

Inclusive Learning Design: Access, Participation, Progress

A barrier-first planning framework for accessible materials, meaningful participation and assessment.

For: Teachers, curriculum teams and school leaders

Access: can everyone engage with the learning?

Check physical access, sensory demands, language, representation and instructions. Offer readable layouts, explicit vocabulary and alternatives to a single format where appropriate. Ask learners what helps.

Participation: is everyone doing meaningful thinking?

Give purposeful roles, predictable routines, supported peer interaction and suitable choices. Participation can be expressed through speech, movement, gesture, assistive communication or work products.

Progress: what will count as learning?

Use an ambitious shared intention where appropriate and individual outcomes where needed. Gather evidence over time. Compare a learner with their starting point and check that scaffolds do not conceal misunderstanding.

Plan with learners and families

Invite perspectives through accessible channels and agree the changes that matter most. Coordinate with specialists where appropriate. Review dignity, belonging and independence alongside attainment.

A classroom example

For a group investigation, provide a clear visual task sequence and accessible materials. Agree roles with pupils, enable alternative communication and collect an individual explanation so group participation does not hide a learner's understanding.

Put it into practice

Print and complete with your team. Use initials or an anonymous reference; store personal information only in approved systems.

Activity, age range and learning intention

Access barrier and planned adjustment

Participation choices and communication supports

Evidence of learning and individual outcomes

Learner/family feedback

Action owner, review date and next adjustment

Further reading

Early Years Alliance: Inclusion

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