

# **PRESENTATIONS**

## ***What is Inclusive Learning?***

*John Rack, The Dyslexia Institute*

Few would doubt the goal of allowing all children to be educated alongside their peers. Few would doubt that there are some children who need different approaches or extra teaching in order to make progress. How far is it possible to accommodate these differences so that individual needs can be met in an inclusive classroom? The parameters of Inclusive Learning are explored in this introductory session.

## ***Inclusive Learning & The Primary Strategy***

A member of the Primary Strategy Unit explains the department's initiatives for dyslexic students.

## ***Ofsted - Inspecting Inclusion***

*Greg Sorrell, Penta International*

The format of Ofsted inspections has changed dramatically over the years. Much more account is now taken of schools' ability to evaluate the quality of their own provision. We will look at the sorts of questions that need to be asked about inclusion and the range of evidence that may suggest the answers.

## ***Inclusive Learning in Practice: The Bury Project***

*Jane Keogan, The Dyslexia Institute & Vikki White, Bury Learning Support Service*

Jane Keogan and Vikki White will explain how the joint initiative between Bury Education Authority and the Dyslexia Institute came about. They will talk about the aims of the project, how it was implemented in Bury and about plans for rolling out the initiative in Bury.

## ***ICT & Inclusive Learning***

*Ross Cooper, LLU+*

ICT is often merely seen as "assistive technology", a technological solution for particular difficulties. This is missing the fact that ICT can be a learning tool and a learning environment that allows all learners to use their perceptual and thinking strengths to excel. Mark Twain famously said, 'If the only tool you have is a hammer, then everything starts to look like a nail'. Unfortunately, new ICT tools are still often being misperceived as 'hammers', and the potential for using them on anything other than 'nails' is being lost. Many dyslexics are tired of being hit on the head, when we can see the potential to fly. This session is therefore about empowerment.

## ***Working with Parents***

*Margaret Rooms, The Dyslexia Institute*

How can parents (and home facilitators) be part of the inclusive learning process? New models of partnerships between teachers/parents/specialists are explored.

## ***Dyslexia with Dignity***

*Wendy Goldup, The Dyslexia Institute*

Why the dyslexic child doesn't always *feel* included.