# Principles for an Inclusive Learning Experience

The delivery of a programme of learning can unintentionally present a range of barriers to learning or assessment that affect some students more than others and can result in students being unfairly disadvantaged.

Inclusive practice aims to minimise or remove these barriers and support the success of all students whilst ensuring that academic standards are not compromised. An inclusive environment for learning anticipates the varied needs of learners and aims to ensure that all students have equal access to educational opportunities through inclusive design.

There are 5 broad inclusive learning principles, below, which can apply to all areas of curriculum design and delivery. These principles often overlap and support each other when applied;

## Being Flexible - open to change and versatile;

Being able to respond to a diverse and evolving student population and to changes in circumstances.

## Being Equitable - ensuring consistency and accessibility for all;

Making sure that the administrative and organisational processes used and the learning and teaching approaches adopted are consistent, accessible and fairly applied to all.

## Working Collaborative - involving students and stakeholders;

Planning teaching and assessment, content and practice collaboratively.

## Supporting Personalisation: Recognising that successful learning and teaching governed by personal difference;

Getting to know your students and teach to that knowledge, varying learning opportunities to give all a chance to shine

## Embracing Diversity: Creating opportunities to develop awareness of diversity and global issues;

Encouraging students to develop awareness of each others' cultural and learning differences and relating this experience to the world of work.