

PGCE courses

Statutory requirements

PGCE session 1

QTS 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.
- Q3** (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
- Q6** Have a commitment to collaboration and cooperative working.
- Q10** Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Q14** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q15** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
- Q18** Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Q19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Q20** Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
- Q30** Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
- Q32** Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

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QTS standards
addressed:

Q1, Q3a, Q6, Q10,
Q13, Q14, Q15,
Q18, Q19, Q20,
Q30, Q32

Priority standards Q1, Q3a, Q13, Q18, Q19, Q30, Q32 **Related standards** Q6, Q10, Q14, Q15, Q20

Learning outcomes

Trainees will:

- examine what is meant by the terms 'SEN' and 'disabilities'
- reflect on their own attitudes, values and beliefs about inclusion
- identify the key features of an inclusive learning environment
- consider changes in attitudes over the years towards the care, education and inclusion of pupils with SEN and/or disabilities, and
- understand how schools can make reasonable adjustments to avoid placing pupils with disabilities at a disadvantage.



3 hrs

Approximate timing:

3 hours

Required resources

Slide



Slide presentation PGCE session 1

Handout 1	Types of need from SEN Code of Practice 2001
Handout 2	True or false?
Handout 3	True or false? Answer sheet
Handout 4	Able, enabled or disabled?
Handout 5	Medical and social models of disability
Handout 6	A brief history of inclusion
Handout 7	Less favourable treatment: examples from DRC Code of Practice
Handout 8	Less favourable treatment: examples from DRC Code of Practice, with trainer's notes
Handout 9	Reasonable adjustments
Handout 10	Key factors that support schools in making reasonable adjustments
Handout 11	Definitions of inclusion for review and reflection
Handout 12	Points for action
Handout 13	Self-study tasks and further reading



Film clips	'Introduction' (ESV.02)	2:20 minutes
	'Shelton Infant School: Jake' (ESV.03)	1:57 minutes
	'St Clement's C of E Primary School: Alistair' (ESV.07)	1:22 minutes
	'Whitehouse Junior School: Terri' (ESV.10)	1:54 minutes
	'Glossopdale Community College: Matthew' (ESV.20)	1:28 minutes
	'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc one.	
	To view these film clips, select 'Essential viewing' from the main menu. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.	

Disability Rights Commission, 2002, Code of Practice for Schools – Disability Discrimination Act 1995: Part 4

DfES, 2001, Special Educational Needs Code of Practice



Activities

Timings

Activity 1	Who has SEN?	20 minutes
Activity 2	Enabled or disabled?	20 minutes
Activity 3	Attitudes, values and beliefs about inclusion and Every Child Matters	30 minutes
Activity 4	The SEN duties and pupils' views on inclusion	25 minutes
Activity 5	An introduction to disability legislation	40 minutes
Activity 6	Inclusive schools for pupils with disabilities	35 minutes
Activity 7	Review and reflection	10 minutes

Introduction

Show slide 1 to introduce the session.

1
Slide

Special educational
needs and/or disabilities
Training toolkit

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requirements**

PGCE session 1

tda
developing people, improving young lives

Show slide 2 and take trainees through the learning outcomes for the session as a whole.

2
Slide

Learning outcomes

You will:

- examine what is meant by 'SEN' and 'disabilities'
- reflect on your own attitudes, values and beliefs about inclusion
- identify the key features of an inclusive learning environment
- consider changes in attitudes towards pupils with SEN and/or disabilities
- understand how schools make reasonable adjustments for pupils with SEN and/or disabilities

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Activity 1

Who has SEN?

Learning outcome

Trainees will understand the concept of special educational needs.



Approximate timing: 20 minutes

Required resources



Handout 1 Types of need from SEN Code of Practice 2001

Handout 2 True or false?

Handout 3 True or false? Answer sheet

Whiteboard

Coloured marker pens

Flip chart paper

Task

Show slide 3 and take trainees through the learning outcome for this activity.



Activity 1

Learning outcome

You will understand the concept of special educational needs

Begin the session by asking the trainees to think about what they understand by the terms 'SEN' and 'disability' or 'disabilities'. Record their ideas on a whiteboard.

Now use slide 4 to provide trainees with the legal definition of SEN, first drawn up in the 1981 Education Act and set out in the SEN Code of Practice 2001.

4

Slide

Definition of special educational needs

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from using educational facilities of a kind generally provided for children of the same age in schools in their areas.”

DfES, 2001

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Explain that trainees will also meet the term 'learning difficulties and disabilities', which is used:

- in relation to learners over 16 with SEN in the Learning and Skills Act 2000
- in Every Child Matters and Ofsted frameworks, and
- across the professional boundaries between education, health and social services for children from 0–19.

Show slide 5 and explain that SEN legislation and guidance covers schools and sets out four broad types of need.

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Slide

Areas of need from the SEN Code of Practice 2001

- Cognition and learning
- Communication and interaction
- Behavioural, emotional and social
- Sensory and physical

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Distribute Handout 1 and explain briefly what is meant by each of the terms on the slide and who is included in each type of need. Explain that pupils' needs often overlap. For example, a pupil may have communication needs and social difficulties.



Ask trainees to work in pairs. Give each pair a copy of Handout 2 and ask them to decide whether each statement is true or false.



When they have finished, give out Handout 3 and ask trainees to compare their answers with those on the handout.



Lead a discussion with the whole group asking trainees:

- to suggest explanations for the over-representation of summer-born pupils among pupils with SEN
- whether pupils with SEN are really more common in the primary than the secondary phase
- to explain the correlation between identified SEN and poverty, and
- whether finding out that changes to teaching methods can make a significant difference affected trainees' understanding of the term 'SEN'.

Help trainees to understand that SEN are not necessarily fixed attributes of individuals, but depend on the perceptions of teachers and interactions between pupils and the way they are taught.

Explain that this concept underpins SEN legislation and guidance. SEN can be viewed as something a pupil might have:

- in certain circumstances
- with certain learning tasks, and
- depending on the interaction between the 'within-child' factors and the characteristics of the learning environment.

Tell trainees that it is thought that around one in five pupils might experience an SEN at some point in their educational career (Warnock Report, 1978). The concept of SEN is fluid, implying that any child might experience difficulties at some point, rather than that such difficulties were 'owned' by a fixed group.

Explain that the view of SEN that trainees meet during their school placements may be rather different. Teachers have come to talk about 'my special needs children' or 'the special needs group'. The term SEN has increasingly become synonymous with judgements about pupils' abilities – or lack of them. Usage has shifted from the notion of SEN as something many pupils may have from time to time, to something more permanent or more clearly located within the pupil.

Conclude this discussion by asking trainees quickly to list their own 'special needs' as trainee teachers. What areas do they find difficult and need help with? Where would they welcome more support? You should find that everyone can identify some area.

Now tell them that, as they clearly need help, you are from now on going to call them your special needs group when you talk about them to your colleagues. How do they feel about this?

Explain that we all find it helpful to have our learning needs identified and support offered, but permanent labels attached to us as individuals, rather than to our performance in certain contexts, are neither helpful nor acceptable. Pupils cannot be expected to feel differently.



Activity 2

Enabled or disabled?

Learning outcomes

Trainees will:

- know some definitions of disability, and
- understand the differences between the social and medical models of disability.



Approximate timing: 20 minutes

Required resources



Handout 4 Able, enabled or disabled?

Handout 5 Medical and social models of disability

Handout 6 A brief history of inclusion

Task

Show slide 6 and take trainees through the learning outcomes for this activity.



Activity 2

Learning outcomes

You will:

- know some definitions of disability
- understand the differences between social and medical models of disability

Introduce the activity by showing slide 7, which gives the definition of disability from the Disability Discrimination Act 1995 (DDA), which was extended to education by the Special Educational Needs and Disability Act 2001 (SENDA).

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Slide

Definition of disability from Disability Discrimination Act 1995

Disabled pupils are those who "have a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities".

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Tell trainees that the DDA sets out the areas in which disabled pupils cannot be discriminated against. Ask them what they think 'substantial' and 'long-term' might mean and then show slide 8.

8
Slide

Definition of disability

- Physical or mental impairment includes sensory and hidden impairments
- In the DDA 'substantial' means 'more than minor or trivial'; 'long-term' means it has lasted or is likely to last more than 12 months

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Now show slide 9.

9
Slide

DDA 2005

- Introduced a duty on schools requiring them to:
 - promote equality of opportunity for disabled people
 - have a disability equality scheme
- Established that certain conditions are automatically classed as disabilities

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Tell trainees that the DDA 2005 amended the DDA 1995 to introduce a new duty on public authorities requiring them to eliminate harassment of, and unlawful discrimination against, disabled people, and to promote positive attitudes towards disabled people.

Explain that, since December 2006, there has been a legal duty on all public sector organisations, including schools, to promote equality of opportunity for disabled people. For schools, this includes pupils, staff and visitors.

Note that the DDA 2005 established that three conditions are 'automatically' classed as a disability:

- cancer
- HIV, and
- multiple sclerosis.

Tell trainees that severe disfigurement is also classed as a disability, without any need to demonstrate its effects on a person's ability to carry out day-to-day activities.



Now give out Handout 4 and ask trainees, working individually, to complete the second column on the chart, putting a tick if they think they can perform the relevant task unaided and a cross if they think they can't.

Tell trainees to form groups of four and, taking each item in turn, discuss what support or technology might help them perform each task.

Take feedback and establish that, with the right technological aids or support, they can probably all be 'enabled' to do all the tasks on the handout.

Now focus on one of the tasks – assembling flat-pack furniture. Explore the ways that different trainees might like help with this. You may find that some trainees:

- need clear, sequenced written instructions
- prefer pictures and diagrams
- would just 'have a go', using trial and error.

Make the point that what is enabling for each learner may differ according to whether they like to learn through verbal, visual or active 'doing' methods. Explain that good teachers use all these methods so that everyone can learn.

Now ask trainees to think back to activity 1, in which they considered what they understood by the terms 'SEN' and 'disability' or 'disabilities'. Ask them if their views have changed in the light of the 'enabled or disabled' activity they have just undertaken.

Ask them, for example, to what extent:

- a pupil who uses a wheelchair would be disabled if the local school had ramps and lifts as well as steps, and
- dyslexic children and adults would have SEN once the technology that can transform speech to print (and vice versa) becomes universally available.

Introduce the idea that, while impairments (in sensory, physical, social or mental functioning) are very real, the extent to which they may be disabling in practice will depend on the extent to which the external environment fails to provide the relevant support. Tell trainees that this viewpoint is called the 'social' model of disability, which locates the impairment in the person, but the disabling factors in the environment. The social model of disability sees SEN as the outcome of an interaction between the child's intrinsic characteristics (the 'within-child' factors) and the characteristics of the learning environment.

Explain that this can be contrasted with a 'medical' model that locates the disability within the person.



To illustrate the differences between social and medical understandings of disability, give out Handout 5 and allow time for trainees to read through it.



Ask trainees to work in pairs and, using pencilled lines, identify which of the social model phrases match the medical phrases.

Allow a couple of minutes and then lead a discussion with the whole group to evaluate the two models, asking trainees:

- whether either or both models are incorrect
- which model best represents their own views
- which model they think teachers might prefer, and
- which model learners might prefer.

Allow about 10 minutes for this discussion.

Take feedback, drawing out the medical reality of some impairments and the role that schools and teachers have in minimising their disabling impact on pupils' learning by making appropriate and reasonable adjustments to policies and practices.



Use slides 10 and 11 to provide trainees with a brief history of changes to the way pupils with SEN have been described and educated. Support your input with the notes on Handout 6, which you can give to trainees to take away with them afterwards.

10
Slide

Brief history of inclusion: part 1

- 19th century: idiots, imbeciles and feeble-minded kept in hospitals
- 1970: Education (Handicapped Children) Act took severely subnormal children from healthcare into education
- 1981: Education Act introduced the definitions of 'special educational needs' and 'special educational provision'
- 1994: Salamanca statement on the rights of children with SEN to a mainstream school place
- 1994: SEN Code of Practice set out procedures for assessing pupils' SEN and making provision for them

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Slide

Brief history of inclusion: part 2

- 2000: National curriculum inclusion statement
- 2001: SEN Code of Practice updated and Inclusive Schooling's framework for inclusion introduced
- 2002: Disability discrimination law extended to schools
- 2004: 'Removing barriers to achievement' – embedding inclusive practice into every school setting
- 2005: Disability equality duty and schemes introduced

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Activity 3

Attitudes, values and beliefs about inclusion and Every Child Matters

Learning outcomes

Trainees will:

- think about the feelings associated with inclusion and exclusion
- identify features of an inclusive learning environment, and
- understand the relevance of the Every Child Matters (ECM) outcomes to inclusion.



Approximate timing: 30 minutes

Required resources

Flip chart paper and coloured pens

Task

Show slide 12 and take trainees through the learning outcomes for this activity.



Slide



Activity 3

Learning outcomes

You will:

- think about the feelings associated with inclusion and exclusion
- identify features of an inclusive learning environment
- understand the relevance of the ECM outcomes to inclusion

Having heard a little about the history of inclusion in the previous activity, start by asking trainees to tell you what they think the word 'inclusion' means in an educational context.

They may, for example, say it means:

- pupils attending mainstream rather than special schools
- schools not being able to exclude badly behaved or violent pupils, and
- changes to mainstream schools so they can meet a wider range of needs.

Tell trainees that, as they heard in the previous activity, there are many definitions of inclusion and also many different views about its desirability. Explain that the purpose of this activity is not to enter into these controversies, but to inform trainees' own thinking by enabling them to reflect on their own experiences of inclusion and exclusion and the experiences that pupils may have in school.



Ask trainees to work in pairs and to discuss with their partner what inclusion means for them personally. Ask if they can think about a time when they felt included and part of a group – eg at a family gathering, a school sports event, or a lecture or lesson – and to think about the feelings associated with that experience and to jot them down under the heading: 'Inclusion'.

When they have finished, ask them to think about a time when they were excluded from an occasion or place or group. Ask them to identify the feelings associated with this experience and to jot them down under the heading: 'Exclusion'.

Give trainees a few minutes to do this and then take feedback on a flip chart.

Trainees might have thought of feelings such as:

Inclusion	Exclusion
happy	rejected
valued	frustrated
warm	angry
contented	hopeless
useful	useless
respected	upset
worthy	fed up
calm	hard done by

Ask trainees if they can think of individual pupils, groups of pupils or staff in schools who might, at times, feel like the trainees did when they had an experience of being excluded. Take brief feedback and ask why that might be.

Trainees may say that some people think they feel, look or behave differently, or that they don't fit in. Explain that it is very likely that some pupils with SEN and/or disabilities may experience any or all of the feelings they identified as associated with exclusion.

Now ask trainees to look at their notes about the time when they felt included and part of a group. Ask them:

- what made them feel included
- how others behaved
- what their response was, and
- how the environment contributed.

Take feedback. Try to elicit and list as many features of an inclusive environment as possible. Trainees might say, for example:

- they felt welcomed as individuals
- they felt respected
- people listened to them
- their contributions were valued
- they knew the routines, and
- they were able to exert influence on events.

Show slide 13 and ask trainees to consider briefly what the relationship between SEN and exclusion suggests.

13
Slide

Exclusion and SEN

- In 2007/08 there were:
 - 8,130 permanent exclusions from English schools
 - 383,820 'fixed period' exclusions
- Pupils with SEN are eight times more likely to be permanently excluded from school than the rest of the school population

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Point out that this slide demonstrates that the identification of SEN is closely related to the possibility of permanent exclusion from school.

Ask whether trainees think this relationship suggests that the provision made in schools for pupils with SEN is frequently inappropriate, or that schools have frequently to try to educate pupils whose behaviour is so bad, perhaps because of their SEN, that it is unreasonable to expect them to be educated with other pupils. Trainees may feel that both apply in some cases.

Tell trainees who wish to explore this further that they can look at the substantial variations in exclusions between one local authority and another. Released in July 2009, this data is available as Statistics on Permanent and Fixed Period Exclusions from Schools in England 2007/08 at www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml

Tell trainees that Every Child Matters (ECM) is a major national drive to improve the well-being and inclusion of pupils. Remind them that the ECM green paper was published in 2003 after the horrific death of Victoria Climbié in 2000, and following Lord Laming's report on the tragedy. Local education authorities became local authorities and 'children's services' were set up to bring together education and social services for children and young people and to coordinate the provision for vulnerable children and young people. It is likely that trainees are already familiar with the five ECM outcomes.

Show slide 14 briefly to remind them.

14
Slide

ECM outcomes

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

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Divide the trainees up into five groups and ask each group to focus on one of the ECM outcomes. If the whole cohort is large, several groups can consider the same outcome.

Ask each group to think about the relevance of their particular outcome to the inclusion of pupils 'vulnerable to exclusionary pressures', including those with SEN and/or disabilities. In other words, what do the five outcomes look like 'on the ground'?

Give each group a piece of flip chart paper and coloured pens and encourage trainees to make branching maps or spider diagrams to illustrate their thinking.

Take feedback.

For each outcome, trainees may come up with some of the following ideas:

- **Being healthy** (which covers health and well-being)
 - Lessons and school environments can create barriers to pupils' emotional health and well-being in many ways
 - Sex and relationships education (SRE) is sometimes problematic for pupils with disabilities
 - Taking part in physical activities may be hard for some pupils – extra time, or modified activities and/or resources, may be needed
- **Staying safe**
 - Making sure that pupils are safe on school visits, that reasonable measures are taken to ensure that any risks of harm to their welfare are minimised, and that teachers know what action to take to address any concerns
 - Pupils with SEN and/or disabilities can experience discrimination, teasing and bullying behaviour in schools and it is important to make sure that anti-bullying policies are in place and that they stay safe
 - Safety can sometimes be used as an excuse for barring disabled people from activities and that learning to stay safe involves pupils taking responsibility for their safety in appropriate ways, rather than wrapping them in cotton wool
 - Disabled pupils sometimes feel that they are misunderstood and are not included in activities because risk assessments have not been made
- **Enjoying and achieving**
 - Setting suitable targets for pupils with SEN and/or disabilities to achieve
 - Opportunities to succeed in every area of school life
 - Opportunities to show what they know, can do, and are capable of
 - Chances to work collaboratively with others
 - Using alternative means to record their learning
- **Making a positive contribution**
 - Making a positive contribution to society and the school community is valuable for pupils who may be discouraged by the barriers to learning they face every day
 - Involving pupils with SEN and/or disabilities in buddy or mentoring schemes, and giving them responsibilities in the same way as their peers
- **Achieving economic well-being**
 - Importance of this given the high levels of unemployment and poverty among disabled school leavers
 - Schools can promote disability equality by inviting a disabled person into school to talk about their job
 - Pupils with SEN can be encouraged to think about managing their money and taking financial responsibility
 - For older pupils, work experience placements are a valuable way of finding out about life beyond school



Activity 4

The SEN duties and pupils' views on inclusion

Learning outcomes

Trainees will:

- understand the SEN duties set out in the SEN Code of Practice 2001, and
- know the key elements of an effective education plan.



Approximate timing: 25 minutes

25 mins

Required resources

SEN Code of Practice 2001

Task

Show slide 15 and take trainees through the learning outcomes for this activity.

15

Slide

Activity 4

Learning outcomes

You will:

- understand the SEN duties set out in the SEN Code of Practice 2001
- know the key elements of an effective education plan

Show trainees a copy of the SEN Code of Practice 2001. Explain that this document gives guidance on the key statutory duties on SEN for every maintained school and local authority.

Explain that the code emphasises a graduated response to pupils' needs and that staff in a school have particular responsibilities for ensuring an appropriate approach is taken to identifying and meeting pupils' needs.

Show slide 16.

16

Slide

Key people in school with SEN responsibilities

- Headteacher
- All teaching and non-class-based support staff
- Curriculum leaders
- Governing body
- SEN governor
- SENCO

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Briefly review, with trainees, the key people in schools with responsibility for pupils with SEN and/or disabilities and check that they are clear about their roles and responsibilities:

- **The headteacher** is responsible for the day-to-day management of the SEN policy.
- **All teaching** and non-class-based **staff** should be involved in the development of the school's SEN policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN.
- As members of staff, **curriculum leaders** (for example, heads of faculty or department) have responsibilities which should include the ability to show how ordinary good teaching can incorporate ways to remove barriers to participation and learning for pupils with SEN and/or disabilities.
- **The governing body** is responsible for deciding, with the headteacher, the general policy and approach to meeting pupils' SEN for those with and without statements of SEN. The governing body must do its best to make sure that appropriate provision is made for pupils with SEN and/or disabilities and will consider funding and staffing for this.
- **The SEN governor** has a major role in school self-review and develops and monitors the school's SEN policy. He or she also needs to report back to the governing body on how the school is meeting the needs of pupils with SEN.

Show slide 17 and briefly outline the role of the special educational needs coordinator (SENCO), as described in the SEN Code of Practice.

17
Slide

Role of the SENCO

- Oversees the day-to-day operation of the school's SEN policy
- Coordinates provision for pupils with SEN
- Liaises with teachers
- Manages teaching assistants
- Oversees the records of pupils with SEN
- Liaises with parents/carers
- Contributes to in-service training
- Liaises with outside agencies

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Explain that the day-to-day role of the SENCO is influenced by the effectiveness with which other school leaders fulfil their responsibilities to pupils with SEN and/or disabilities. If all staff differentiate the curriculum effectively to include pupils with SEN and/or disabilities, the SENCO can lead teaching and learning and the coordination of provision for pupils with SEN and/or disabilities. Where all responsibilities for pupils with SEN and/or disabilities are left to the SENCO and the SEN department, it is likely to be because the knowledge and preparedness of others is limited. In this case the SENCO is likely to struggle with a heavy workload.

Tell trainees that, for that reason, many successful schools now ensure either that the SENCO is a member of the senior leadership team, or that responsibility for leading SEN is given to a senior manager, who incorporates the SENCO role within the responsibilities of an inclusion manager.

Move on to explain that the graduated approach in the SEN Code of Practice recognises that children learn in different ways and can have different kinds or levels of SEN. The graduated approach ensures that where necessary, increasingly, step by step, specialist expertise can be brought in to help the school meet pupils' needs.

Show slide 18 to illustrate the graduated approach.

18
Slide

A graduated approach

- School Action
- School Action Plus
- Statement of SEN

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Make sure trainees know that parents/carers must be involved at every stage of the process and that parent partnership services are available in every local authority to support parents/carers.

Show slide 19.

19
Slide

School Action

- Interventions that are additional to or different from those provided as part of a school's 'normal differentiated curriculum offer and strategies'
- Parents must be informed

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Tell trainees that the first formal stage after an SEN has been identified is called 'School Action' ('Early Years Action' in early years settings). Here schools give pupils extra or different help, eg modified teaching approaches or additional support.

Show slide 20.

20
Slide

School Action Plus

- Interventions at School Action are not working
- Advice from external services likely to be sought
- SENCO and others collaborate on providing different approaches and teaching materials

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Explain to trainees that if a pupil does not make enough progress through School Action, the school will then seek advice from professionals from outside the school, eg a specialist teacher, an educational psychologist, a speech and language therapist, or other health professionals. This kind of help is called 'School Action Plus' ('Early Years Action Plus' in early years settings).

Explain that the code recommends that every pupil at School Action or School Action Plus should have:

- a plan setting out targets to be achieved within a given time, and
- a record of the action taken to meet the pupil's needs.

Explain the shift, encouraged by government, away from individual education plans (IEPs) towards planning and review systems for all, which incorporate appropriate target setting for learners with SEN and reduce bureaucracy.

Tell trainees that they may well find some form of 'provision management' or 'provision mapping' being used in schools. Explain that this looks at the impact of school-based interventions on the progress of pupils with SEN and/or disabilities. It enables schools to review data on individuals and bring information together to judge whether school intervention is effective for the target group and whether it provides value for money.

Show slide 21, to help trainees to focus on the key elements of effective target setting.

21
Slide

Key elements of effective education plans

- Indication of pupils' strengths and interests
- A few clearly worded targets
- Timescale for reviewing progress
- Success criteria
- Strategies for providing 'additional and different' approaches

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Expand on the bullet points by explaining that:

- targets should be chosen in partnership with pupils and their parents/carers
- targets should challenge pupils without being too daunting for them and undermining their confidence, and
- there are targets which can and cannot be tested, eg 'Will improve in reading' is untestable unless you have a baseline for the pupil's reading level.

Now show slide 22 and explain the factors that make target setting successful.

22
Slide

An education plan works best when...

- it is well written
- everyone teaching the pupil knows the targets and implements the plans when preparing lessons
- the pupil and parents/carers are involved in the plan's preparation and review
- review of success is carried out with care and any necessary changes to provision are made
- targets and strategies are supported by a whole-school approach to curriculum and learning

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Explain that when targets and strategies are supported by the whole-school approach to curriculum and learning then target setting will work better. Check whether trainees are clear about the roles of, and abbreviations for, the following professionals:

- educational psychologists (EPs)
- occupational therapists/physiotherapists (OTs and physios)
- speech and language therapists (SLTs), and
- specialist teachers.

If they need further information, explain that:

- **Educational psychologists** support the assessment of pupils with a wide range of needs, work with schools, groups and individuals, and provide formal reports for the local authority in statutory assessments (see below).
- **Occupational therapists/physiotherapists** assess, provide programmes for, and work directly with pupils with physical disabilities. Occupational therapists tend to work with pupils with fine motor impairments (including those with handwriting difficulties), while physiotherapists work with pupils with gross motor impairments.
- **Speech and language therapists** assess, provide programmes for, and work directly with pupils with speech, language and communication needs (SLCN), eg they may work with a pupil with comprehension difficulties or with staff on inclusive teaching and curriculum for pupils with SLCN.
- **Specialist teachers** work with staff at all levels on provision for pupils in their area of expertise, eg they may have a particular role in supporting schools to meet the needs of pupils with autistic spectrum disorders. They are normally based outside schools, but may also work in or from a school that has resourced provision for a particular need.

Show slide 23 to introduce the third level of the graduated approach – statutory assessment.

23
Slide

Statutory assessment

- Only necessary if the school cannot provide all the help a pupil needs
- Initiated by parents, schools or external agencies
- Local authority collects evidence to assess pupil's needs and decide if a statement is necessary
- If necessary, a statement of SEN is drawn up
- Statement sets out the pupil's needs and the provision that must be made to meet them

Tell trainees that statutory assessment is a detailed investigation, which can be requested by parents, schools or external agencies, to find out exactly what a child's SEN are and what special help they need.

The local authority collects written evidence and decides if a statutory assessment is appropriate. If it is, a full range of advice, including the views of parents, is gathered. If necessary a statement of SEN is drawn up. This sets out the child's needs and the provision that should be made for them and identifies any resources that must be provided. It has statutory force and the local authority must make sure that the provision specified in the statement is made.

Emphasise that a statutory assessment is only necessary if the school cannot provide all the help a pupil needs.

Explain that the statutory assessment of SEN is, at its best, a thorough and careful decision-making process to establish a child's special educational needs and inform decisions about what should be done to meet them. Point out that a local authority does not have to make a statement after carrying out a statutory assessment if it concludes that the child's needs can be met without one. When a statement is made following a statutory assessment, it often carries substantial guarantees of additional resources. This can therefore make it attractive to parents and schools.

But there have been serious concerns about the usefulness of many statutory assessments, which are expensive and time-consuming to complete. Local authorities, with encouragement from the Government, have therefore delegated more money to schools to support earlier intervention and the development of inclusive practice. The aim is to meet pupils' needs as quickly as possible and reduce reliance on statements. However, the Government's SEN strategy, Removing Barriers to Achievement, stresses the critical importance of local authorities working with parents and schools to ensure that this results in a better deal for children and parents and not a reduced entitlement. The number of statements has diminished slightly in recent years.

Show slide 24, which illustrates the effect of the change.

24
Slide

DCSF Statistical Bulletin Special Educational Needs in England 2009

Year	Pupils with SEN but no statement	Pupils with statements
2006	1,293,250	236,700
2007	1,333,430	229,110
2008	1,390,670	223,610
2009	1,433,940	221,671
		All pupils (2009) 8 million

PGCE session 1
Statutory requirements

24

Explain that the next activity will focus on inclusion purely in relation to pupils with a disability.



Activity 5

An introduction to disability legislation

Learning outcomes

Trainees will understand:

- the legal requirements that relate to the education of disabled pupils, and
- the meaning of the terms 'less favourable treatment' and 'reasonable adjustments'.



Approximate timing: 40 minutes

Required resources



Handout 7 Less favourable treatment: examples from DRC Code of Practice

Handout 8 Less favourable treatment: examples from DRC Code of Practice, with trainer's notes

Disability Rights Commission, 2002, Code of Practice for Schools – Disability Discrimination Act 1995: Part 4

Task

Tell trainees that this activity and activity 6 are a brief introduction to disability legislation and the reasonable adjustments duties.

Show slide 25 and take trainees through the learning outcomes for this activity.



Activity 5

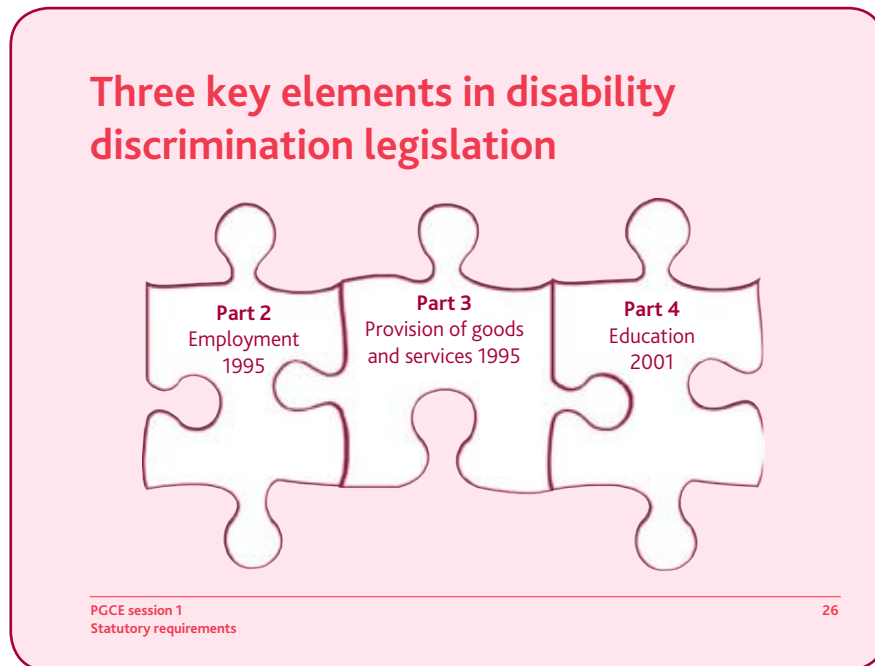
Learning outcomes

You will understand:

- the legal requirements that relate to the education of disabled pupils
- the meaning of 'less favourable treatment' and 'reasonable adjustments'

Now show slide 26, which outlines the three key elements in the DDA disability discrimination legislation.

26
Slide



Explain that the SEN and Disability Act 2001 amended the DDA 1995 to include a specific section on education, which applies to schools, local authorities and universities.

Show slide 27 and ask trainees which areas of school life and which types of school they think are covered by the DDA.

27
Slide

Which are covered by the schools' duties in the DDA?

- a) teaching and learning
- b) a theatre visit
- c) lunchtimes
- d) exclusions

Which types of school are covered by the DDA?

PGCE session 1
Statutory requirements

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Take feedback.

Show slide 28 and explain that all pupils and prospective pupils, every sort of school activity, and all types of school are covered by the disability duties.

28
Slide

Who and what is covered?

- Disabled pupils and potential pupils
- All schools, including independent schools
- Every aspect of school life – admissions, education and associated services, exclusions

PGCE session 1
Statutory requirements

28

Show trainees a copy of the Disability Rights Commission, 2002, Code of Practice for Schools – Disability Discrimination Act 1995: Part 4, and explain that all the information in this session can be found in detail in this document.

Use slide 29 to introduce the two key duties that offer protection from discrimination for pupils in schools.

29
Slide

Two key duties

Responsible bodies must:

- not treat disabled pupils less favourably
- make reasonable adjustments for disabled pupils



PGCE session 1
Statutory requirements

29

Explain that the two duties work together to ensure that disabled pupils are not discriminated against.

Show slide 30 and explain that it provides a simplified account of less favourable treatment. More detail – such as whether the justification is for ‘a material and substantial reason’ and permitted forms of school selection – is set out in the Disability Code of Practice, chapter 5.

30
Slide

Definition: less favourable treatment

Disability discrimination is:

- for a reason related to the pupil's disability
- less favourable treatment than others
- when it cannot be justified

PGCE session 1
Statutory requirements

30

Explain that, technically, to be unlawful, less favourable treatment:

- must be ‘for a reason related to the pupil’s disability’
- must be less favourable treatment than someone gets if the reason does not apply to them, and
- cannot be justified.

Give trainees the following example of less favourable treatment:

A boy with Tourette’s syndrome is stopped from going on a school visit because he involuntarily swore in class when a supply teacher, who was taking the class, had not taken steps to introduce new ideas slowly and had put time pressures on the pupil.

Show slide 31.

31
Slide

Reasonable adjustments

- To ensure there is no substantial disadvantage
- Comparison with pupils who are not disabled
- Justification
- Anticipatory duty

PGCE session 1
Statutory requirements

31

Explain that 'reasonable adjustments' are defined in the DDA as the steps taken by 'responsible bodies' to avoid discrimination. The term 'reasonable' allows flexibility in interpretation, particularly in relation to resources.

Tell trainees that, in the example you gave where the pupil with Tourette's swore in class and was banned from a school visit, it is likely that this is less favourable treatment because reasonable steps should have been taken to manage the situation, such as briefing the supply teacher fully about the pupil's condition and the need to manage new ideas and time pressures carefully.

Explain to trainees that the duty to make reasonable adjustments is an anticipatory duty. Schools must make preparations to receive disabled pupils as early as possible and should always be prepared to meet the needs of pupils with the most commonly met impairments.

Provide trainees with some examples of what reasonable adjustments are. Use examples from the Disability Code of Practice chapter 6, such as those that follow, or others from your own experience.

Examples of reasonable adjustments:

- Bullying policy – a school reviewed its policy on bullying to make sure it addressed bullying linked to disability.
- Voluntary administration of medicines – a school operated a policy of not permitting staff to volunteer to administer medicines to pupils in any circumstances. The school reviewed its policy and, following assurances that staff are indemnified by the local authority's insurance policy, the school changed its policy to permit suitably trained staff to volunteer.

Show slide 32 and ask trainees which might be a reasonable adjustment.

32
Slide

Which of the following might be a reasonable adjustment?

- Choosing an accessible venue for a school trip
- Playing football with a sounding ball
- Swapping classroom accommodation around
- Setting up a buddy system
- Planning lessons so that all pupils make progress
- Demolishing the school and rebuilding it as a single-storey building

PGCE session 1
Statutory requirements

32

Discuss the examples on the slide with trainees so they can understand that all the examples can be reasonable adjustments except for the last example.

Tell trainees that the school does not have to remove or alter physical features, unless they are minor works. Expensive building works are not considered to be a reasonable adjustment. Schools (and local authorities) have separate duties under the DDA to plan to increase access for disabled pupils over time (sometimes referred to as 'the disability planning duties').

Show slide 30 again and tell trainees that the focus in the next exercise is on the 'reason related to the pupil's disability' and the question of justification.

30
Slide
repeat

Definition: less favourable treatment

Disability discrimination is:

- for a reason related to the pupil's disability
- less favourable treatment than others
- when it cannot be justified

PGCE session 1
Statutory requirements

30



Ask trainees to work in pairs.



Give out Handout 7, which includes examples of possible discrimination and some possible justifications for less favourable treatment. Allow trainees a few minutes to read through it.

Show slide 33, which shows the key questions for the task.



Slide

Examples from the DRC Code of Practice

Is the less favourable treatment for a reason related to the pupil's disability?

Is it justified?

PGCE session 1
Statutory requirements

33



Before trainees begin the task, work through example 1 with them, using the trainer's notes on Handout 8. Now ask trainees to discuss examples 2 and 3 with their partner and to answer the questions on slide 33.

Take feedback and check that all trainees have understood what constitutes 'less favourable treatment' and what 'reasonable adjustments' are. Use the trainer's notes on Handout 8 to inform the discussion. When you have finished, distribute Handout 8.

Tell trainees that parents and carers (but not pupils) can seek a remedy for disability discrimination through the SENDISP (Special Educational Needs and Disability Panel – formerly the SEN and Disability Tribunal). A school could be ordered to have training or guidance, alter school policies and/or give a written apology. The SENDISP cannot award financial compensation.

Show slide 34 and explain that it shows some of the issues that come up most commonly on the Equalities Commission helpline. These echo the issues identified by the SENDISP (www.sendist.gov.uk).

34
Slide

Some of the issues

- Assumptions about disabled pupils
- Policies
- Lack of risk assessments
- Administration of medicines
- School trips
- Isolation from peers
- Punishment for behaviour related to disability
- Bullying
- Access to the curriculum
- Selection arrangements

PGCE session 1
Statutory requirements

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Show slide 35.

35
Slide

Accessibility plans

Schools must plan:

- increased access to the curriculum
- improvements to the physical environment to increase access
- improvements in the provision of information for disabled pupils

PGCE session 1
Statutory requirements

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Explain to trainees that, since September 2002, all schools have had a duty to plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled, eg in alternative formats.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Explain that:

- a target for increased access to the curriculum might be to have worksheets for some pupils simplified, with graphics added
- improvements to the physical environment might include clear signs round the school site, or handrails along corridors, and
- information for disabled pupils and for parents/carers might include having the school newsletter printed in a large clear font.

Show slide 36.

36
Slide

Disability equality schemes

- Introduced by the DDA in 2005
- Cover all disabled people who may use the school and its facilities
- Action plan and success criteria required
- Accessibility plan is frequently incorporated

PGCE session 1
Statutory requirements

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Explain to trainees that schools have a responsibility to promote disability equality, not just to improve provision for disabled pupils.

Tell trainees about disability equality schemes, introduced by the DDA in 2005, which all schools are required to have.

Explain that:

- they cover disabled people, including all those employed in a school, involved with it, or using its facilities – eg parents/carers and visitors
- schools are required to draw up an action plan to show how they are going to implement their disability equality scheme and how they will judge whether they are successful in achieving its objectives
- schools frequently incorporate their accessibility plan into their disability equality scheme, and
- Ofsted is committed to inspecting accessibility plans and disability equality schemes.



Activity 6

Inclusive schools for pupils with disabilities

Learning outcomes

Trainees will understand:

- how the reasonable adjustments duty applies in a wide variety of contexts
- that reasonable adjustments are made to overcome particular barriers, and
- the features of schools that enable teachers to make successful reasonable adjustments.



Approximate timing: 35 minutes

Required resources



Handout 9

Reasonable adjustments

Handout 10

Key factors that support schools in making reasonable adjustments



Film clips

'Introduction' (ESV.02) **2:20 minutes**

'Shelton Infant School: Jake' (ESV.03) **1:57 minutes**

'St Clement's C of E Primary School: Alistair' (ESV.07) **1:22 minutes**

'Whitehouse Junior School: Terri' (ESV.10) **1:54 minutes**

'Glossopdale Community College: Matthew' (ESV.20) **1:28 minutes**

'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc one.

To view these film clips, select 'Essential viewing' from the main menu. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.

Trainer's note: If there is enough time you can show the other film clips from the same source.

Task

Show slide 37 and take trainees through the learning outcomes for this activity.

37
Slide

Activity 6

Learning outcomes

You will understand:

- how the reasonable adjustments duty applies in a wide variety of contexts
- that reasonable adjustments are made to overcome particular barriers
- the features of schools that enable teachers to make successful reasonable adjustments

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Statutory requirements

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Explain that in this activity trainees will watch some film clips to identify:

- reasonable adjustments, and
- the barriers that prompted schools to make these adjustments.

Trainees may find it challenging to identify the barrier that would have existed if the reasonable adjustment had not been made. If so, help them to appreciate that the barrier is not about the pupil's disability – it is the environment that they are being asked to examine for barriers.

Explain that in the film clips what trainees will see is the end result of the successful implementation of a reasonable adjustment. However, when a barrier is identified, school staff have the challenge of identifying the reasonable adjustment.



Give out Handout 9 for trainees to record their observations, explaining that they will be making notes in the two columns of the record sheet in the handout. Afterwards you will be discussing the barriers and adjustments in these clips with them.



Show film clips:

- 'Introduction' (ESV.02)
- 'Shelton Infant School: Jake' (ESV.03)
- 'St Clement's C of E Primary School: Alistair' (ESV.07)
- 'Whitehouse Junior School: Terri' (ESV.10), and
- 'Glossopdale Community College: Matthew' (ESV.20).

Trainees may find that they do not have very much time, while viewing, to note down more than a few of the reasonable adjustments that they observe. At the end of the viewing provide a few minutes for them to discuss their findings with a colleague and to finish their notes, with an emphasis on identifying key features of the school environments.

Take feedback, asking trainees to pick out any particularly helpful ideas they identified from the clips. Record these so everyone can see them. Stress that although most of the film clips are in a primary context, they illustrate the key principles involved simply and effectively. As 'Shelton Infant School: Jake' (ESV.03) is a good example of adjustments made by a school, you will be focusing on this.

Use slide 38 and discuss with trainees exactly what the teacher did to enthuse Jake about the sports day. You may want to consider what previous experiences may have influenced his pessimism about sports day.

38
Slide

Jake's sports day

Barrier	Reasonable adjustment
Not knowing what to do	Planning with pupil, parent, other agencies, DfES CD ROM
Can't access activity	Parallel activities
Fear of risk	Risk assess support of teaching assistant
Activities cause fatigue	Reorder activities

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Statutory requirements

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Ask trainees what process Jake's teacher, Paul, went through to identify the reasonable adjustments for Jake. They might say:

- Paul started with a 'can-do' attitude and a commitment to Jake taking part
- he sought advice from Jake and Jake's parents
- he looked at 'Success for All' the Department for Education and Skills (DfES) CD ROM on inclusive sport and PE, and
- he sought advice from the local specialist support service.

Ask trainees what features of schools can make this process of adjustments easier. They might say:

- a school with a positive ethos
- one which promotes a problem-solving approach
- one that regularly consults pupils and their parents, and
- one that seeks support from outside the school and builds links with support services.

If trainees have not raised it you can draw their attention to the fact that Changing Faces, a voluntary organisation, can offer expertise and understanding – for example, Terri's teacher at Whitehouse Junior School (ESV.10) drew on their knowledge.

Point out that the term 'reasonable adjustments' can cover many of the modifications sometimes known as 'access strategies' in work on SEN, and that the clips show positive and practical ideas that are useful in all phases of education.



Finally, give out Handout 10 and tell trainees to skim read it. It suggests some more features of effective schools.

If you have time you may wish to show the rest of the clips to highlight examples of adjustments being made.



Activity 7

Review and reflection

Learning outcomes

Trainees will reflect on:

- their own personal definitions of inclusion, and
- key learning points from the session.



Approximate timing: 10 minutes

10 mins

Required resources



Handout 11 Definitions of inclusion for review and reflection

Handout 12 Points for action

Handout 13 Self-study tasks and further reading

Task

Show slide 39 and take trainees through the learning outcomes for this activity.



Slide

Activity 7

Learning outcomes

You will reflect on:

- your own personal definition of inclusion
- key learning points from the session

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Ask trainees to work in small groups and give out Handout 11, which gives different definitions of inclusion. Ask trainees to decide on those definitions that they feel are the most important and those they feel are least important. The blank section is for them to suggest a definition of their own.

Once trainees have completed the task, take feedback from each of the groups in turn. Ask them to talk about why they chose the definition they felt was the most important and some of those that they felt were least important. Discuss any alternative definitions the group has suggested.

To conclude the session, show slides 40 and 41 and use these slides to summarise key learning points from the session.

40
Slide

Key learning points

- SEN arise from an interaction between the 'within-child' factors and the characteristics of the learning environment
- The learning environment can 'enable' or 'disable' pupils
- Teachers can minimise the disabling impact of 'within-child' factors or barriers in the environment by making reasonable adjustments

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41
Slide

Key learning points (continued...)

- Adjustments may be to the curriculum, school organisation, accommodation or teaching methods
- Inclusion means creating a school community in which everyone is valued and all pupils can achieve their best
- It is the responsibility of every teacher to make teaching and the learning environment as enabling and inclusive as possible

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To close the session, distribute Handout 12 and invite trainees to spend a few minutes working individually, to note key points of action to help them consolidate and apply their learning from this session.



Finally, distribute Handout 13, which lists the range of self-study material available to trainees and suggestions for further reading. Explain that each task takes about two hours, plus some observation/research time.

Show slides 42 and 43 briefly to remind trainees of the key standards which have been addressed.

42
Slide

Standards addressed

- Q1: Having high expectations of children and young people
- Q3a: Being aware of the professional duties of teachers and the statutory framework within which they work
- Q13: Knowing how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment

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Slide

Standards addressed (continued...)

- Q18: Understanding how children and young people develop
- Q19: Knowing how to make effective personalised provision for those they teach and promoting equality and inclusion in their teaching
- Q30: Establishing a purposeful and safe learning environment conducive to learning
- Q32: Working as a team member and identifying opportunities for working with colleagues

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Handout 1

Types of need from SEN Code of Practice 2001

Cognition and learning needs include:

- specific learning difficulties (SpLD)
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), and
- profound and multiple learning difficulties (PMLD).

Behavioural, emotional and social needs include:

- behavioural, emotional and social difficulties (BESD).

Communication and interaction needs include:

- speech, language and communication needs (SLCN), and
- autistic spectrum disorders (ASD).

Sensory and/or physical needs include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI), and
- physical disability (PD).

Pupils with medical needs are usually included in the sensory and physical needs section.



Handout 2

True or false?

True or false?	
Fewer pupils have SEN in secondary schools than in primary schools	
Research-based class teaching methods – for example, for teaching reading – can more than halve the proportion of pupils with SEN	
Summer-born pupils are more likely to be identified as having SEN than pupils born in the autumn	
Nearly one in three nine-year-old boys is identified as having SEN	
Pupils with SEN are more than twice as likely to be living in poverty (eligible for free school meals) as pupils without SEN	
Boys make up 73 per cent of pupils with statements of SEN (pupils with the more severe types of SEN)	



Handout 3

True or false? Answer sheet

True or false?	
Fewer pupils have SEN in secondary schools than in primary schools¹ 19.6 per cent of pupils in mainstream primary schools were identified as having SEN in January 2009, compared with 21 per cent in secondary schools.	False
Research-based class teaching methods – for example, for teaching reading – can more than halve the proportion of pupils with SEN² Research has shown that by introducing a new methodology for teaching reading (involving systematic phonics teaching, short periods of reading practice repeated throughout the day, and regular reading aloud of familiar stories) it was possible to dramatically reduce the number of children falling into a defined very low-achieving band.	True
Summer-born pupils are more likely to be identified as having SEN than pupils born in the autumn³ At the age of seven, September-born pupils are half as likely as August-born pupils to be identified as having SEN (15 per cent compared to 28 per cent). The relationship is still present, though slightly less strong, at the ages of 11 and 16.	True
Nearly one in three nine-year-old boys is identified as having SEN In January 2008, 31.3 per cent of all nine-year-old boys in mainstream primary schools were identified by their schools as having SEN.	True
Pupils with SEN are more than twice as likely to be living in poverty (eligible for free school meals) as pupils without SEN In 2009, some 28 per cent of pupils with SEN were known to be eligible for free school meals in primary schools compared with around 13 per cent of pupils with no SEN. In secondary schools, the comparable figures were almost 25 per cent for pupils with SEN and almost 10 per cent for pupils with no SEN.	True
Boys make up 73 per cent of pupils with statements of SEN (pupils with the more severe types of SEN) In January 2009, 90,020 boys in primary and secondary schools had statements of SEN (around one in every forty boys) compared with 33,080 girls (less than one in every 100 girls).	True

1 DCSF, January 2009, Special Educational Needs in England, (SFR 14/2009)

2 J Solity et al, The Early Reading Research: The impact of instructional psychology, Educational Psychology in Practice, 16(2), 2000

3 DfES, 2005, Unpublished Rapid Analysis Note



Handout 4

Able, enabled or disabled?

Can you...	✓ or X Can or can't	If you think you can't, what would enable you to do this?
Read very small print		
Hear what they are saying in the room next door?		
Find a street you don't know, in an unfamiliar area, when driving or being driven in a car?		
Fly to the moon!		
Assemble a complicated piece of flat-pack furniture?		



Handout 5

Medical and social models of disability

Medical

Confined to a wheelchair	Suffers from dyslexia	Slow learner
Can't read	The problem is the disabled child	Hearing problem
Has ADHD (attention deficit hyperactivity disorder)	Has receptive language problem (difficulty in understanding language)	Has low self-esteem

Social

Poor acoustics in the classroom	Teachers often give long and detailed instructions	Young children are expected to sit still for long periods
Lack of texts or tapes to listen to at the right time for the pupil	Homework always given in a rush at the end of the lesson	No lifts, ramps or stairs
Lesson pace too fast	Totally print-based curriculum; lack of access to own laptop with spell-checker and speech-to-print software	The curriculum affords the pupil few experiences of success

Adapted from: Jean Gross, 2002, Special Education Needs in the Primary School: A practical guide, Open University Press.



Handout 6

A brief history of inclusion

Categories and descriptions

In the 19th century, there were categories of handicap such as idiots, imbeciles, feeble-minded, as well as deaf, blind and delicate. The difficulties were seen as medically determined and 'within-child'.

In 1970, the Education (Handicapped Children) Act took 'severely subnormal' children from training units, hospitals and special care units and transferred their care from health to education.

In 1978, the Warnock Report recommended that categories of handicap be abolished and the generic description 'special educational needs' was coined and defined in the 1981 Education Act. The focus moved to how pupils could be provided for and supported, either in mainstream classes, units or bases in mainstream schools (sometimes called 'resourced provision') or special schools.

The special educational needs and disability legislation and guidance

Under the Education Act 1993, schools were required to have regard to the SEN Code of Practice. The SEN duties this included were consolidated into the Education Act 1996. The code details how schools are expected to carry out their SEN duties. The document Removing Barriers to Achievement (2004) stated that:

"All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability."

The SEN and Disability Act 2001 strengthened the right of children with SEN to attend a mainstream school, unless their parents choose otherwise.

Schools should include all pupils fully in the life of the school and make changes to organisation, curriculum, accommodation or teaching methods, where necessary.

The SEN Code of Practice set out five principles:

- children with SEN should have their needs met
- their needs will normally be met in mainstream schools
- the views of children should be sought and taken into account
- parents have a vital role to play in supporting their children's education, and
- pupils with SEN should be offered full access to a broad, balanced and relevant curriculum in the foundation stage and later years.

The code states that if pupils require provision that is different from or additional to that made for most pupils, then schools are required to make provision (School Action). Schools are then required to monitor progress, and if pupils fail to make adequate progress, further provision is to be made (School Action Plus). Where pupils' needs are more severe or complex, the local authority may issue a statement of SEN describing the exceptional provision to be made.

Integration and inclusion

In the 1980s and 1990s, there was a move towards integrating pupils from special schools into mainstream schools. Often, however, this simply meant pupils being placed in a mainstream school with little change to the infrastructure or to people's attitudes. People began to talk about 'inclusion' rather than integration – a concept with a strong ideological charge, coming from an equal rights perspective and emphasising the celebration of diversity.

Particularly influential in this respect was the 1994 Salamanca Statement, adopted by UNESCO, and by 94 governments including the UK. The Salamanca Statement said that:

"Those with special educational needs must have access to mainstream schools which should accommodate them with a child-centred pedagogy capable of meeting those needs. Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system."

The inclusive school movement encouraged schools to evaluate the extent to which they provide a "secure, accepting, collaborating, stimulating school community in which everyone is valued and all pupils can achieve their best" (Centre for Studies on Inclusive Education, Index for Inclusion, 2002). The intention was that self-evaluation would lead to schools making changes to their culture, policies and practices to respond more effectively to the diversity of pupils in the locality they served.

Educational inclusion

Educational inclusion as described by Ofsted (Ofsted, 2000) embraced not only pupils with SEN and/or disabilities, but a whole range of groups that might be at risk of underachievement such as: girls and boys; minority ethnic and faith groups; travellers, asylum seekers and refugees; pupils who need support to learn English as an additional language (EAL); pupils with SEN or a disability; gifted and talented pupils; children looked after by the local authority; other children such as sick children; young carers; children from families under stress; pregnant schoolgirls and teenage mothers; and any pupils who are at risk of disaffection and exclusion.

Ofsted provided its own definition of educational inclusion:

"Educational inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school."

Ofsted, 2000

Curriculum inclusion

Another milestone in the history of the inclusion concept was the introduction of National Curriculum 2000 which, together with accompanying legislation, made it a statutory requirement for all schools to develop an inclusive curriculum. Teachers were required to modify the national curriculum programmes of study, as necessary, to provide all pupils with relevant and appropriately challenging work at each key stage. The National Curriculum also set out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles keeps to a minimum the need for aspects of the National Curriculum to be disapplied for any pupil.

Personalisation

Newer than inclusion, but related to it, is the concept of personalisation or personalised learning. A vision of personalised learning and teaching was outlined in the report of the Government's Teaching and Learning in 2020¹ as:

"...taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning."

DfES, 2007

That vision was expanded upon in Personalised Learning – A Practical Guide, published by the Department for Children, Schools and Families (DCSF) in 2008:²

"The pedagogy of personalisation is distinguished by the way it expects all children and young people to reach or exceed national expectations, to fulfil their early promise and develop latent potential. Planning for progression and differentiation are fundamental. High expectations of progress apply equally to children and young people working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory."

DCSF, 2008

As well as this, nine key features of personalised learning, none of which are mutually exclusive, were identified by the Government:

- high-quality teaching and learning
- target setting and tracking
- focused assessment
- intervention
- pupil grouping
- the learning environment
- curriculum organisation
- the extended curriculum, and
- supporting children's wider needs.

Personalisation involves schools developing systems in which the needs of all pupils are understood and their learning planned accordingly. It does not mean that every child needs an individualised curriculum, but rather that schools cater for the range of aptitudes, interests and abilities of all their pupils by providing opportunities for each pupil to succeed. Rigorous assessment for learning is a key to the success of personalised learning, regardless of the learning routes that children may follow, so that teachers and pupils have a good understanding (based on seeking and interpreting evidence) of where pupils are in their learning, where pupils need to get to next, and how best to get there.³

1 DfES, 2007, Teaching and Learning in 2020

2 DCSF, 2008, Personalised Learning – A Practical Guide

3 DCSF, 2008, The Assessment for Learning Strategy

Summary

Over the years, attitudes and policies have changed from entirely separate care for children with physical or learning difficulties, to some integration, to inclusion where:

- the emphasis is on systems providing support for all
- the rights of children, young people and their parents are at the fore
- difference and diversity are valued, and
- pupils with SEN and disabilities are seen as part of a much wider group that will be at risk of underachievement if the school does not adapt itself to meet their individual needs and 'personalise' learning for all.



Handout 7

Less favourable treatment: examples from DRC Code of Practice

Disability discrimination is less favourable treatment than for someone else, for a reason related to the pupil's disability and when it cannot be justified.

This exercise focuses on the reason related to the pupil's disability and justification.

Example 1: Pupil with dyslexia

At the end of a lesson, homework is written on the board. A pupil with dyslexia is unable to copy it down in the time. He is given a detention for not doing his homework.

Is this less favourable treatment for a reason related to the pupil's disability?

Is it justified?

Example 2: Pupil with autism in the dinner queue

A pupil with autism goes to the front of the dinner queue. A teacher standing nearby tells him not to 'barge in'. The pupil becomes anxious, but does not move. The teacher insists that the pupil must not 'jump the queue'. The pupil becomes more anxious and agitated and hits the teacher. The pupil is excluded temporarily from the school.

Is the less favourable treatment for a reason related to the pupil's disability?

Is it justified?

Example 3: Outdoor activity trip

A pupil with cerebral palsy who uses a wheelchair is on a trip with her class to an outdoor activity centre. The teachers arrange to take the class on a 12-mile hike over difficult terrain but, having carried out a risk assessment, they decide that the pupil who uses a wheelchair will be unable to accompany her class, for health and safety reasons.

Is the less favourable treatment for a reason that is related to the pupil's disability?

Is it justified?



Handout 8

Less favourable treatment: examples from DRC Code of Practice, with trainer's notes

Disability discrimination is less favourable treatment than for someone else, for a reason related to the pupil's disability and when it cannot be justified.

This exercise focuses on the reason related to the pupil's disability and justification.

Example 1: Pupil with dyslexia

At the end of a lesson, homework is written on the board. A pupil with dyslexia is unable to copy it down in the time. He is given a detention for not doing his homework.

Is this less favourable treatment for a reason related to the pupil's disability?

The reason for the detention is the failure to do the homework. This relates to his inability to write it down in the time available, which is a part of his disability.

Is it justified?

There was a general assumption on the part of the teacher that all the pupils would be able to write down the homework in the time at the end of the lesson. It is unlikely that there is a material and substantial reason to justify the less favourable treatment. In addition, it is likely that reasonable adjustments could have been made. For example, more time could have been provided or the homework could have been published on the school learning platform. The detention is likely to amount to unlawful discrimination.

Example 2: Pupil with autism in the dinner queue

A pupil with autism goes to the front of the dinner queue. A teacher standing nearby tells him not to 'barge in'. The pupil becomes anxious, but does not move. The teacher insists that the pupil must not 'jump the queue'. The pupil becomes more anxious and agitated and hits the teacher. The pupil is excluded temporarily from the school.

Is the less favourable treatment for a reason related to the pupil's disability?

The reason for the exclusion, hitting the teacher, may be related to the pupil's disability. Particular features of his autism are that he has difficulty in managing social situations, in understanding the purpose of a queue, and in understanding figurative language such as 'barge in' and 'jump the queue'. He also has difficulty in managing escalating levels of anxiety. If the hitting is related to these features of his autism, then the less favourable treatment – the exclusion – is for a reason related to the pupil's disability.

Is it justified?

The less favourable treatment is likely to be justified in terms of the order and discipline in the school. Any assault is likely to constitute a material and substantial reason justifying exclusion. However, there may be reasonable steps that might have been taken to prevent the incident happening in the first place. For staff, there might have been training:

- about autistic spectrum disorders and how they can manifest themselves
- on strategies to avoid difficulties – for example, avoiding negative instructions and symbolic language such as 'barging in' and 'jumping the queue', and
- on strategies to overcome difficulties if they do arise.

For the pupil there might have been:

- particular training for social situations, such as queuing, and
- work on strategies for communicating that he is upset or confused.

If reasonable steps of this type could have been taken but were not, it may not be possible for the school to justify the exclusion. If steps of this type were taken but the incident still happened, the school is likely to be able to justify the exclusion.

Example 3: Outdoor activity trip

A pupil with cerebral palsy who uses a wheelchair is on a trip with her class to an outdoor activity centre. The teachers arrange to take the class on a 12-mile hike over difficult terrain but, having carried out a risk assessment, they decide that the pupil who uses a wheelchair will be unable to accompany her class for health and safety reasons.

Is the less favourable treatment for a reason that is related to the pupil's disability?

This is less favourable treatment for a reason that relates to the pupil's cerebral palsy, namely the use of a wheelchair.

Is it justified?

The responsible body is likely to be able to justify the less favourable treatment for a material and substantial reason, ie a risk assessment, carried out in relation to this particular pupil in the particular setting in which she would have to travel, indicated that the health and safety of the pupil and her classmates could be jeopardised if she were to attempt the hike. This is likely to be lawful.



Handout 9

Reasonable adjustments

While watching the five film clips from the 'Essential viewing' section of 'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc one, complete the chart on this handout to show:

- what barriers disabled pupils faced, and
- what reasonable adjustments were made to enable them to participate.

In the film clips, what you see is the end result of the successful implementation of a reasonable adjustment. However, that isn't how the challenge presents itself in school. The school is presented with the barrier and has the challenge of identifying the reasonable adjustment. The recording charts are therefore structured to provide you with the opportunity to identify the barrier that had to be overcome, as well as the (more visible) reasonable adjustment that the school made.

After the introduction and the first section, 'Shelton Infant School: Jake' (ESV.03), you will have the opportunity to discuss barriers and adjustments before you watch the rest of the section.

Essential viewing

'Essential viewing' starts with a series of short introductory clips filmed in different schools. The longer clips start with Shelton Infants School and Jake's sports day.

School	Reasonable adjustments	Barriers
ESV.02 Introduction		
ESV.03 Shelton Infants: Jake's sports day		
ESV.07 St Clement's: Alistair		
ESV.10 Whitehouse: Terri in English		
ESV.20 Glossopdale: Matthew		

Key factors that support schools in making reasonable adjustments

Vision and values based on an inclusive ethos

An inclusive vision for the school, clearly articulated, shared, understood and acted upon effectively by all, is an important factor in enabling staff to make reasonable adjustments.

A 'can-do' attitude from all staff

The attitude of staff is fundamental to achieving successful outcomes for disabled pupils. Where staff are positive and demonstrate a 'can-do' approach, barriers are overcome more easily.

A proactive approach to identifying barriers and finding practical solutions

Actively identifying barriers as early as possible and exploring solutions using a practical, problem-solving approach has led schools to identify more effective reasonable adjustments.

Strong collaborative relationships with pupils and parents/carers

Schools that are effective at making reasonable adjustments recognise that parents/carers and pupils have expertise about living with a disability and will be a major source of advice. Pupils can also be the best judges of what is effective. They can be good advocates for what has worked well for them.

A meaningful voice for pupils

Schools are more likely to make effective reasonable adjustments where there are strong consultative mechanisms in place for all pupils and where peer support is well developed.

A positive approach to managing behaviour

Combined with an appropriate curriculum and a variety of learning activities, a positive approach to managing behaviour can enable pupils to take charge of their own behaviour and support others in taking charge of theirs. Many schools identified the importance of peer support strategies and of mentoring schemes in developing a positive approach to challenging behaviour.

Strong leadership by senior management and governors

Strong school leadership that sets a clear direction, promotes positive outcomes for disabled pupils, deploys the resources of the school to support teachers in identifying and removing barriers and keeps progress under review, makes for schools that are more effective at making reasonable adjustments.

Effective staff training and development

Where staff training and development is given a high priority it can ensure that staff have the understanding, knowledge and skills required to make reasonable adjustments for the range of disabled pupils.

The use of expertise from outside the school

Other agencies supplement and complement what a school can provide on its own. The schools shown in the film clips drew on a wide range of expertise beyond the school from:

- local schools, units and support services
- different statutory agencies, and
- voluntary organisations.

Building disability into resourcing arrangements

Building disability considerations into everything a school does, including the way it deploys its resources, enables everyone in the school to make reasonable adjustments.

A sensitive approach to meeting the disability-specific needs of pupils

A sensitive approach protects the dignity of disabled pupils particularly, but not only, in relation to meeting medical and personal care needs.

Regular critical review and evaluation

Regular reviews at a pupil level, departmental level and school level help ensure that:

- progress is monitored
- successes and failures are shared and inform the next steps, and
- the views of pupils and their parents/carers are sought and incorporated into the reasonable adjustments that the school makes.

Availability of role models and positive images of disability

Where schools use a range of opportunities to provide disabled role models, both children and adults, this can boost the self-esteem of disabled pupils and have a positive effect for all pupils.

This can be supported by positive images of disabled children and adults in pictures, books, and the range of materials used in schools.



Handout 11

Definitions of inclusion for review and reflection

Inclusion is...

restructuring the cultures, policies and practices in schools so that they respond to the diversity of pupils in the locality	the responsibility of every teacher
all children being educated in mainstream schools and settings in their own locality, rather than in special schools	tackling underperformance of key groups
whoever you are, wherever you are, feeling that this place is a place for you	valuing diversity
a fundamental human rights issue	all children being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being
making reasonable adjustments to all aspects of school life so as to prevent discrimination against pupils, staff or visitors with disabilities	



Handout 12

Points for action

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?



Handout 13

Self-study tasks and further reading

Self-study tasks

Every Child Matters

- Inclusion and Every Child Matters (SST 1)
- SEN and disability legislation (SST 2)
- English as an additional language and SEN (SST 3)
- Children's needs and development (SST 4)
- ICT and SEN (SST 5)

Cognition and learning

- Moderate learning difficulties (SST 6)
- Dyslexia and specific learning difficulties (SST 7)
- Working memory (SST 8)

Behavioural, emotional and social needs

- Behavioural, emotional and social difficulties (SST 9)

Communication and interaction

- Speech, language and communication needs (SST 10)
- Autistic spectrum disorders (SST 11)

Physical and sensory impairment

- Visual impairment (SST 12)
- Hearing impairment (SST 13)
- Handwriting (SST 14)
- Developmental coordination disorder/dyspraxia (SST 15)

Working in partnership

- Working with colleagues in school (SST 16)
- Working with parents/carers and other professionals (SST 17)

Further reading

Ofsted, 2006, Inclusion: does it matter where pupils are taught?

Lewis, A and Norwich, B, 2005, Special Teaching for Special Children?: Pedagogies for inclusion, Open University Press