

For PGCE trainees

Every Child Matters

Inclusion and Every Child Matters

Self-study task 1

Introduction to the self-study tasks

These self-study tasks are designed to help trainee teachers on PGCE courses learn more about teaching pupils with special educational needs (SEN) and/or disabilities. They can be used as stand-alone activities or to supplement and extend taught sessions on SEN and disability provided by the school or local authority.

There are 17 self-study tasks in all. Each task will take about two hours to complete, excluding practical activities.

Every Child Matters	
SST1	Inclusion and Every Child Matters
SST2	SEN and disability legislation
SST3	English as an additional language and SEN
SST4	Children's needs and development
SST5	ICT and SEN
Cognition and learning	
SST6	Moderate learning difficulties
SST7	Dyslexia and specific learning difficulties
SST8	Working memory
Behavioural, emotional and social needs	
SST9	Behavioural, emotional and social difficulties
Communication and interaction	
SST10	Speech, language and communication needs
SST11	Autistic spectrum disorders
Physical and sensory impairment	
SST12	Visual impairment
SST13	Hearing impairment
SST14	Handwriting
SST15	Developmental coordination disorder/dyspraxia
Working in partnership	
SST16	Working with colleagues in school
SST17	Working with parents/carers and other professionals

How to use the materials

This is an online resource. Some of the tasks are for you to do on your own; others are particularly suitable to do working with a partner.

Where some of the tasks ask you to record information you need to print out the relevant material first. Other tasks may involve using the internet, which gives you access to rich sources of information about SEN and disability and online forums for additional advice.

Each task includes the following elements:

- the professional standards addressed
- learning outcomes
- an opportunity to explore the concepts, definitions and research findings most relevant to the topic
- ideas for implementing the national curriculum inclusion statement in relation to the topic, including target setting, practical strategies, the role of additional adults and pupil grouping
- practical activities – including action research, child study and class observation
- resources – including books and websites
- an opportunity to evaluate your progress against the outcomes and plan your next steps.

A useful resource to support your studies is **Implementing the Disability Discrimination Act in Schools and Early Years Settings (DfES, 2006)**. It is available free to all schools and there should be a copy in your training institution or school. (If you haven't got a copy, you can order one using the link.)

It should be read in conjunction with **Promoting Disability Equality in Schools (DfES, 2006)** – which you can view, download or order by following the link.

Evidence and sources of information

As you work through these self-study tasks, try to keep a critical and evaluative attitude. Much of the understanding we have of what works, or doesn't work, in relation to meeting the needs of pupils with SEN and/or disabilities has not been fully researched.

Remember:

- many interventions suggested for one group of pupils with SEN and/or disabilities will often benefit other groups of pupils, including those without SEN and/or disabilities
- the quickest way to find out what to do is often to ask the pupil or their parent/carer what they think works.

Literature reviews of 'what works' in relation to literacy and mathematics for pupils with SEN and/or disabilities, which has been investigated in some depth, are available at: www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf

Self-study task 1

Inclusion and Every Child Matters

Professional standards addressed

- Q1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Q2** Demonstrate the positive values and attitudes and behaviour they expect from children and young people.
- Q3**
 - (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
 - (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Q32** Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Learning outcome

You will understand how Every Child Matters (ECM) informs inclusive practice in schools, including that for pupils with SEN and/or disabilities.



Activities

		Timings
Activity 1	Checking out the background	20 minutes
Activity 2	Pupils and the five ECM outcomes	30 minutes
Activity 3	Promoting independence	40 minutes
Activity 4	Accessing websites and user groups to support your ECM study	20 minutes
Activity 5	Points for action	15 minutes

Activity 1

Checking out the background



Approximate timing: 20 minutes

The two brief research activities in this section will give you the background information you need to carry out the other activities in this task.

Research activity 1



The national curriculum inclusion statement is now some years old, but it remains the foundation for providing effective learning opportunities for all pupils, including those with SEN and/or disabilities.

Find the inclusion statement at www.qcda.gov.uk/22594.aspx and read through it.

As you read, reflect upon the duty the statement puts on teachers to modify approaches and schemes of work to make them appropriate for all pupils. The National Curriculum does not prevent you making changes to your teaching plans to include pupils with SEN and/or disabilities. Instead, it makes appropriate modifications for inclusion a statutory duty.

Research activity 2



Every Child Matters (ECM) is one of the most significant developments in government education policy in recent years. Go to www.dcsf.gov.uk/everychildmatters

Visit the SEN part of the website by clicking on the following link:

www.dcsf.gov.uk/everychildmatters/earlyyears/sendisability/sendisability

Browse through these sections, clicking on the links that interest you.

Now download and read the publication Every Child Matters – Making It Happen: Working together for children, young people and families: www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00130 which gives examples of the five ECM outcomes in practice.

Since it introduced the ECM programme, the Government has published The Children's Plan. The plan builds on ECM and sets out a range of practical measures to develop more effective links between services to improve outcomes for all children. Details can be found at: www.dcsf.gov.uk/publications/childrensplan

Activity 2

Pupils and the five ECM outcomes



Approximate timing: 30 minutes

The five ECM outcomes are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

These should inform every pupil's experience of education.

Task

This task can be completed by working independently, but you may gain more by working in a group or with a partner.



Think of a pupil with SEN and/or disabilities that you taught or observed during your school placement. (If you are working through these materials with a partner or in a group, you should each choose a pupil.)

From each of the boxes headed 'Could be made apparent through...', choose at least one bullet point which is particularly relevant to the pupil you are focusing on and record it in the middle column of table 2 on page 10.

Once you have at least one note against each of the five outcomes, complete the right-hand column 'Strategies to remove barriers and support achievement of outcome'.

- Were all five outcomes equally relevant to the pupil's education? If not, which seemed more or less relevant and why?
- Which of the outcomes are supported effectively in your school? Which are supported less effectively?
- How might you develop your practice to help your focus pupil achieve one of the outcomes?

Table 1: The ECM outcomes

ECM outcome 1: Be healthy	
Details	Could be made apparent through...
<ul style="list-style-type: none"> • Being physically, mentally, emotionally and sexually healthy • Knowing about and having healthy lifestyles – eg choosing not to use illegal drugs • Having a parenting/caring and family context informed about, supportive of, and promoting, healthy lifestyles 	<ul style="list-style-type: none"> • Taking regular exercise • Making healthy lifestyle choices • Understanding and avoiding health risks, such as sexual health risks, smoking and substance abuse, including drinking alcohol • Eating regularly and making healthy food and drink choices • Knowing when they are stressed and having ways of dealing with it
ECM outcome 2: Stay safe	
Details	Could be made apparent through...
<p>That children and young people should be safe from:</p> <ul style="list-style-type: none"> • maltreatment • neglect • violence • sexual exploitation • accidental injury and death • bullying • discrimination • anti-social behaviour (in and out of school and on the way to and from school) <p>Be cared for in safe, secure and stable environments, including that of their family, as provided by their parents/carers</p>	<p>Being aware of and:</p> <ul style="list-style-type: none"> • showing concern and understanding for others • refraining from behaviour that intentionally or otherwise intimidates others • avoiding engaging in anti-social behaviour towards other people or their property <p>Feeling:</p> <ul style="list-style-type: none"> • safe from bullying • safe from discrimination • able to report bullying when it happens to them or others • able to report discrimination when it happens to them or others • able to seek help from appropriate persons, and/or act responsibly when needed

Table 1: The ECM outcomes continued

ECM outcome 3: Enjoy and achieve	
Details	Could be made apparent through...
<p>Each day:</p> <ul style="list-style-type: none"> • be ready for school • attend school regularly and enjoy it • work systematically towards achieving national standards that may extend existing skill levels (both at primary and secondary school) • achieve personal development, including the development of social skills • take part in a range of recreational interests <p>And in achieving these aims, be supported by their parents/carers and their family context</p>	<ul style="list-style-type: none"> • Behaving in appropriate ways while at school and in going to and from school • Having a record of regular attendance • Showing active participation in the school's activities and their own learning activities • Knowing when and how to ask for help • Showing positive attitudes to their own learning and the learning of others
ECM outcome 4: Make a positive contribution	
Details	Could be made apparent through...
<p>Young people should:</p> <ul style="list-style-type: none"> • be involved in decision making about their own education and that of the institution they are a part of • support the decision making of their institution • engage with and support their wider community and environment • be law abiding both in school and in the wider community • work to develop positive relationships with other people • avoid bullying and discriminatory behaviour • work to develop self-confidence and take a balanced view of life changes • be enterprising in outlook and approach to problems • be supported in these aims by their parents/carers and their family context 	<ul style="list-style-type: none"> • Showing a knowledge and understanding of their rights and obligations in school and in the wider community • Understanding their legal and civil rights and acting accordingly • Showing socially responsible behaviour towards other people and their property • Not being involved in, or condoning, bullying or other forms of discrimination • Being able to express their views confidently about and in school • Feeling confident that their 'voice' will be listened to and will inform decisions, and knowing that this is the case • Initiating help to organise and take part in a range of in-school and out-of-school activities

Table 1: The ECM outcomes continued

ECM outcome 5: Achieve economic well-being	
Details	Could be made apparent through...
<p>Young people should:</p> <ul style="list-style-type: none"> • plan for, and engage in, further education, employment, or training after leaving school • prepare themselves for: <ul style="list-style-type: none"> – employment – setting up and living in a home they have created – gaining access to transport – taking part in economic activity and acquiring material and social goods – living in a household free from the deprivations of low-income living <p>Young people should be supported in these aims by their parents/carers and their family context</p>	<ul style="list-style-type: none"> • Demonstrating basic skills in literacy, numeracy and ICT • Showing evidence of team-working skills and the social skills to work with others • Being supportive of others when working on joint tasks and taking and showing initiative • Demonstrating an enterprising attitude to tasks • Being able to calculate and assess the risks associated with particular decisions, becoming financially literate, showing an understanding of how business works • Being aware of how the economy affects them and the role they play in it • Developing career aims and ways to put them into practice • Continuing to develop skills and knowledge as they grow older • Being adaptable when changing working contexts

Table 2: Relevant ECM outcomes

ECM outcome	Bullet point(s) relevant to pupil	Strategies to remove barriers and support achievement of outcome
Be healthy		
Stay safe		
Enjoy and achieve		
Make a positive contribution		
Achieve economic well-being		

Activity 3

Promoting independence



Approximate timing: 40 minutes

Independence involves pupils:

- knowing what they have to do, when, in what order and how
- having the strategies, resources and support they need to complete tasks
- knowing how to ask for help if they need it
- having their views/decisions canvassed, respected and acted upon swiftly, when appropriate.

Task 1

Individual or paired task.

In this task you will reflect on pupils' independence by thinking about the range of learning involved in a school day. You will consider events:

- at home and on the way to and from school
- at school outside lesson times, and
- at school in lessons.



You can carry out this task in either of two ways, depending on how much time you have:

- Method 1 (longer): Observation and enquiry, or
- Method 2 (shorter): Paper-based exercise

Method 1: Observation and enquiry

Identify some time when you can shadow a pupil with SEN and/or a disability through the morning or afternoon session in school. Make sure you include either arrival or departure time and some of the lunch break.

Before you start, agree with people who know the pupil and the pupil him or herself (if appropriate) how you will make sure your observations capture the issues around independence during the whole day. You can supplement your own observations by discussing the pupil's day with:

- the pupil – to find out about the times before and after your observations
- the pupil's parent/carer – for information about what happens out of school or at home
- a teaching assistant who knows the pupil well
- teachers who know the pupil well.

Carry out your observation, recording your results in the appropriate sections of table 3 on page 13.

Use your observation and/or your conversations to identify:

- the times when support is vital to enable your focus pupil to be as independent as possible
- the extent to which such support is 'scaffolded' (withdrawn gradually as the pupil gains confidence)
- any particularly useful approaches or strategies.

Method 2: Paper-based exercise

Have one or two pupils with SEN and/or disabilities in mind as you complete this task.

Using table 3 on the next page, note the occasions when support is vital to enable your focus pupil(s) to be as independent as possible. Note useful approaches or strategies to support independence at those times and the extent to which such support is 'scaffolded'. Then note any adults, in and outside school, who help to implement the strategies. Check your findings with the pupil and/or someone who knows them well.

If you are working with a partner, you can work together or you can each complete a chart and then compare notes. Look for common points and differences in the two charts. Are there issues that affect everyone – eg arriving at school may be an issue for all pupils of a particular age – or are some issues specific to a particular pupil?

Table 3: The pupil's day

Time and/or place	Strategy to support independence for pupils with SEN and/or disabilities	Adult(s) involved in implementing the strategy
Before school – at home		
On the way to school		
Arriving at school		
During registration/ tutor time		
In assembly		
Lessons: whole-class work		
Lessons: small group work		
Lessons: individual work		
Breaktime/ lunchtime		
On the way home		
Home after school		
Homework/ independent study		
Preparing for the next day		

Task 2



Once you have completed task 1, read the following, which gives suggestions for promoting independence outside lessons.

Promoting independence: strategies for the times outside lessons

At home

- Arrange regular times to look forward to favourite lessons/activities/people/events
- Check books, equipment and everything you need to organise the day, such as checklists, symbol lists, recorded instructions, home-school diary
- Anticipate awkward moments, such as taking medication, changing clothes
- Know routines for calming down, eg 'time out' procedures, and who to contact if difficulties arise
- Agree ways of supporting homework or independent study

Arriving at school

In the playground or tutor group/class base, consider:

- who supervises, where will they be, and how to contact them
- reporting in, safe spaces, routines in wet and dry conditions
- meeting up with identified buddies/mentors and what action to take if they are not there
- checking procedures for coats and belongings – who does it, where, who keeps them safe
- breakfast arrangements, if appropriate.

Breaktimes/lunchtimes

- Having a 'buddy' prepared to support
- Having somewhere to go like a chess club or space for supervised activity
- Training support staff to run inclusive games

Going home

Consider:

- collection points for clothes
- meeting points if being accompanied
- a peer, buddy or mentor to help with access to transport and action to be taken if they are not there
- route reminders, such as a symbol map or 'landmarks you will see on the way home' chart
- confirming 'safe arrival at home' procedures
- mobile phone, text messaging or e-mail support.

Highlight in one colour the strategies you have seen in operation for your focus pupils(s) outside lessons, or that you have heard about in your discussions with others.

Now highlight, in a different colour, strategies that are not being used but which you think could be helpful for the pupil(s) you have been considering. Then select three of these strategies and complete table 4.

Record who would be involved in implementing such a strategy and how they might collaborate on its implementation.

Table 4: Strategies for promoting independence outside lessons

Potentially useful strategies not in use	Which adults should collaborate on implementation?	How could collaboration be organised?
1		
2		
3		

Task 3



Read through the list of approaches below. You may already have seen some of them being used, or used them in your teaching, during your school placement.

Twelve approaches to supporting independence in the classroom

- 1 Use tasks that challenge but do not overwhelm.
- 2 Use tasks that are relevant and interesting to pupils.
- 3 Support at key points during a task, eg when explaining objectives and during transitions between activities.
- 4 Give enough time for pupils to:
 - understand questions
 - respond to oral questions
 - record and interpret task instructions
 - take on board other information, particularly about homework or independent study.
- 5 Use a range of approaches to recording in addition to, or as an alternative to, handwriting – eg symbols, flow charts and mind maps.
- 6 Establish clear classroom rules and expectations. Discuss and agree with the class or, if appropriate, individual pupils.
- 7 Give consistent and clear instructions about working in groups, eg in relation to taking turns and listening.
- 8 Plan and signal routines and transitions between activities. Take particular care over unexpected transitions. This is particularly important for pupils on the autistic spectrum.
- 9 Use resources to help pupils express a view or ask for help (cards/signs/signals).
- 10 Use pupils' preferred modes of communication.
- 11 Work as a team with other adults in the classroom to raise expectations of pupils' independent participation in lessons and to agree how this can best be encouraged and supported.
- 12 Pay attention to the organisation and layout of the classroom, for example, in relation to ease of access to resources.

Once you have read the list, use table 5, and:

- record the approaches currently in use for the pupil(s) you have been considering
- under 'others', record any other approaches that are being used successfully but are not mentioned above
- choose two of the approaches that are currently in use that you would like to develop further in your teaching
- talk to another teacher or the special educational needs coordinator (SENCO) about how the approaches might be applied and varied in different situations
- if it is appropriate, talk to the pupil(s) about how they feel about learning using the approaches you have identified.

Table 5: Classroom strategies: record sheet

	Approaches in use	Approaches I want to develop further
1 Appropriately challenging tasks		
2 Relevant and interesting tasks		
3 Support at key points		
4 Enough time		
5 Range of ways of recording		
6 Clear classroom rules and expectations		
7 Consistency and care about group work		
8 Care over transitions		
9 Resources for expressing a view/asking for help		
10 Use of preferred communication modes		
11 Teamwork in promoting independence		
12 Care over organisation and layout of classroom		
13 Others		

Activity 4

Accessing websites and user groups to support your ECM study



Approximate timing: 20 minutes

20 mins

You don't need to rely on colleagues at school for ideas. A useful source of information is the Inclusion website: www.inclusion.ngfl.gov.uk

If you are not already a member, you can register to use the site. In doing so, you will increase the range of sources of information that can inform your practice in supporting pupils to achieve the five ECM outcomes.

Registering with the website gives access to:

- resource areas where you can find useful materials and contacts
- various web forums which can be a source of ideas, strategies, resources and support.

You can also use this site as a portal to contact user groups and help forums relating to a wide range of SEN and disabilities. Joining these groups gives you an opportunity to seek help about specific issues in relation to particular pupils' needs, as well as an opportunity to discuss broader issues such as setting learning objectives and planning and evaluating lessons.

Most of the online communities are very active. They include the SENCO forum group's archive of previous discussions, which you can use to search for particular issues. You can check regularly for new groups and join those of interest to you. For an up-to-date list of groups concerned with SEN and/or disabilities, go to www.inclusion.ngfl.gov.uk/index.php?i=240

You can:

- scan the list and identify a site of particular interest to you
- browse the site and note information and strategies to help develop your practice.

You could also visit www.ttrb.ac.uk which is a very helpful website providing access to the research and evidence base informing teacher education and offering a dedicated SEN portal.

Activity 5

Points for action



Approximate timing: 15 minutes

Spend a few minutes reflecting on this self-study task and record key points for action below.

What do I want to do next to develop my practice?

How will I do this?

What is my timescale for this to happen?

How will I know if I have been successful?

Do I need to involve anyone else in enabling this to happen?
