

**Further information:**

IATEFL SIG: Inclusive Practices and SEN

[www.facebook.com/IPSEN.SIG](https://www.facebook.com/IPSEN.SIG)    <https://ipsen.iatefl.org>

Anderson, J. (2017) *Peer-needs Analysis: Sensitising learners to the needs of their classmates*. English Teaching Professional.

Corbett, J. (1996) *Badmouthing: the Language of Special Needs*. London: Falmer Press

Kormos, J. (2017) *The Second Language Learning Processes of Students with Specific Learning Difficulties*. London: Routledge.

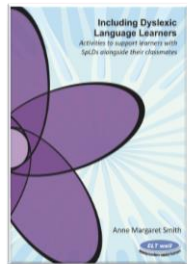
Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters.

Smith, A.M. (2017) *Raising Awareness of SpLDs*. Morecambe: ELTwell.

Smith, A.M. (2017) *Including Dyslexic Language Learners*. Lancaster: ELT well

[available from [www.ELTwell.com](http://www.ELTwell.com)]

A selection of activities to develop cognitive function and support language learning at the same time.



# Making Inclusive Practices Everyday Practices



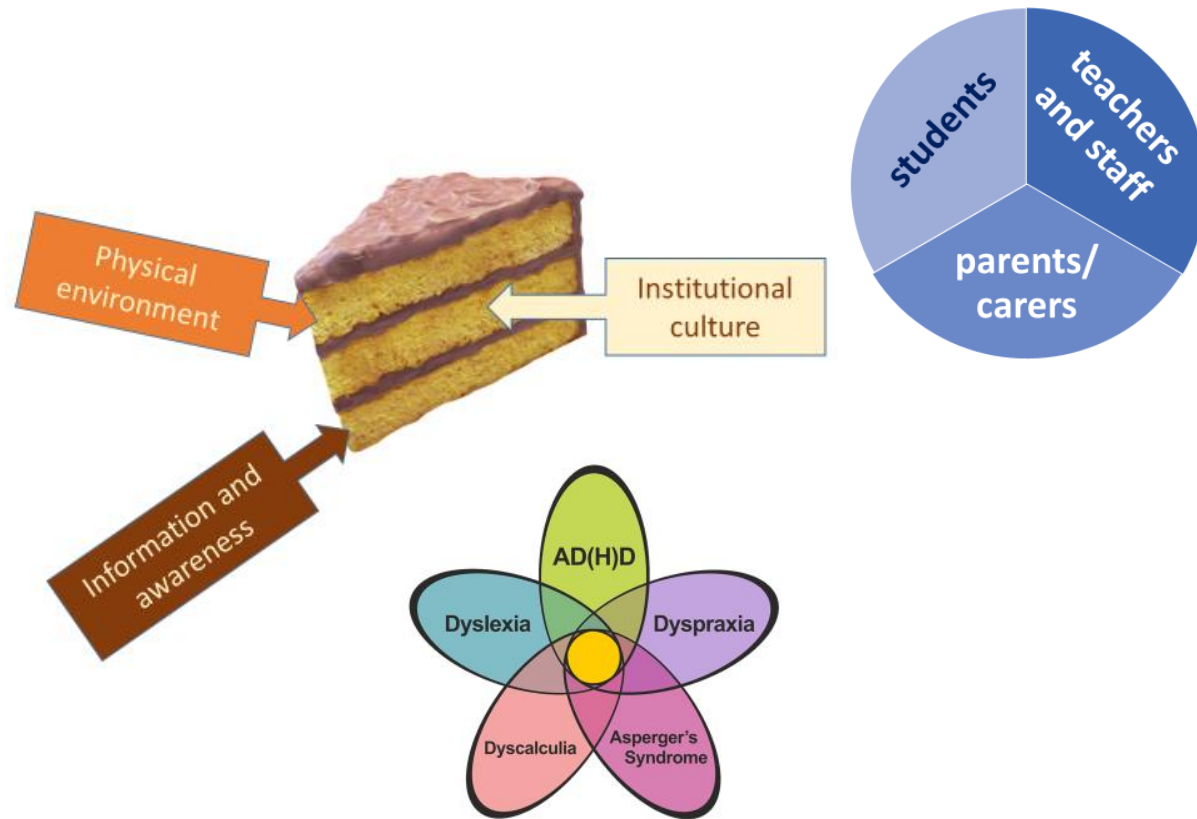
**Anne Margaret Smith**

[ams@ELTwell.co.uk](mailto:ams@ELTwell.co.uk)

# Ingredients of inclusion

## Setting up the **classroom**:

- location, accessibility
- furniture, layout
- lighting, temperature
- acoustics, external distractions
- materials, resources
- **shared areas** in the school (common room, toilets, parking, snack bar...)



# Impetus for inclusion

## Bottom-up influences



## Top-down influences

