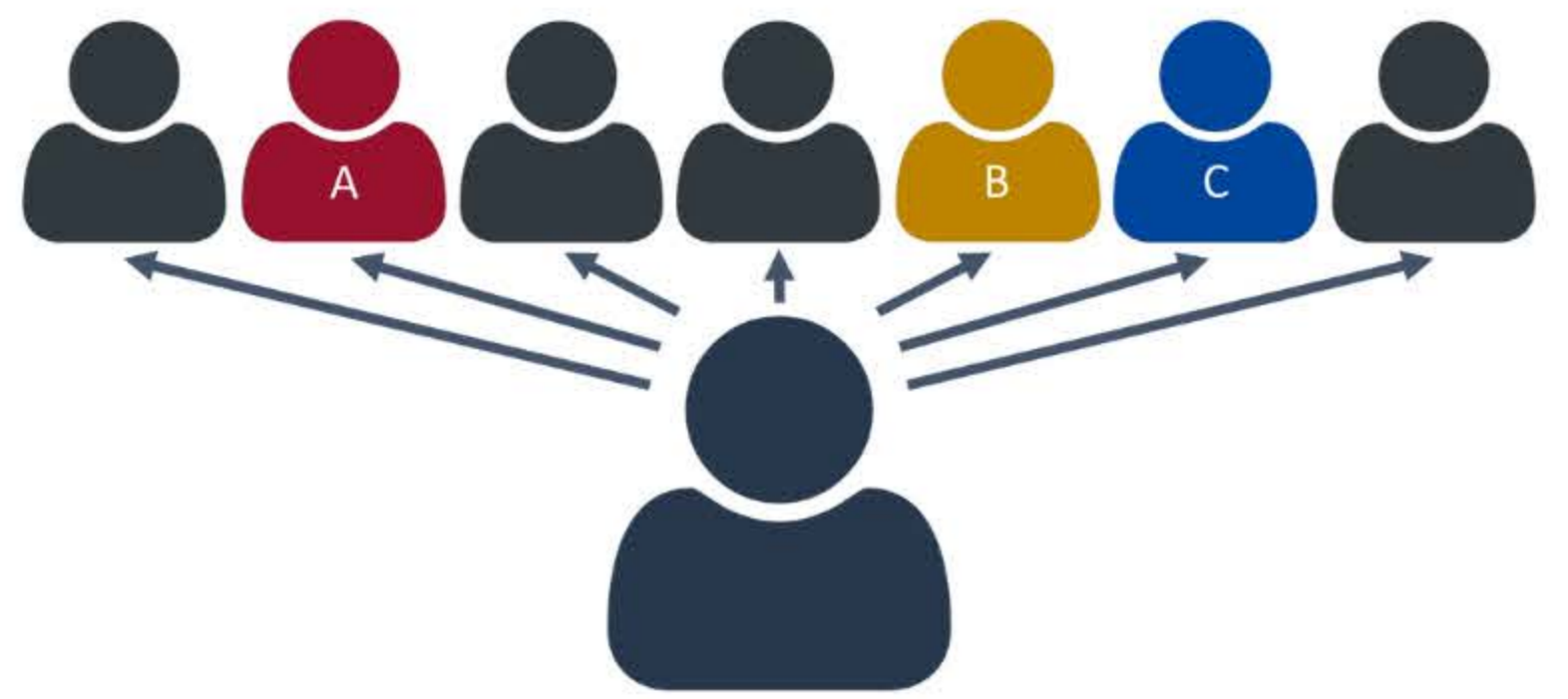


# Patterns Beyond Labels

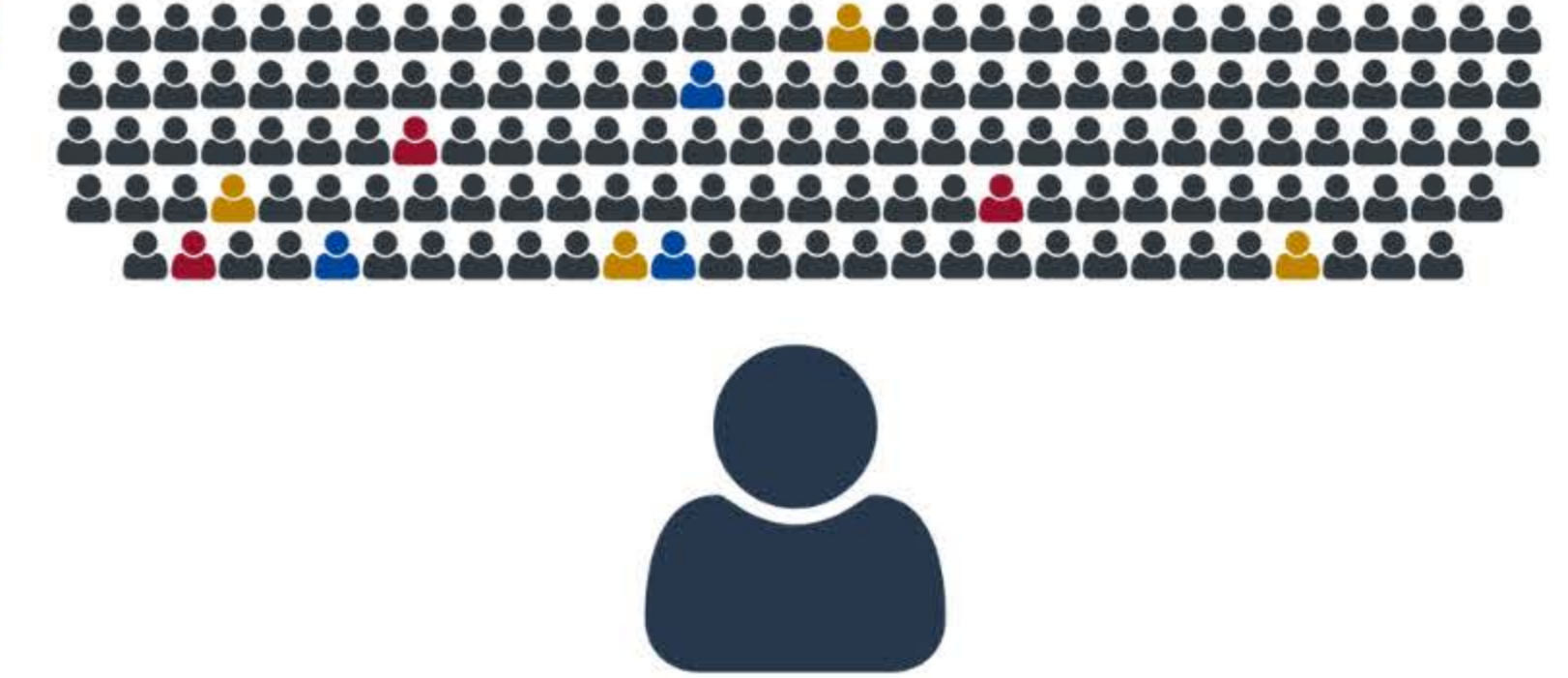
Supporting the diverse needs of all learners

**1**



In smaller classes, staff are better able to identify and support specific student needs

**2**

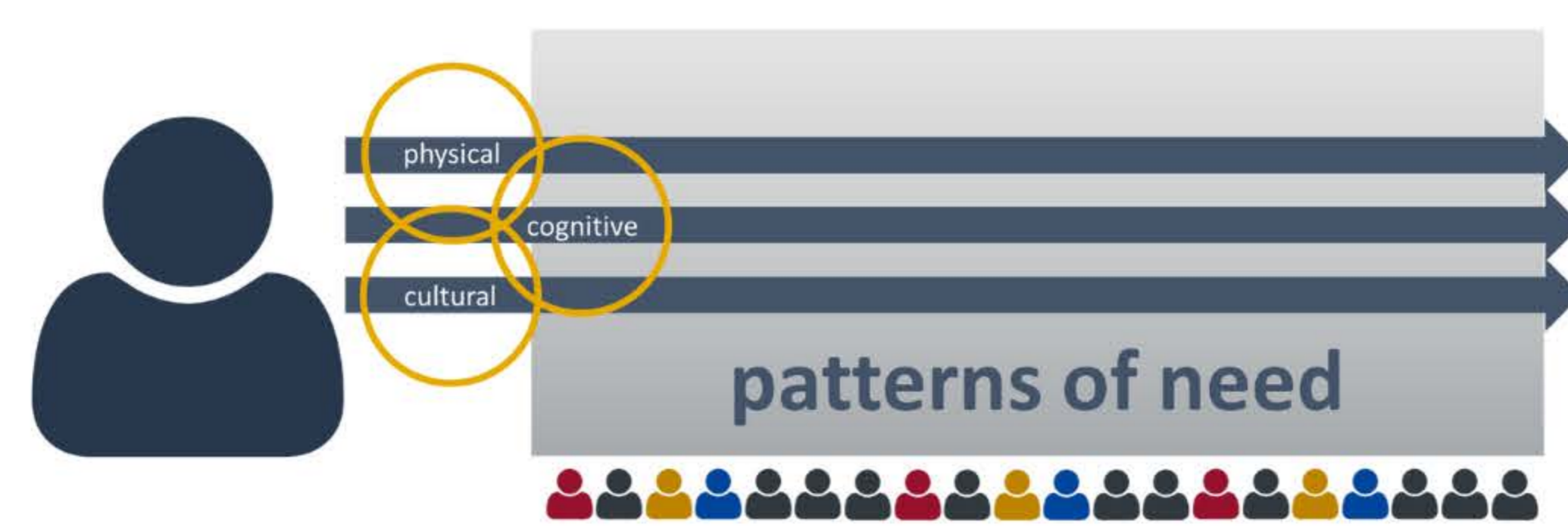


With larger cohorts, it can seem an overwhelming challenge to identify and support specific needs

Growing attention to inclusivity has focused on understanding individual needs, often with particular 'labels', and often based on childhood diagnoses and the presentation of specific difficulties. Without undermining the importance of this, the focus on specific 'labels' can unsuspectingly introduce new challenges and barriers for students and staff.

Staff report the difficulty of responding to multiple 'labels' of need, especially in a context of growing cohort sizes. The challenges of identifying needs are also well researched, with the result that many students may not receive individualised support. Further, common strategies to address labelled needs can be superficial and fail to meet more substantial underpinning barriers to learning.

**3**



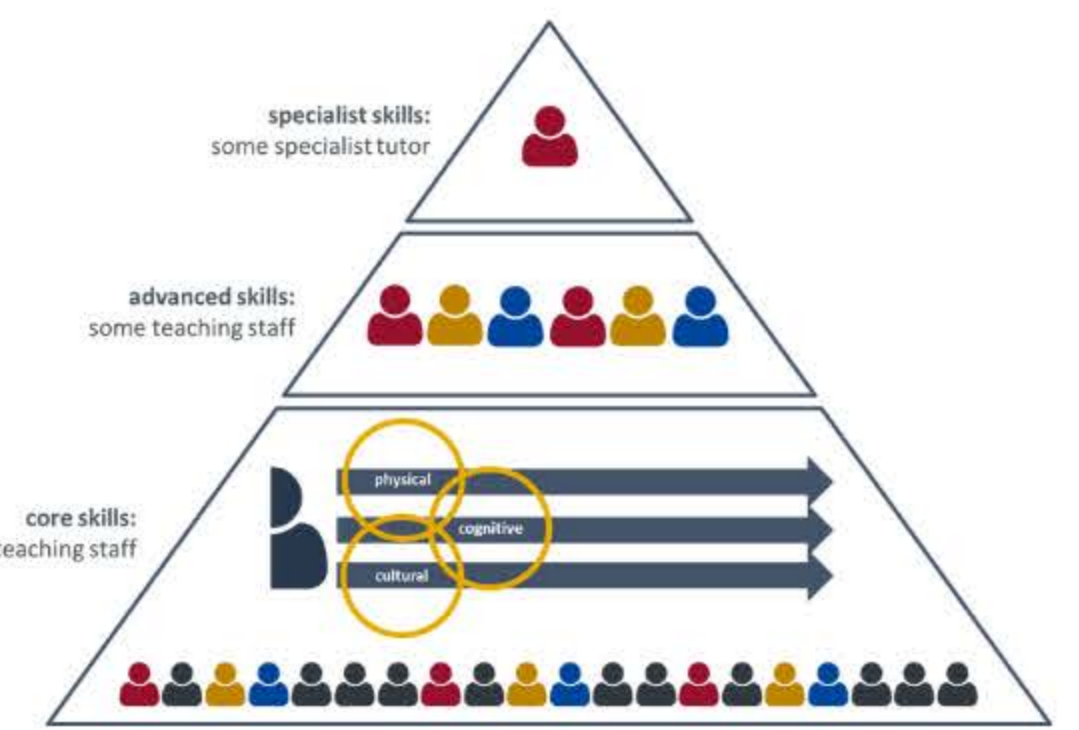
Patterns Beyond Labels **shifts** the focus to embedding inclusive approaches in teaching and learning.

The framework supports staff to identify likely underpinning barriers to learning **across** a cohort.

From this position, staff can take an **anticipatory** approach, embedding effective strategies universally, benefitting students with 'labelled' needs as well as those without.

The 'physical', 'cognitive' and 'cultural' lenses help staff to identify relevant barriers and strategies for a range of students who may be at greater risk of being marginalised.

**4**



The Patterns Beyond Labels framework is used to support the development of core skills for all teaching staff, encouraging the adoption of inclusive practice as part of universal teaching and learning design. However, it does not replace the need for specialist provision which staff and students can access.

**5**

## The three Rs

The 3 Rs can help staff to think about how they can **Remove, Reduce or Rethink** barriers to learning. For example, if students were experiencing barriers to presenting, we could consider whether:

- students could be provided with an alternative form of assessment, particularly if presenting is not part of the unit and course learning outcomes (**Remove**).
- students could pre-record their presentations or present remotely to reduce pressure (**Reduce**).
- the cohort could explore strategies to help manage anxiety and pressure associated with presenting and build the student confidence at presenting through formative activities (**Rethink**).

## Next steps...

At its most powerful, inclusive education represents a way of thinking which underpins all areas of teaching and learning. Developing inclusive practice is a process and takes time:

- Identify what you are already doing well and do more of this.
- Start small and identify priorities based on your teaching context (subject, student cohort needs).
- Approaches can be transferred from one area of teaching practice to another.



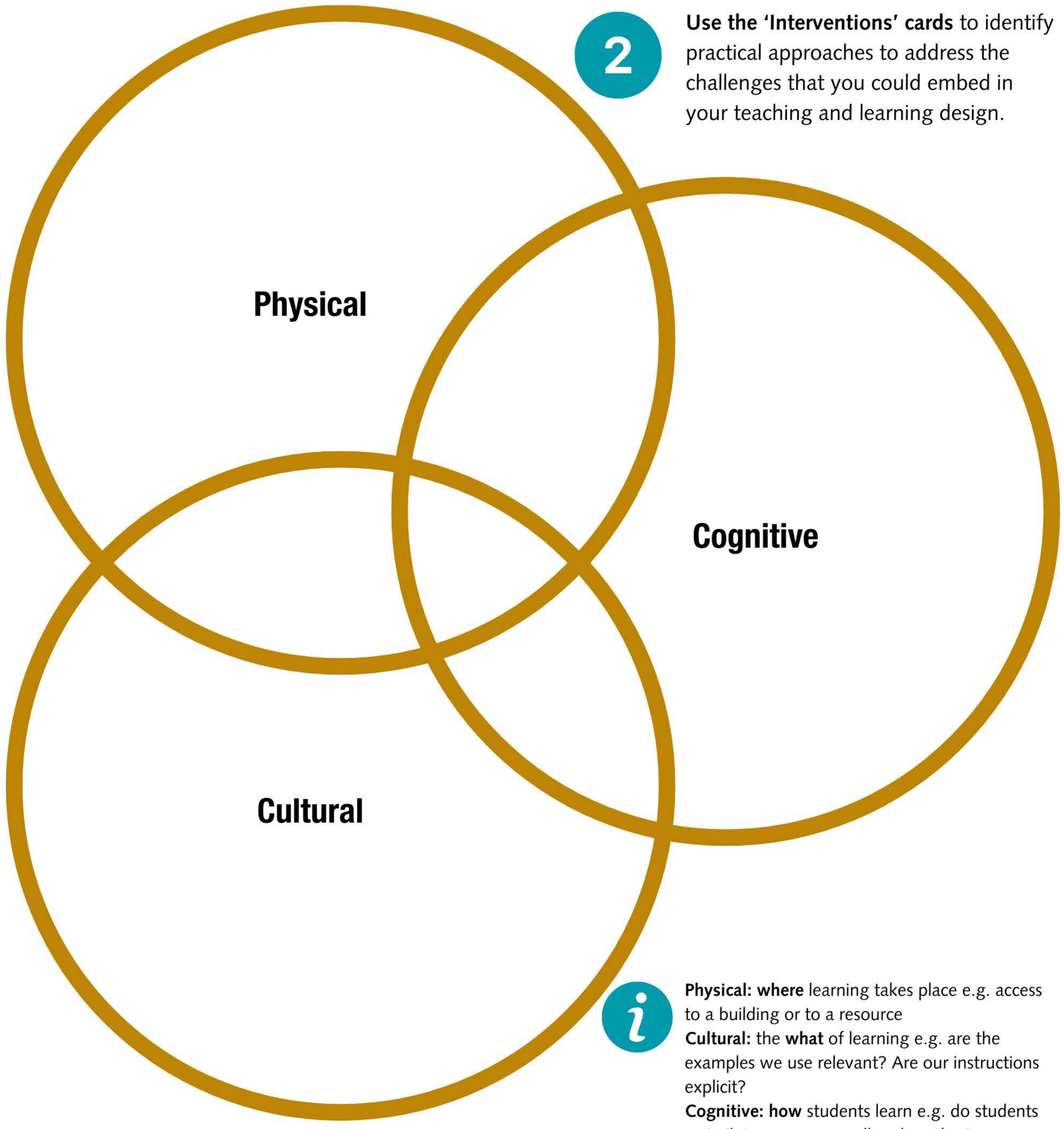
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*Try it for yourself...*

**1** Drawing on your own knowledge, use the 'Patterns' cards to identify barriers to learning in your teaching context. Which lens do they fit under?

**2** Use the 'Interventions' cards to identify practical approaches to address the challenges that you could embed in your teaching and learning design.



**Physical:** where learning takes place e.g. access to a building or to a resource

**Cultural:** the **what** of learning e.g. are the examples we use relevant? Are our instructions explicit?

**Cognitive:** **how** students learn e.g. do students assimilate, process, recall and synthesise knowledge efficiently and effectively?