to come to school because the other learners laugh at her. She is also very slow, so I think it is better if she stays at home and helps me with household chores.

Even though we live only a 10-minute walk from the school, my child has problems with his vision and cannot get to school on his own. I worry about him hurting himself.

My child, Samuel, is very stupid and slow. He will never be able to keep up with the other children, so it's pointless for him to attend school. In the last exam, he told me the letters were jumping on the page, and he got a very low score.



**Activity 23: Discuss with a colleague these views from parents:**

- How could you respond to these comments from parents in a way that supports the parent and the learner?
- Use the top tips for ideas!



## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module eight: Child safeguarding

### 1. Module eight objectives

- ★ What is safeguarding and why is it so important when working with children with disabilities?
- ★ What are key strategies to protect and safeguard all children, including children with disabilities?
- ★ What key safeguarding strategies can teachers implement?

### 2. Key information

#### What is child safeguarding and child protection?

All children have a right to be protected from harm and to have their welfare promoted – whoever they are and wherever they are. There should be no discrimination between children with or without disabilities. Every child should be given equal protection. Research shows that children with disabilities are more likely to be victims of violence and abuse.<sup>19</sup> Therefore, children with disabilities should be given special protection because of their additional vulnerabilities.

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<sup>19</sup> United Nations (2023). Global report on children with developmental disabilities. Available online: <https://www.unicef.org/media/145016/file/Global-report-on-children-with-developmental-disabilities-2023.pdf> [last accessed: 15/01/2024)



Children with Disabilities are **3–4 times more** likely to be victims of violence



Girls with disabilities are a **high risk** of sexual assault (40%--70% have experienced abuse)



Children with disabilities are **3.9 times more** likely to be emotionally abused.

However, there are fewer reported cases of child safeguarding incidents among children with disabilities. This is because children with disabilities or additional needs have significant additional barriers to overcome than other children. For example:<sup>20</sup>

- Some children with disabilities may be less able to recognise the abuse.
- Some children with disabilities might not be able to ask for help or have difficulties communicating.
- The child may rely on their abuser to meet their needs – making it even more difficult to speak out.
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition.
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help.
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for children with disabilities.

### **What are key strategies to protect and safeguard all children, including children with disabilities?**

Anyone working for a school or organisation that comes into contact with children is responsible for keeping them safe and promoting their welfare. However, many schools and organisations are not aware of the risks and

<sup>20</sup> <https://www.thesafeguardingcompany.com/resources/blog/disabled-children/>

threats to these children nor of steps which can be taken to prevent them from harm.

One way that agencies working with children can keep them safe is by developing formal policies and systems to protect them such as a Child Protection Policy. This is a written statement outlining how a school or organisation will protect children. It serves as a plan of action for child protection. It ensures all workers are trained and provides guidance during difficult situations. It can help:

- **protect children:** Demonstrates commitment to safeguarding children and helps move towards best practices.
- **protect staff/teachers:** Sets out behavioural standards and actions to take if inappropriate behaviour is noticed.
- **protect the school/organisation:** Ensures quick response to safety concerns, meets legal guidelines, and prevents infiltration by abusers.

**Everyone has a part to play in keeping children safe.** In an ideal situation, the following would be in place:

- 1) **Safeguarding Champion.** This is someone at the board or senior leadership level who prioritises the safeguarding agenda and ensures it is embedded in all school plans, systems, and activities.
- 2) **Safeguarding Committee:** A group of people who collectively take responsibility for safeguarding and meet periodically to review cases. This committee could include a child, a parent, a local leader and paid staff.
- 3) **Child Protection Officer:** The focal person for any incident that arises. This individual should have additional training in the procedures and be confident in handling child protection situations.

## What key safeguarding strategies can teachers implement?

Teachers can help to ensure that all learners have a safe learning environment, a space and a mechanism for learners to communicate any issues.

- **Building positive teacher-learner relationships:** When learners feel safe and supported by their teachers, they are more likely to trust and report any safeguarding concerns or incidents.
- **Establishing clear reporting mechanisms:** Foster positive teacher-learner relationships to encourage communication. All children should be aware of

how they can share concerns or fears. Providing multiple reporting channels ensures more children feel comfortable reaching out to teachers.

- **Appointing a designated safeguarding officer or team:** Identify a key individual or team responsible for developing and updating safeguarding plans, monitoring risks to all children, and guiding teachers and other school staff on actions to take in different safeguarding situations.
- **Educating themselves:** Teachers should educate themselves to identify safeguarding issues and know how to respond appropriately.



**Activity 24:** Think about the scenarios outlined below and write down what you think you would do, who you would report to, and what you could do to prevent it from happening?

Scenario	What would I do?	Who would I report to?	What could I do to prevent it from happening?
A child with physical walking disabilities travels alone to school and you are worried they are not safe on the way.			
A child with a sight impairment says they are being bullied at school by another child.			
A child does not attend school regularly, is often hungry and finds it			

Scenario	What would I do?	Who would I report to?	What could I do to prevent it from happening?
hard to concentrate.			
A child confides that they do not feel safe with another teacher.			

### 3. Top tips

Here are some top tips for preventing risk factors.



**Creative activity:** In the blank box below, create a new tip with a description. You can use examples from your classroom or examples from colleagues in their classroom.



**Active approach to safeguarding**

Develop and communicate a safeguarding plan outlining risk and protective factors, actions for incidents, and identifying a committee and Child Protection Officer.



**Challenging negative attitudes or stereotypes**

Address and discuss stigma and cultural beliefs openly. Educate the school community about the risks, harms, and long-term impacts of these attitudes.



**Write a code of conduct with children and parents**

Create and enforce a Code of Conduct with input from children and parents. Include clear rules for behaviour and ensure all school members understand and follow these guidelines.



**Clear and open communication**

Encourage open communication with learners about their well-being. Provide various ways for them to express concerns, such as through conversations, written notes, or sign language.



**Identify a school protection officer and champion**

Ensure everyone knows the Child Protection Officer and Champion. If your school lacks trained personnel, seek training from child protection agencies and display the disclosure process prominently.



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## 4. Activity: Case studies

### Case study 1:

Ms. Masane is a teacher in Class 3. She is very attentive to her learners and often observes them when they go out to play during break time. One day, she notices a stranger wandering over to the playground and talking to the children. The stranger leaves when he sees her watching. When the children return, she asks them if they know the stranger, and they say no.

A few days later, Ms. Masane sees the same man loitering around the school compound. During break time, he approaches the children once again. He talks to them and offers them snacks and money. Ms. Masane feels concerned, and so she calls the children to come back into the classroom.

### Case study 2:

John is an active learner who always participates in classroom activities. One day, John comes to school and is quiet throughout all lessons. His class teacher, Mr. Oti, notices and asks him if everything is okay. John responds that he is fine. For the next week, Mr. Oti observes that John has become more reserved and keeps to himself. Mr. Oti mentions this to his colleagues during their staff meeting, and everyone agrees, saying they have noticed a similar change in John.

### Case study 3:

Mire is a learner with speech difficulties. It takes her a long time to communicate, and her classmates and teachers are often confused when she tries to speak to them. This has made her shy and reluctant to participate in classroom activities.

As the school term progresses, her class teacher, Mr. Okello, notices she has started coming to school late. She is looking more unkempt and frequently sleeps during lessons or break time. When he tries to speak to her, she is not responsive. He is worried about her behaviour, but he is not sure what to do.





**Activity 25: Discuss with a colleague:**

- What is happening in this scenario that raises potential safeguarding issues?
- What actions could you next take to safeguard learners from harm?

## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?



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## Module nine: Whole school approach

### 1. Module nine objectives

- ★ What is a whole school approach to inclusive education?
- ★ How can schools create an environment that supports all learners, including those with additional needs and disabilities?
- ★ What are some examples of successful whole school approaches to inclusive education?

### 2. Key information

A whole school approach to inclusive education involves the collective efforts of the entire school community to ensure that all learners, including those with additional needs and disabilities, have access to quality education. This

approach promotes a culture of inclusivity where diversity is celebrated, and every learner is valued and supported.

**Picture description:** In the centre of the picture is ‘whole school approach’ in a circle. Around this are the different stakeholders in circles including: school leadership and management; teachers and teaching assistants; other support staff; learners; parents/guardians; community members.

This involves collaboration of all stakeholders that have key roles to play:

**School leadership and management** should demonstrate a strong commitment to inclusion by setting a clear vision, developing inclusive policies, and allocating resources to support all learners, ensuring that the school's ethos embraces diversity. They can also support teachers attending professional development courses to improve their understanding and practice of inclusive education.

**Teachers and teaching assistants** should implement differentiated instruction and inclusive teaching strategies to meet the diverse needs of all learners in the classroom, making use of local resources and culturally relevant materials. Working



closely together with another teacher or teaching assistant can support challenges of large classroom sizes, so more learners can be given differentiated support.

**Learners** must actively participate in creating an inclusive environment by respecting diversity, supporting their peers, and contributing to a positive school culture, with an emphasis on the Ugandan values of community and cooperation.

**Other supporting staff** such as office personnel and exam coordinators, should support inclusion by ensuring accessible communication, managing inclusive administrative processes. In particular, administrators working alongside teachers to facilitate and apply for accommodations for learners during national assessment is critical for equity. All staff should be involved - for example cooks get to know learners, and can support any learner who may need accommodations or support.

**Parents/guardians** should be invited to collaborate with the school by engaging in regular communication, supporting their children's learning at home, and participating in school activities and decision-making processes, reflecting the strong family ties and community involvement characteristic of Ugandan society.

**Community members**, including local organisations and businesses, should be invited to support the school's inclusion efforts by providing resources, expertise, and opportunities for learners to engage with the broader community.

### 3. Top tips

Here are some top tips for encouraging a whole school approach to inclusion








**Creative activity:** In the blank box below, create a new tip and description that you think could create a better whole school approach to inclusion.



**Create a physically accessible school environment**

The school infrastructure should be accessible to all learners by installing wheelchair ramps, widening doorways, and providing accessible toilets.

	<p><b>Promote whole school ethos around inclusion and diversity</b></p>	<p>Create a school culture that values respect, acceptance, and celebration of diversity. Integrate these principles into the school ethos, daily practices, and school-wide activities to ensure a welcoming learning and play environment for all.</p>
	<p><b>Foster collaboration and teamwork across the school</b></p>	<p>Encourage collaboration among all school stakeholders, including management, teachers, support staff, and learners. Promote teamwork through joint projects, staff meetings, and inclusive classroom activities. Normalise teachers reaching out to each other for help or tips on how to use more inclusive practices.</p>
	<p><b>Develop clear policies and procedures:</b></p>	<p>Establish and enforce clear, comprehensive policies and procedures for inclusion. Ensure all staff and learners understand their roles and responsibilities in maintaining an inclusive environment, and regularly review these policies to address any emerging needs.</p>
	<p><b>Engage parents and communities in events</b></p>	<p>Actively involve parents and community members in school events and activities. Host events such as award ceremonies, sports days and cultural events to strengthen the connection between the school and the broader community.</p>
		<p>.....</p> <p>.....</p> <p>.....</p>

### 4. Activity: Reflection

These images are from a primary school in Uganda.



Image description:

Left Image: A sign with the text "Every Child is Unique and Special."

Center Image: A photograph of a toilet with a sign for disability access on the door.

Right Image: A sign with the text "If Others Can, I Can."

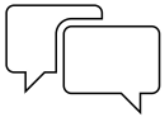


**Activity 25: Reflect, how do you think these groups may feel when they enter the school for the first time and see these aspects of the school?**

1. Learners with additional needs and/or disabilities
2. Parents or caregivers with learners with additional needs and/or disabilities
3. Teachers who are going to start teaching at this school

## Inclusive primary school self-reflection areas:

These areas have been adapted from the Save the Children's resource 'Inclusive primary school self-reflection tool'<sup>21</sup>.



Ac

### With a colleague:

- **TICK** two areas you think your school does well
- **CROSS** and discuss two areas that could be improved

Key Areas	Example	Tick/ cross
Overall welcoming atmosphere	The entire school staff, including teachers and administrators, greet each learner by name and display inclusive posters throughout the school.	
Inclusive social environment	Organising school-wide group activities, such as sports days and cultural festivals, that encourage collaboration among all learners.	
Learner-centred approach	Adapting lesson plans school-wide to include a section on inclusion so all learners are accommodated.	
Learner-friendly physical environment	Ensuring all school facilities, including classrooms, playgrounds, and restrooms, have ramps and handrails for wheelchair accessibility.	
Materials for all learners	Providing a variety of educational materials, such as Braille, large print, and audio recordings, accessible to all learners across the school.	
Opportunities for communication for all	Implementing sign language interpreters and communication boards in classrooms and common areas for non-verbal learners.	
Inclusive teaching	Training all teachers in differentiated instruction techniques	

<sup>21</sup> <https://resourcecentre.savethechildren.net/document/inclusive-primary-school-self-reflection-tool/>



and learning environment	to cater to the varied academic levels of learners.	
Family-friendly environment	Hosting regular school-wide parent-teacher meetings and family-inclusive events to foster community engagement.	

## 5. Self-reflection on module

### Reflection space

This is a free space for you to write any reflections on the module.

For example:

- Do you have any general reflections or notes?
- Did you find anything particularly interesting or surprising?
- Is there anything you will do differently in your teaching practice following this module?




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## Module Answers

### Activity 1: The characteristics of an effective teacher

Characteristics of an effective teacher
1. Listens to all learners
2. Appreciates each learner’s unique abilities
3. Believes in the best for each child
4. Accepts and embraces all children
5. Protects children
6. Empowers children to read as the foundation of all learning

### Activity 4: Disability Myths

Statement	Truth?	Myth?
Some disabilities are invisible	X	

Statement	Truth?	Myth?
Learners with disabilities do not want to be included in regular classrooms.		X
A disability defines a person's entire identity.		X
Providing support and accommodations gives learners with disabilities an unfair advantage.		X
Many learners with disabilities excel academically with the right support and accommodations.	X	
Learners with disabilities will not be able to effectively contribute to the workforce.		X
Learners with disabilities are always dependent on others.		X
Teachers have a pivotal role in making a positive difference for their learners with disabilities.	X	
Once a learner has been diagnosed with a disability or an additional educational need, this will not ever change.		X

## Activity 6: Perceptions and opinions on disabilities

Case 1:

### Who is speaking or thinking?

- The parent of a child with a visual impairment.

### What challenge does this case highlight?

- **Challenge:** The case highlights the challenge of exclusion and discrimination against children with disabilities in schools. It suggests

that teachers may lack the necessary training or empathy to include children with disabilities, leading to situations where these children feel unwelcome or are directly told they are not welcome.

Case 2:

### Who is speaking or thinking?

- The teacher of a disabled child.

### What challenge does this case highlight?

- **Challenge:** This case points to the challenge of low expectations and stereotypes that teachers may hold towards children with disabilities. By labeling a child as "slow" in literacy, the teacher is reinforcing a negative stereotype that could hinder the child's academic progress and self-esteem.

Case 3:

### Who is speaking or thinking?

- The teacher responding to a parent.

### What challenge does this case highlight?

- **Challenge:** The challenge here is the lack of understanding or awareness of hidden disabilities by educators. The teacher's response indicates a perception that disabilities are only visible, leading to potential neglect of the needs of children with less obvious disabilities.

Case 4:

### Who is speaking or thinking?

- A learner with a hearing impairment.

### What challenge does this case highlight?

- **Challenge:** This case illustrates the internal challenges faced by children with disabilities, particularly feelings of inadequacy or self-doubt. It highlights the need for inclusive communication strategies and

support for learners with hearing impairments to prevent them from feeling left out or inferior.

## Activity 8: Case studies

Your answers could include the following, but you may have other ideas too!

### Case Study 1: Ms. Nakato

**What does Ms. Nakato do to create a positive teacher-learner relationship?**

- **Positive Actions:**
  - Ms. Nakato tries to create a productive learning environment with fun activities, showing that she cares about making learning engaging for her learners.

**What does Ms. Nakato do that does not create positive teacher-learner relationships?**

- **Negative Actions:**
  - Scolding David in front of the class creates a negative and humiliating experience for him, which can damage his self-esteem and discourage him from participating.
  - The public scolding also sets a negative example for other learners, leading them to tease David, which fosters a culture of bullying rather than support.

**What could Ms. Nakato do next to improve these relationships?**

- **Suggestions for Improvement:**
  - Ms. Nakato could adopt more positive reinforcement strategies to encourage David's progress, no matter how small, rather than focusing on his shortcomings.
  - She should address challenges with David privately, offering him additional support and resources to help him improve.
  - Ms. Nakato could work on fostering a classroom culture where all learners are encouraged to support each other, including emphasising kindness and empathy among the learners.

### Case Study 2: Mr. Wassawa

**What does Mr. Wassawa do to create a positive teacher-learner relationship?**

- **Positive Actions:**

- Mr. Wassawa's easygoing style and use of humor help to create a relaxed and friendly classroom atmosphere, which can make learners feel comfortable.

**What does Mr. Wassawa do that does not create positive teacher-learner relationships?**

- **Negative Actions:**

- Focusing his attention and praise only on the children of his friends creates a sense of favoritism, leading to other learners feeling neglected and unimportant.
- The noisy and busy atmosphere in the classroom can make it difficult for some learners to hear instructions, which can frustrate them and hinder their learning.

**What could Mr. Wassawa do next to improve these relationships?**

- **Suggestions for Improvement:**

- Mr. Wassawa could make an effort to learn the names of all his learners and ensure that his attention and praise are distributed evenly, making every learner feel valued.
- He could implement classroom management strategies to reduce noise and ensure that all learners can hear instructions clearly.
- Creating more structured and inclusive activities that involve all learners could help bridge the divide in the classroom and promote a more unified and supportive learning environment.

## Activity 9: Case studies



### Test yourself!

**Fill in the gaps in these sentences without looking at the information you have just read!**

**equality, equity, right, inclusive, accommodate**

Every child, no matter their race, gender, disability, background, has the **RIGHT** to quality education throughout their life.

An **INCLUSIVE** approach to education focuses on ensuring that each individual's needs are taken into account and that all learners participate and achieve together.

Universal Design for Learning (UDL) involves designing instructional materials and activities to **ACCOMMODATE** a broad range of learners with different abilities, backgrounds, and learning styles.

**EQUALITY** means providing every individual with what they need so they experience the same opportunities as their peers, whereas, **EQUITY** means all learners are entitled to the same opportunities and resources.

## Activity 10: Differentiating

### Problems the Teacher is Facing:

1. Differentiated pace of learning:
  - The teacher is struggling with learners who finish tasks at different rates. Some learners complete tasks quickly and become bored, while others take much longer and may not complete the task at all.
2. Varied Levels of Ability:
  - In a numeracy class, the teacher finds it challenging to support learners with varying levels of ability. Some learners can multiply simple numbers, while others are still learning to count to 10.
3. Students Struggling with Tasks:
  - The teacher notices that some learners are struggling significantly with certain tasks, as evident from their incorrect answers in their books.

### Personal Reflection:

1. Have you experienced any of these situations?
  - Reflect on whether you have encountered similar situations in your teaching experience. Consider instances where you have had learners who finish tasks at different times, varied levels of ability in a single class, or learners struggling to grasp certain concepts.
2. What do you do or think when they happen?
  - Think about how you have responded in the past. Have you felt frustrated, concerned, or motivated to find solutions? What strategies have you employed to address these challenges?

### Advice for the Teachers:

1. Differentiate Instruction:
  - For learners who finish quickly: Provide extension activities or more challenging tasks to keep them engaged and learning at their level.



- For learners who take longer: Break down the tasks into smaller, manageable steps and offer additional support or one-on-one guidance.
2. Use Mixed-Ability Grouping:
    - Group learners with different abilities together so they can support each other. Higher-ability learners can help those who are struggling, reinforcing their own understanding in the process.
  3. Personalised Learning Plans:
    - Develop individual learning plans for learners who are struggling with specific tasks. Tailor the tasks to their current level and gradually increase the difficulty as they improve.
  4. Utilise Formative Assessment:
    - Regularly assess learners' understanding through quick, informal checks. This can help you identify who is struggling and who needs more challenging work, allowing you to adjust your teaching in real-time.
  5. Implement Active Learning Strategies:
    - Incorporate activities that involve movement, discussion, and hands-on learning. This can help keep all learners engaged, regardless of their learning speed or level.
  6. Offer Encouragement and Positive Reinforcement:
    - Celebrate small successes for learners who struggle and encourage them to keep trying. Positive reinforcement can boost their confidence and motivation to learn.
  7. Use Visual Aids and Manipulatives:
    - For numeracy, use visual aids or physical objects (like counters or blocks) to help learners understand basic concepts. This can be particularly helpful for those who are still learning foundational skills.

## Activity 16: Draw a line to match the situation with the accommodation

Activity:	
Situation	Accommodation
A. Student struggles to process verbal information quickly	A. Provide the learner with 'thinking time' before answering a question
B. Learner complains of difficulties seeing the chalkboard	B. Suggest learner moves to sit at the front of the class
C. Learner struggles with reading from paper that is white with black writing	C. Provide activities on blue coloured paper and let the learner write on blue coloured paper.
D. You are told that a learner in the class has difficulties with hearing	D. Use written instructions and ensure child has clear sight of teacher for lip-reading
E. Learner finishes all tasks very quickly, and to a very high standard	E. Provide learner with more challenging tasks that will allow them to continue learning
F. Learner has difficulties with mobility and is sometimes in a wheelchair	F. Make sure the classroom is easily accessible by wheelchair and the learner has access to a desk the right height

## Activity 17: Case studies

### Case Study 1: Joshua

#### Observable difficulties:

- Joshua struggles with focusing and sitting still in class, which may indicate issues with attention and concentration.
- He tends to run around constantly, suggesting restlessness or hyperactivity.
- He often shouts out answers instead of raising his hand, indicating impulsivity and difficulty following classroom rules.
- He gets upset when he feels ignored, possibly showing sensitivity to social dynamics and a need for attention.

#### How to find out more:

- **Speak to Joshua:** Have a one-on-one conversation with him to understand his feelings and thoughts about school, his behaviour, and how he perceives his interactions in the classroom.
- **Communicate with his parents:** Discuss his behaviour and academic progress with his parents to see if similar behaviour is observed at home or in other settings, and if there are any underlying issues.
- **Observe his behaviour:** Conduct further observations in different classroom settings to identify specific triggers or patterns in his behaviour.
- **Consult with colleagues:** Talk to other teachers who have taught Joshua to gain insights into how he behaves in their classes and if they have noticed similar patterns.

#### Supporting Joshua's learning:

- **Implement structured routines:** Introduce clear, consistent routines to help Joshua understand classroom expectations and reduce his impulsive behaviour.
- **Use positive reinforcement:** Encourage positive behaviour by recognising and rewarding times when Joshua raises his hand, sits still, or follows instructions.

- **Incorporate movement breaks:** Allow short, controlled breaks where Joshua can move around, helping him manage his restlessness without disrupting the class.
- **Engage him actively:** Use activities that involve physical movement or interactive tasks to keep Joshua engaged and channel his energy constructively.

## Case Study 2: Rere

### Observable difficulties:

- Rere consistently arrives late to school or misses school entirely, which is affecting his academic performance.
- He yawns frequently, doesn't pay attention, and sometimes falls asleep in class, indicating possible fatigue or lack of rest.

### How to find out more:

- **Discuss with Rere:** Ask Rere why he is often late or absent, and if there are issues at home or with his health that might be contributing to his fatigue.
- **Communicate with his parents:** Engage in a conversation with his parents to understand the reasons behind his tardiness and absenteeism, and to discuss possible solutions.
- **Observe his participation:** Monitor Rere's behaviour and participation in class to identify when he is most engaged or tired, and whether there are specific subjects or times of day that are more challenging for him.
- **Check his health:** Suggest a health check-up to his parents to rule out any underlying medical issues, such as sleep disorders.

## Case Study 3: Kayoosh

### Observable difficulties:

- Kayoosh struggles with paying attention during long lectures and tends to become naughty when she loses interest.
- She appears rude by ignoring the teacher when questioned from the front of the class, though she responds well in one-on-one interactions.
- She enjoys and performs well in activities like sums written on the board but loses focus during other types of instruction.

## How to find out more:

- **Talk to Kayoosh:** Have a private conversation with her to understand her perspective on the lessons and why she loses interest or behaves the way she does during lectures.
- **Communicate with her parents:** Discuss with her parents whether similar behaviour occurs at home and if there are any factors contributing to her challenges in class.
- **Observe her engagement:** Pay attention to the types of activities that keep Kayoosh engaged and those that lead to her losing focus to better tailor instruction to her needs.
- **Consult with colleagues:** Get insights from other teachers who may have observed similar behaviour in Kayoosh to identify strategies that have worked in other settings.

## Supporting Kayoosh's learning:

- **Vary instructional methods:** Incorporate a mix of teaching methods, such as shorter lectures, hands-on activities, and interactive tasks, to maintain Kayoosh's interest and engagement.
- **Provide clear instructions:** Ensure instructions are clear and concise, and consider breaking down tasks into smaller steps that are easier for her to follow.
- **Use positive reinforcement:** Acknowledge and praise Kayoosh when she stays focused and participates appropriately in class activities.
- **Tailor activities to her strengths:** Build on activities that she enjoys, like solving sums on the board, and gradually introduce more complex tasks that challenge her while keeping her engaged.

## Activity 18: Assessment challenges

The figure above illustrates a significant challenge in traditional assessment practices: the assumption that the same task or exam can fairly evaluate all individuals, regardless of their unique abilities and circumstances. In the image, various animals, each with different physical capabilities, are asked to complete the same task of climbing a tree. This task is inherently unfair because it favours those naturally suited to the task (e.g., the monkey), while others (e.g., the elephant, the fish) are at a clear disadvantage due to their inherent characteristics.

Assessment challenges highlighted by the image:

1. **One-size-fits-all approach:** The image critiques the one-size-fits-all approach to assessment. When all learners are evaluated using the same criteria or task, those with different strengths, learning styles, or needs may be unfairly penalised. For example, a test designed primarily for verbal or mathematical reasoning might disadvantage learners with dyslexia or those who excel in creative thinking.
2. **Lack of differentiation:** The task of climbing a tree is not differentiated to accommodate the varied capabilities of the animals. In educational contexts, similar issues arise when assessments do not account for learners' diverse abilities, leading to inaccurate reflections of their true potential or learning.
3. **Unfair comparisons:** The image also suggests that standardised assessments can result in unfair comparisons between learners. Just as comparing a fish's ability to climb a tree with that of a monkey is unreasonable, comparing learners with different strengths using the same assessment tool can be inequitable and misleading.

Link to the need for inclusive assessment practices:

Inclusive assessment practices recognise and address the diverse abilities, backgrounds, and needs of all learners. These practices aim to provide equitable opportunities for learners to demonstrate their learning, rather than expecting them to conform to a standard that may not suit their individual capabilities.

1. **Differentiated assessment:** Inclusive assessment involves offering varied methods for learners to show what they know and can do. For example, while some learners might best demonstrate their understanding through written tests, others might excel in oral presentations, practical projects, or creative work. This approach mirrors the idea that the fish in the image should not be asked to climb a tree but perhaps swim in water, which would better showcase its abilities.
2. **Accommodations and modifications:** Inclusive assessment also includes providing accommodations (e.g., extended time, alternate formats) or modifying tasks to suit the needs of learners with disabilities. This is akin to giving the elephant a task more suited to its strength, such as moving a heavy object, rather than expecting it to climb a tree.
3. **Holistic evaluation:** Inclusive assessments consider the whole learner, taking into account their unique abilities, learning styles, and potential. Rather than relying solely on a single standardised test, educators might use a combination of formative assessments, portfolios, and performance-based tasks to gain a more comprehensive understanding of each learner's abilities.

## Activity 20: Formative case studies

### One: Oral Quiz

More inclusive or less inclusive: less inclusive

Reasoning: Mr. Kamyra's oral quiz is not an inclusive formative assessment because it does not accommodate the diverse needs of all learners. By expecting quick answers and not providing additional time or support, the assessment disadvantages learners who may need more time to process questions or who have speech, language, or anxiety-related difficulties. Inclusive assessments should consider the varied abilities of learners and provide alternative methods or additional support to ensure all learners can participate effectively.

### Two: Peer Review

More inclusive or less inclusive: more inclusive

Reasoning: Ms. Nakato's peer review practice is an inclusive formative assessment. By pairing learners, particularly those with learning difficulties, with supportive peers, she ensures that all learners are engaged in the review

process and can benefit from the activity. This approach fosters collaboration, provides additional support for those who need it, and helps to create an environment where all learners are able to participate meaningfully.

### **Three: Multiple Options**

More inclusive or less inclusive: more inclusive

Reasoning: Mr. Ssekandi's approach is an inclusive formative assessment because it offers learners multiple ways to demonstrate their understanding of the lesson. By providing options for a written essay, drawing, or oral presentation, and offering guidelines and support for each, Mr. Ssekandi caters to the different strengths and learning styles of his learners. This flexibility allows each learner to choose the format that best suits their abilities, making the assessment process more equitable and accessible to all.

## **Activity 22: Summative case study**

### **Challenges Amina faced during the assessment and why:**

Amina faced several challenges during the assessment primarily due to her hearing impairment. The spelling test relied heavily on auditory information, with Mr. Okwalinga reading the words aloud for the learners to spell. Because Amina is hard of hearing, she struggled to hear the words clearly, especially with the background noise in the classroom. This lack of clarity led her to miss several words entirely and be unsure about the spelling of others. The absence of visual or written cues further compounded her difficulties, as she had no alternative way to access the information being tested.

### **How Mr. Okwalinga could modify future assessments to be more inclusive for Amina:**

To make future assessments more inclusive for Amina, Mr. Okwalinga could modify the format of the test in several ways:

- **Provide written cues:** Instead of relying solely on auditory information, Mr. Okwalinga could provide the words in written form alongside the oral presentation. This would allow Amina to read the words and have a better chance of spelling them correctly.



- **Use visual aids:** Incorporating visual aids, such as pictures or flashcards with the words written on them, could help Amina understand the words more clearly.
- **Ensure a quiet environment:** Reducing background noise in the classroom during the test could help Amina and other learners focus better and hear the instructions more clearly.

Other strategies to support learners with hearing impairments during assessments

- **Use assistive technology:** Providing Amina with hearing aids or using amplification devices in the classroom can enhance her ability to hear the teacher's instructions.
- **Allow extra time:** Giving Amina additional time to complete the assessment can help compensate for any delays caused by her hearing impairment.
- **Pair with a peer:** Pairing Amina with a hearing peer for certain tasks can provide her with the necessary support, ensuring she understands the instructions and the task at hand.
- **Offer alternative assessment methods:** Consider alternative ways for Amina to demonstrate her knowledge, such as allowing her to write out the words on a board, use sign language, or complete the assessment in a format that suits her needs.

## Activity 23: Challenging views

### 1. Mira's situation (stutter and reluctance to attend school)

- **Empathy and understanding:** Begin by acknowledging the parent's concerns and the difficulties Mira is facing. "I completely understand your concerns about Mira feeling uncomfortable at school because of her stutter."
- **Encouragement to attend school:** Emphasise the importance of education and how staying at home might limit her future opportunities. "While it may seem easier for her to stay at home, attending school will give Mira the opportunity to develop her skills, gain confidence, and build a brighter future."
- **Support strategies:** Suggest practical solutions to address the teasing and support her learning. "We can work together to create a supportive environment for Mira at school. I can speak with her classmates to encourage kindness and respect, and we can look into speech therapy or other resources to help her with her stutter."

### 2. Concerns about vision problems and walking to school

- **Acknowledge the fear:** Validate the parent's worry about their child's safety. "It's perfectly natural to be concerned about your child's safety, especially with vision problems."
- **Offer solutions:** Propose practical measures to ensure the child's safety while attending school. "Perhaps we could arrange a buddy system where another child walks with him to school, or we could explore options for transport assistance."
- **Emphasise the importance of education:** Reinforce the value of attending school. "His education is very important, and with a few adjustments, we can ensure he attends safely and benefits from learning."

### 3. Samuel's challenges (perceived as slow and learning difficulties)

- **Counter negative labels:** Gently challenge the negative language and perceptions. "It's important to remember that every child learns

differently, and what may seem slow to us could simply mean that Samuel needs a different approach."

- **Discuss possible learning disabilities:** Introduce the idea that Samuel might have a learning difference, such as dyslexia, which can be addressed with the right support. "Samuel's experience with the letters jumping on the page suggests he might have a condition like dyslexia, which many children have. With the right strategies, he can learn effectively."
- **Offer support and resources:** Suggest working together to find resources or support to help Samuel succeed. "We can look into additional support for Samuel, such as specialised teaching methods or extra help in areas where he struggles."

## Activity 24: Safeguarding responses

Examples of child protection concerns	Suggested actions
<p>A child with physical walking disabilities travels alone to school and you are worried they are not safe on the way.</p>	<p>Decide at what age children should be able to travel alone (according to your context and guidelines) and explain to parents that they will need to drop off and collect their children each day. Alternatively, or set up a walking bus or shared travel with several parents.</p>
<p>A child with a sight impairment says they are being bullied at school by another child.</p>	<p>It is always helpful to sSet up a list of children’s code of conductrules with children at the start of the project to agree on behaviours that are appropriate. It should also be clear Also, discuss whwhat should happen when we don’t follow these rules. When the incident is reported, tTalk to both children, ensuring that the child who has been accused of bullying understands the rules and agrees to a plan for a different way of behaving. At a future date, c Check with both children that things have goto see if things have gotten better. In and in some cases, especially if the rules list is followed, you will need to involve the children’s parents and a warning system. While it is never ideal to we don’t want to exclude any child from the school, and it is always preferable would always rather work with them to hto help them to stay, we may sometimes need to exclude a child for a period of time if their behaviour is harmful to other children.</p>

Examples of child protection concerns	Suggested actions
A child does not attend school regularly, is often hungry, and often finds it hard to concentrate.	Talk with the child and also, if possible, with the child's parents or caregivers, to find out, if possible, with the child's parents or caregivers to learn more about the situation at home or any challenges the family is facing. If possible, and if needed, refer the family to other support services that could help them.
A child confides that they don't feel safe with another teacher .	Follow your Child Protection pPolicy/reporting procedure. You must have this in place in the school. If you don't have one, make sure you develop one. A procedure for how to respond to disclosure is included in Appendix qq.A reminder of how to respond to a disclosure is included in Appendix qq.
A child mentions that they are being abused at home.	Follow your Child Protection pPolicy/reporting procedure. You must have this in place in the school. If you don't have one, make sure you develop one. A procedure for how to respond to disclosure is included in Appendix qq.A reminder of how to respond to a disclosure is included in Appendix qq.

## **Activity 25: Safeguarding case studies**

### **Case Study 1:**

#### **Potential safeguarding issues:**

- A stranger has been seen loitering around the school compound and approaching children on more than one occasion. This raises serious concerns about the safety and security of the learners, as the stranger is offering snacks and money, which could be an attempt to lure them.

#### **Actions to safeguard learners:**

- Report the incident immediately to the school administration and local authorities to ensure the stranger is investigated and kept away from the school premises.
- Inform the parents about the situation and advise them to speak to their children about the dangers of interacting with strangers.
- Increase supervision during break times and ensure that the school compound is secure, possibly by installing gates and requiring identification for all visitors.

### **Case Study 2:**

#### **Potential safeguarding issues:**

- John's sudden change in behaviour, becoming quiet and reserved, could be an indicator of a deeper issue, such as bullying, problems at home, or emotional distress.

#### **Actions to safeguard learners:**

- Continue to monitor John's behaviour closely and maintain open communication with him, gently encouraging him to share if anything is troubling him.
- Consider referring John to the school counsellor for additional support.
- Engage with John's parents or guardians to discuss any potential issues he might be facing at home.

### **Case Study 3:**

### **Potential safeguarding issues:**

- Mire's change in behaviour, including coming to school late, appearing unkempt, and frequently sleeping during lessons, could indicate neglect or other issues at home that need attention.

### **Actions to safeguard learners:**

- Speak to Mire in a private, supportive setting to try to understand what might be causing her behaviour change.
- Report your concerns to the school's safeguarding lead or administration for further investigation and support.
- Consider involving social services if there are indications that Mire is not being cared for properly at home.

# Annexes

## Annex 1: Ugandan sign language












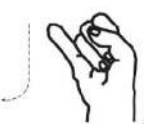
















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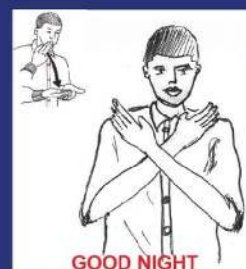
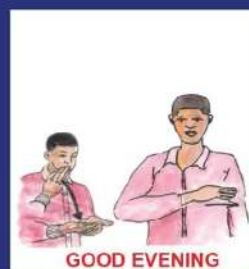
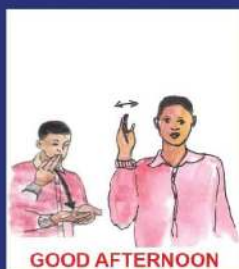


# SIGN ALPHABET



Building deaf friendly communities

 <b>A</b>	 <b>B</b>	 <b>C</b>	 <b>D</b>	 <b>E</b>
 <b>F</b>	 <b>G</b>	 <b>H</b>	 <b>I</b>	 <b>J</b>
 <b>K</b>	 <b>L</b>	 <b>M</b>	 <b>N</b>	 <b>O</b>
 <b>P</b>	 <b>Q</b>	 <b>R</b>	 <b>S</b>	 <b>T</b>
 <b>U</b>	 <b>V</b>	 <b>W</b>	 <b>X</b>	 <b>Y</b>
		 <b>Z</b>		



Plot 99 Martyr's Way, Ntinda P.O. Box 36563, Kampala Tel: +256 414 597 952, [www.signhealthuganda.org](http://www.signhealthuganda.org)

## Annex 2: Planning an inclusive lesson: example

Key questions to consider:

- How can I make this lesson fun and engaging for all learners?
- How can I make my instructions accessible and easy to understand?
- How can I ensure all learners are able to access the activities?
- How can I make sure all learners meet the learning objectives?

Section	Details
<b>1. Lesson details</b>	Subject: Maths Date: 4 <sup>th</sup> June 2024 Class name: P2
<b>2. Objectives</b>	List the learning objectives for the lesson. Objectives: <ul style="list-style-type: none"> <li>• Recall the two times table</li> <li>• Apply this knowledge to complete simple addition problems involving the number two</li> </ul>
<b>3. Are there any learners who may need additional support or adaptations in this class?</b>	Learner names and needs: Akena– has a visual impairment so it will be important to provide adaptations with any visual activities. Daniel – has difficulties with numbers, he will need extra support during certain activities. Kato – is a high achieving learner, but can behave badly if not challenged – ensure there are extra questions. Muni has hearing difficulties – make sure she is seated at the front of the classroom.
<b>4. How will you generally establish a positive, safe and inclusive classroom?</b>	E.g. These are probably things you already do, like praising learners often, remembering learners' names. Look at the top tips in the toolkit for ideas! <ul style="list-style-type: none"> <li>• Welcome learners warmly.</li> <li>• Call on learners by name.</li> <li>• Create a safe environment by asking learners whether they have any questions, ask for them to put their hand up if they need help.</li> </ul>

5. Lesson activities, materials and adaptations	Describe the lesson activity and why you chose it	What materials are needed?	What adaptations will be made to ensure all learners are included and can participate in the activity?
<b>Activity 1</b>	<p>Starter activity – counting to 20 using the 2 times table.</p> <p>It is an engaging and fun way to start the lesson. Everyone can be involved.</p>	None	<p>To ensure Daniel is more confident, let him start the activity with the easiest number. Also give him additional time to think about his answers.</p> <p>Ask the class to do the game slowly and look at Muni when they say the number. Also write the numbers on the board.</p>
<b>Activity 2</b>	<p>Pebble activity – using pebbles to count and answer the questions.</p> <p>It helps learners understand numbers in a different way and see how times tables and addition work together.</p>	Pebbles	<p>Akena – ensure Akena is working with a partner who can read him the problems to be solved.</p> <p>Pair Daniel and Kato together so there is peer-to-peer support.</p>
<b>Activity 3</b>	<p>Individual test</p> <p>This allows learners to show what they have learnt, and help the teacher see which learners need extra support</p>	Braille or scribe (the teacher)	<p>Daniel – consider giving Daniel extra time for this test.</p> <p>Kato – have additional harder questions for Kato to complete and be challenged.</p> <p>Akena – ensure either Akena has these questions</p>

			<p>in braille or someone reading out the questions.</p>
<p><b>6. Assessment</b></p>	<p>Describe how you will assess learners' learning both formative and summative. What will you do to make sure these methods are fair and inclusive?</p> <ul style="list-style-type: none"> <li>● In the first activity, the learners' understanding of the two times table will be tested formatively. Daniel given extra time, and Muni the two times table will be written on the board. This assessment will give the teacher a good understanding of how well learners know this, and whether more work should be done on it, or if they can move to more difficult questions.</li> <li>● In the second activity, the teacher will call on learners to for the answers. All learners will be asked one of the questions. The activity will be completed in pairs so there is peer-to-peer learning.</li> <li>● This test has 'challenge' questions, and adaptations for the learner who is visually impaired. Another learner may be allowed extra time.</li> </ul>		
<p><b>7. Whole school approach</b></p> <p>How could school leadership support you with this lesson/ these learners? (policies, extra</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> <li>● Numbers in braille resource</li> <li>● Clear behaviour policy for the learners</li> <li>● An administrator to support Akena with the assessment</li> <li>● Training opportunity for sign language</li> </ul>		

support,  
resources etc.)

## Annex 3: Planning an inclusive lesson: blank template

This lesson planning structure is designed to help primary school teachers in Uganda create inclusive learning environments. By considering how to adapt lessons to ensure inclusion at each point, teachers can better meet the diverse needs of all learners. Use this guide to plan lessons that are engaging, accessible, and equitable for every learner.

Key questions to consider:

- How can I make this lesson fun and engaging for all learners?
- How can I make my instructions accessible and easy to understand?
- How can I ensure all learners are able to access the activities?
- How can I make sure all learners meet the learning objectives?

Section	Details
<b>1. Lesson details</b>	
<b>2. Objectives</b>	
<b>3. Are there any learners who may need additional support or adaptations in this class?</b>	

<p><b>4. How will you generally establish a positive, safe and inclusive classroom?</b></p>			
<p><b>5. Lesson activities, materials and adaptations</b></p>	<p><b>Describe the lesson activity and why you chose it</b></p>	<p><b>What materials are needed?</b></p>	<p><b>What adaptations will be made to ensure all learners are included and can participate in the activity?</b></p>
<p><b>Activity 1</b></p>			

**Activity 2**

**Activity 3**




**Activity 4**

**Activity 5**

**6. Assessment**

**7. Whole school approach**

How could school leadership support you with this lesson/ these learners? (policies, extra support, resources etc.)

## Annex 4: Sample Incident Reporting Form

<b>YOUR DETAILS</b>	
Your name:	
Your address:	
Your contact details:	
Your occupation:	
Your relationship to the child or young person:	
Details of any other organisation(s) involved:	
<b>THE CHILD / YOUNG PERSON'S DETAILS</b>	
Child's name:	
Child's address:	
Child's date of birth:	
Who does the child live with? Please give name(s) and nature of relationship to the child:	
Is the child male or female?	
Does the child have a disability or a learning difficulty? If so, please give details:	
<b>DETAILS OF THE CONCERN (S) / ALLEGATION (S) OF CHILD ABUSE</b>	
Nature of concern(s) /allegation(s):	

Details of how you came to have a concern / allegation:	
Day, date, time and location of any incident(s)	
Observations made by you (NB: Please distinguish what is fact, opinion or hearsay):	
What did the child say?	
What did you say to the child?	
Details of any other children involved:	
External agencies contacted – date, time, name of person dealt with and advice received:	
Action taken by you:	
Your signature:	
Date this form was completed:	
Date form filed with CPO:	