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 - • **Inclusion That Works:**
Practical Strategies
for Supporting SEND in
Post-16 and Adult
Learning

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What we will cover:

1

Why inclusion matters in post-16 and adult learning

2

How ASD, ADHD and Dyslexia present in real settings

3

Practical, low-effort strategies that reduce barriers

4

A couple of real-world scenarios with “what to do”s

5

The 10-Minute Inclusion Toolkit

Why inclusion needs to be effective

- **Equality Act 2010:** duty to make reasonable adjustments
- **SEND Code of Practice:** early identification and barrier removal
- **Public Sector Equality Duty:** eliminate discrimination, advance equality
- **Ofsted EIF:** expects inclusive teaching and accessible resources
- **Funding compliance:** ALS/support must reduce barriers effectively
- Legal responsibility applies even without formal disclosure



The reality in Post-16

- Many learners have hidden or undisclosed needs
- Barriers often present as behaviours, not labels
- Workplaces amplify sensory, cognitive and communication demands
- Apprentices may prioritise employment over disclosure
- Adult learners often carry past negative experience
- Inclusion must work under time pressure and unpredictability



Barriers not labels

- Focus on what the learner *needs*, not their diagnosis
- Barriers often sit in the environment or task design
- Small adjustments can remove large obstacles
- Behaviour is communication, not defiance
- Learners may mask difficulties to “fit in”
- Reducing barriers benefits all learners, not just SEND

ASD, ADHD and Dyslexia in Real Settings



How ASD presents in Real settings

1. Sensory overload in noisy or unpredictable environments
2. Anxiety when routines or plans change suddenly
3. Literal interpretation of instructions
4. Social fatigue or withdrawal during group tasks
5. Difficulty generalising skills between settings
6. Strong need for clarity, predictability and structure

Simple Strategies for ASD

1. Give advance notice of changes wherever possible
2. Demonstrate tasks visually, not just verbally
3. Use clear, concrete, unambiguous language
4. Keep routines predictable and consistent
5. Offer a quiet “reset” or low-stimulus space
6. Provide written or visual summaries of expectations

How ADHD presents in Real settings

1. Inconsistent performance across tasks or days
2. Difficulty sequencing multi-step instructions
3. Losing tools, equipment or paperwork
4. Impulsivity during practical tasks
5. Struggling to sustain focus during briefings
6. Appearing disengaged when actually overwhelmed

Simple Strategies for ADHD

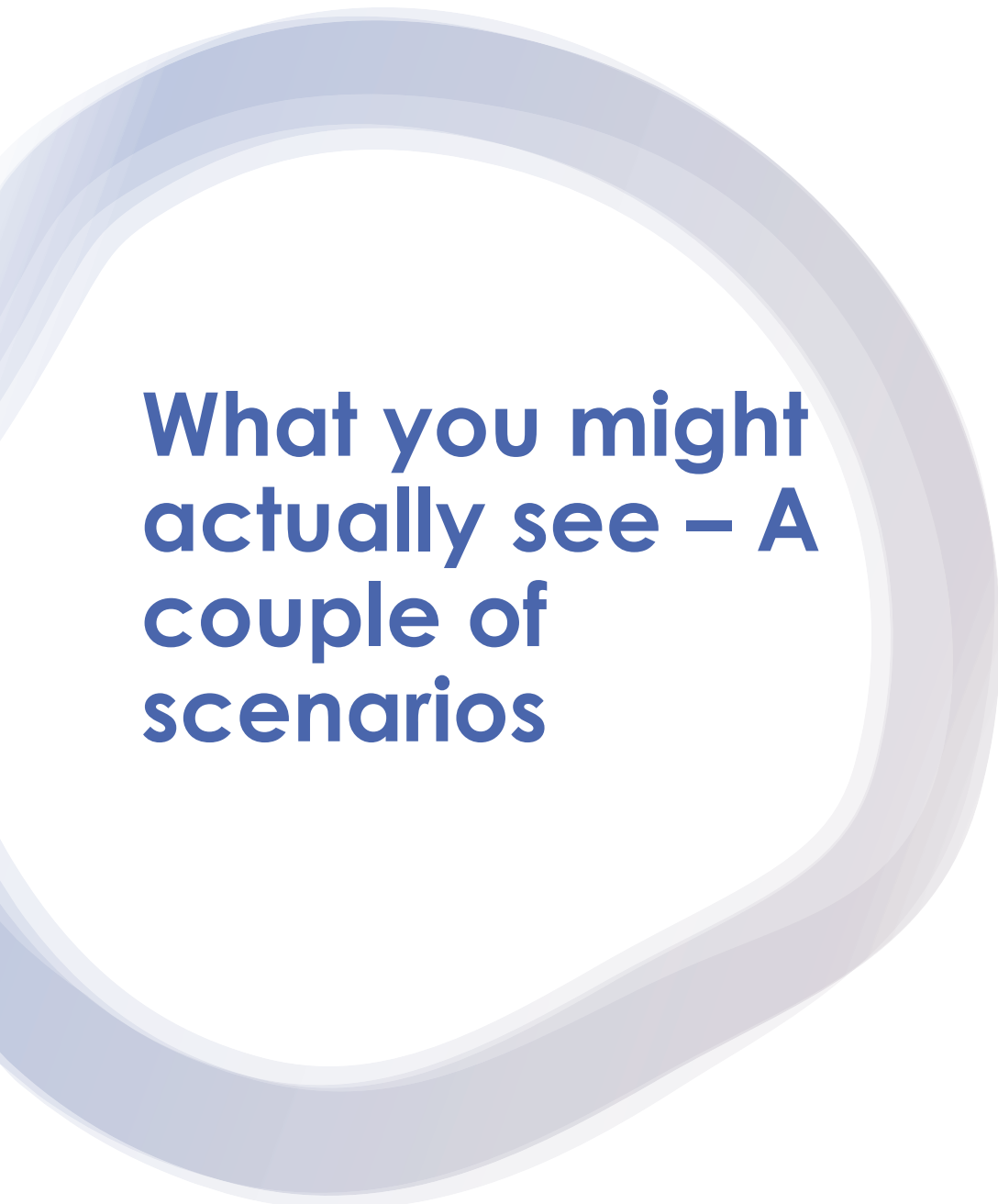
1. Break tasks into 3–4 clear steps
2. Use visual checklists or task boards
3. Provide short written follow-ups after instructions
4. Use timers or “finish this bit first” prompts
5. Allow movement breaks without stigma
6. Reduce unnecessary cognitive load

How Dyslexia (SpLD) presents in Real settings

1. Difficulty reading workplace instructions or jargon
2. Slow processing of written information
3. Avoidance of paperwork or written assessments
4. Struggling to copy from screens or boards
5. Misinterpreting written safety information
6. Low confidence around literacy tasks

Simple Strategies for Dyslexia (SpLD)

1. Use plain English and avoid unnecessary jargon
2. Provide visual glossaries for technical vocabulary
3. Offer models, templates and worked examples
4. Use text-to-speech or speech-to-text tools
5. Give instructions in multiple formats
6. Reduce reading load wherever possible



**What you might
actually see – A
couple of
scenarios**

1. Nods-Along but Doesn't Do
2. Avoids Paperwork at All Costs

Nods-Along but Doesn't Do



What helps?

- Ask them to **explain the task back**
- Provide a **photo-based demonstration sheet**
- Reduce instructions to **three key actions**
- Check understanding privately
- Allow guided practice for the first step
- Use consistent, simple language

Avoids Paperwork At All Costs



What helps?

- Use **speech-to-text** tools
- Provide **templates** instead of blank pages
- Allow **verbal explanations**
- Break written tasks into small chunks
- Use plain English
- Offer discreet literacy support

What these scenarios have in common

All learners are capable with the right support

Barriers are predictable and identifiable

Strategies are simple and low-effort

Consistency matters more than complexity

Adjustments benefit all learners

Inclusion is about removing barriers, not diagnosing needs

What Inclusion Actually Means

Inclusion is not:

Lowering expectations

One-size-fits-all teaching

“Fixing” the learner

Inclusion is:

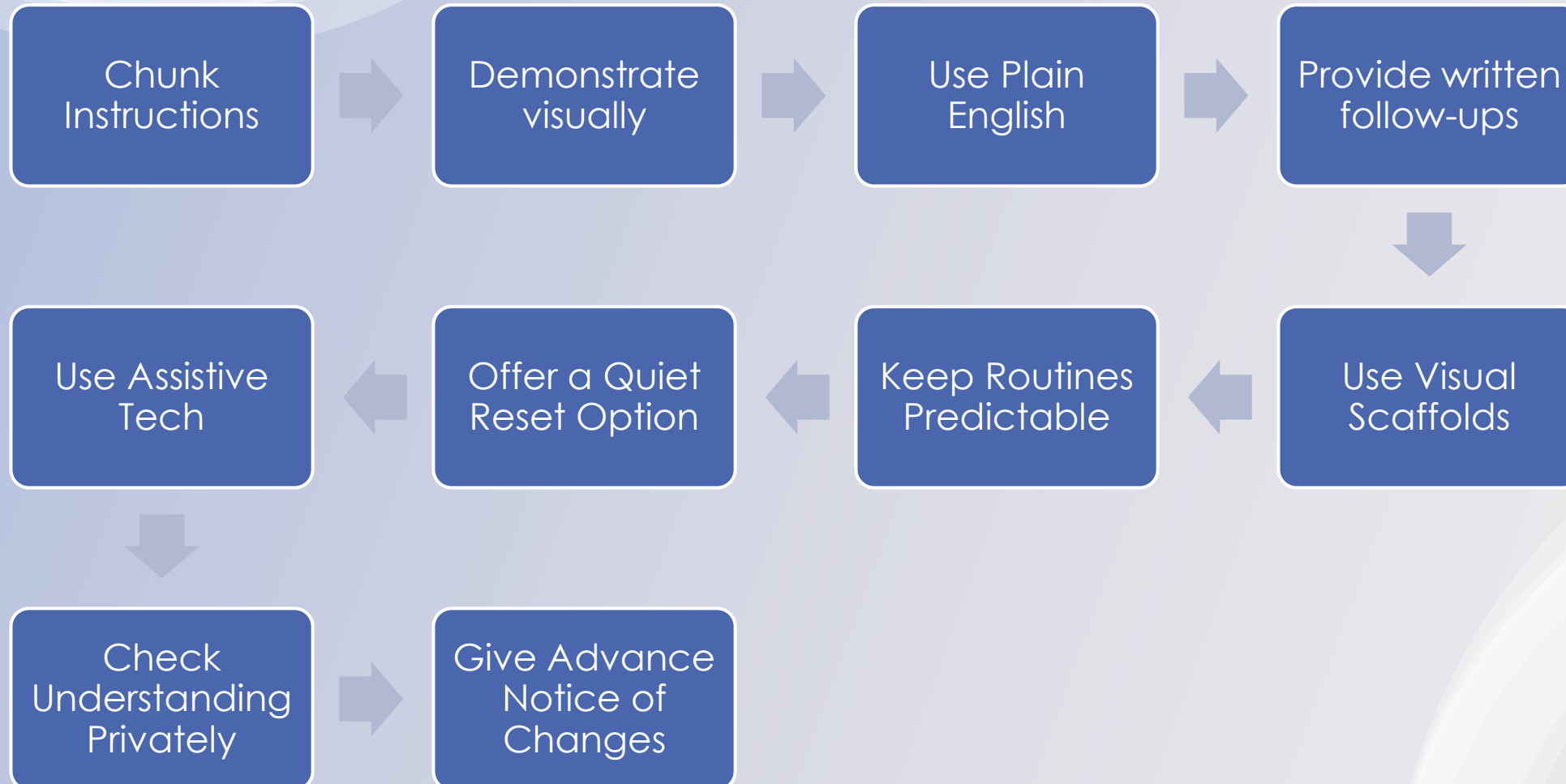
Designing learning for everyone

Removing barriers

Valuing diverse learning styles

Creating psychological safety

The 10-Minute Tool Kit





1. Chunk Instructions

Break tasks into **3–4 clear steps** so learners don't get overwhelmed.

- Helps ADHD, ASD, Dyslexia, anxiety
- Reduces cognitive load
- Makes expectations clearer and more achievable

Example: “1. Measure. 2. Mark. 3. Cut. 4. Check.”



2. Demonstrate Visually

Show, don't just tell. Especially for practical tasks.

- Supports ASD, Dyslexia, ESOL, low confidence
- Reduces reliance on memory
- Makes abstract tasks concrete

Example: A quick demo or photo-based step sheet.



3. Use Plain English

Avoid jargon, long sentences or abstract language.

- Helps Dyslexia, ADHD, ESOL, processing difficulties
- Reduces misunderstandings
- Makes safety instructions clearer

Example: Say “start” instead of “commence”, “use” instead of “utilise”



4. Offer A Quiet Reset Option

A 2-minute breather can prevent overload or shutdown.

- Supports ASD, ADHD, anxiety
- Reduces escalation
- Helps learners self-regulate

Example: “Take a moment in the quiet area and come back when you’re ready.”



5. Use Assistive Tech

Quick wins that remove literacy and processing barriers.

- Speech-to-text
- Text-to-speech
- Phone dictation
- Reading pens

Example: “Feel free to dictate your logbook entry if that’s easier.”



6. Check Understanding Privately

Stops masking and protects dignity.

- Helps ASD, ADHD, Dyslexia, anxiety
- Reduces errors
- Builds trust

Example: “Talk me through what you’re going to do first.”



7. Give Advance Notice Of Changes

Predictability reduces anxiety and improves engagement.

- Essential for ASD
- Helpful for ADHD and anxiety
- Prevents shutdowns or refusals

Example: “In 10 minutes we’ll switch to the next task — I’ll remind you.”



8. Provide Written Follow-Ups

A quick bullet-point summary prevents forgotten instructions.

- Supports ADHD, Dyslexia, memory difficulties
- Reduces repeated questions
- Helps learners work independently

Example: A simple sticky note: “1. Fit panel. 2. Check alignment. 3. Sign off.”



9. Use Visual Scaffolds

Checklists, diagrams, photos, templates.

- Helps Dyslexia, ADHD, ASD
- Reduces cognitive load
- Makes tasks feel more manageable

Example: A laminated step-by-step card at the workstation.



10. Keep Routines Predictable

Predictability = safety. Safety = engagement.

- Essential for ASD
- Helpful for all learners
- Reduces anxiety and confusion

Example: Start every session with the same 2-minute briefing.

Finally - Inclusion Under Pressure

- You don't need specialist training to reduce barriers
- Small adjustments have the biggest impact
- Focus on clarity, structure and predictability
- Use tools that work across all needs
- Prioritise “good enough” inclusion
- Consistency builds independence



Thank You