

Materials for newly qualified teachers
**Inclusion and Every
Child Matters**

Taught session 1

Core standards addressed

- C1** 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.
- C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- C23** Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Taught session 1

Inclusion and Every Child Matters

Core standards addressed:

C1, C2, C3, C22, C40

Learning outcome

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



Approximate timing:

1 hour 20 minutes

Required resources

Slide

Slide presentation Taught session 1



Handout 1	The ECM outcomes
Handout 2	Removing barriers and the ECM outcomes
Handout 3	Teaching independence
Handout 4	Teaching independence: audit tool
Handout 5	Grouping pupils: cards to cut up
Handout 6	Grouping pupils: possible answers
Handout 7	The pupil's day: response sheet
Handout 8	Independence: some strategies for the times outside lessons
Handout 9	Twelve factors supporting independence in lessons
Handout 10P	Observation sheet for film clips: primary
Handout 10S	Observation sheet for film clips: secondary
Handout 11	Points for action
Handout 12	Self-study tasks



Film clip	'Goostrey Community Primary School: Ben, Paddy, Joanna, Olivia, Kyle' (PGO.02) (primary)	8:34 minutes
	'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc two.	
	To view the film clip, select 'Primary school stories' from the main menu, then select the 'Goostrey Community Primary School' section.	
Film clip	'Langdon School: Boonma, Saad, Thadsagini, Carl, James, Harpreet, Alex' (SLA.02) (secondary)	11:07 minutes
	'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc three.	
	To view the film clip, select 'Secondary school stories' from the main menu, then select the 'Langdon School' section.	
Film clips	'Shelton Infant School: Jake' (ESV.03) (primary)	1:57 minutes
	'William de Ferrers High School: Shelley' (ESV.06) (secondary)	42 seconds
	'St Clement's C of E Primary School: Alistair' (ESV.07) (primary)	1:22 minutes
	'Ian Mikardo High School' (ESV.18) (secondary)	1:14 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.	

Interactive whiteboard or data projector connected to the internet and big screen



Activities

		Timings
Activity 1	The ECM outcomes and inclusion	15 minutes
Activity 2	ECM outcomes: issues for inclusive classrooms	30 minutes
Activity 3	Working together to develop pupils' independence and to value their contributions	25 minutes
Activity 4	Review and reflection	10 minutes



Prior learning

Everyone attending this taught session should have completed the following pre-session tasks.

Task 1

Participants should read and familiarise themselves with the statutory inclusion statement in the National Curriculum.

Task 2

Participants should visit www.dcsf.gov.uk/everychildmatters and explore the following areas:

- Delivering services – in the 'Strategy and working practice' section
- Family information service – in the 'Early years and childcare' section
- Aiming high for disabled children – in the 'Health and well-being' section.

In the same site they should next explore the 'SEN and disability' page in the 'Early years and childcare' section at: www.dcsf.gov.uk/everychildmatters/earlyyears/sendisability/sendisability

Participants should bring their notes to the session on any issues of interest they find.

Introduction

Show slide 1 to introduce the session.


1
Slide

Special educational needs and/or disabilities
Training toolkit

Session 1

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Inclusion and Every Child Matters



Show slide 2 and introduce participants to the learning outcome for the session as a whole.

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Slide

Learning outcome

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

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Activity 1

The ECM outcomes and inclusion

Learning outcomes

Participants will:

- be clear about the nature and implications of the ECM outcomes, and
- have considered these outcomes in relation to their own experience.



15 mins

Approximate timing: 15 minutes

Required resources

Interactive whiteboard connected to the internet

Alternatively a data projector connected to the internet and a big screen

Task

Show slide 3 to introduce the learning outcomes for activity 1.



Slide

Activity 1

Learning outcomes

You will:

- be clear about the nature and implications of the ECM outcomes
- have considered these outcomes in relation to your own experience

Explain that this session aims to develop participants' ideas and practice in relation to inclusive learning environments, informed by the five ECM outcomes.

Show slide 4 to remind participants of the five ECM outcomes.

4
Slide

The ECM outcomes

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

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Tell participants that ECM emphasises a 'personalised' approach to meeting children's needs. Explain that this means tailoring programmes to the needs, interests and aspirations of each individual child, tackling barriers to their participation and learning, and enabling them to achieve their potential. Explain that to achieve this, teachers must give attention to pupils' views when planning the direction of their learning.

Using the interactive whiteboard or data projector linked to the internet, take participants to the ECM website www.dcsf.gov.uk/everychildmatters and briefly open each of the sections that participants visited as part of pre-session task 2:

- Delivering services – in the 'Strategy and working practice' section
- Family information service – in the 'Early years and childcare' section
- Aiming high for disabled children – in the 'Health and well-being' section
- SEN and disability – in the 'Early years and childcare' section.

Check that everyone completed the pre-session task. Tell participants who did not complete the task that they should do so after the session is finished.

While showing the 'SEN and disability' page, point out that a key aim of ECM is the integration of services into unified provision for children. Explain that, as part of this, 'local education authorities' have become 'local authorities', with education and social work services being brought together to focus on enabling children and young people to achieve the five ECM outcomes.

Tell participants that ECM is linked to the Government's strategy for SEN, Removing Barriers to Achievement (DfES, 2004). Show slide 5 to introduce participants to the commitments in the strategy.

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Slide

Removing Barriers to Achievement (DfES, 2004)

A commitment to:

- effective delegation of resources to support early intervention and inclusion
- reduced reliance on statements of SEN
- appropriate support and provision
- better specialist support for those working in schools
- a reduction in the bureaucracy associated with SEN

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Explain that the ECM outcomes also link to the emphasis on 'joined up' provision and support, encouraged by the introduction of the Common Core of Skills and Knowledge for the Children's Workforce (DfES, 2005), which informs practice across the groups of professionals who work with children and young people. Tell participants that they can also find this on the ECM website at: www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore/commoncoreofskillsandknowledge



Ask participants to work in groups of four to consider the questions on slide 6.

6
Slide

Addressing the ECM outcomes

- How are the ECM outcomes addressed in your school?
- Do you feel that all five are considered as important learning goals?
- Are some not addressed? If so, why might that be?
- Which outcomes do you feel are most important for pupils with SEN and/or disabilities?

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After five minutes, take feedback from the group. In particular, emphasise that all the ECM outcomes are important for pupils with SEN and/or disabilities.

Now lead a discussion with the group about the particular relevance of each outcome for pupils with SEN and/or disabilities. Make sure the following points are brought out in the discussion.

Be healthy

- Mental and emotional health is as important as physical health.
- Disabled pupils have the right to be included across the school curriculum. For example, a recent survey¹ by a pupil who is a wheelchair user found that many disabled pupils particularly dislike being given physiotherapy or occupational therapy instead of going to a PE lesson like everyone else.

Stay safe

- Strategies to prevent bullying and to ensure safety in moving around the school are particularly relevant for pupils with SEN and/or disabilities. For example, a school council working on accessibility planning recently made this a high priority when working with their school on including more pupils with SEN and/or disabilities.

Enjoy and achieve

- While all sorts of strategies may be useful in particular situations, appropriate expectations remain at the heart of inclusion. The right amount of challenge makes learning enjoyable. Finding ways of removing barriers to participation and learning enables everyone to be included across the curriculum and in the wider life of the school.

Make a positive contribution

- Planning across the school curriculum (ie not just within national curriculum subjects) is important if pupils with SEN and/or disabilities are to achieve this outcome. For example, an online school council can enable pupils with speech, language and communication needs to express their ideas or concerns about aspects of school in writing or through other media, such as photography.

Achieving economic well-being

- Pupils with SEN and/or disabilities, as a group, are more likely to be poor or unemployed during their adult lives than others in the population.

1 The film clip 'Messages from a survey by Eleni Burgess' (SCP.11) discusses this survey and is available on 'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc three. To view the film clip, select 'Secondary education' from the main menu, then select the 'Secondary curriculum and planning' section. The film clip is part of a selection of clips, so you need to skip through until you reach the relevant one.



Activity 2

ECM outcomes: issues for inclusive classrooms

Learning outcomes

Participants will understand:

- the implications of the ECM outcomes for classroom practice, in particular for pupils with SEN and/or disabilities
- the significance of pupils' learning experiences and their implications for practice, and
- how grouping pupils in different ways can affect their learning experiences.



Approximate timing: 30 minutes

Required resources



Handout 1 The ECM outcomes

Handout 2 Removing barriers and the ECM outcomes

Handout 3 Teaching independence

Handout 4 Teaching independence: audit tool

Handout 5 Grouping pupils: cards to cut up (you will need one copy per group, cut up into individual cards)

Handout 6 Grouping pupils: possible answers



Film clip 'Goostrey Community Primary School: Ben, Paddy, Joanna, Olivia, Kyle' (PGO.02) (primary)

8:34 minutes

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

To view the film clip, select 'Primary school stories' from the main menu, then select the 'Goostrey Community Primary School' section.

Film clip 'Langdon School: Boonma, Saad, Thadsagini, Carl, James, Harpreet, Alex' (SLA.02) (secondary)

11:07 minutes

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

To view the film clip, select 'Secondary school stories' from the main menu, then select the 'Langdon School' section.

Task

Show slide 7 to introduce the learning outcomes for activity 2.

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Slide

Activity 2

Learning outcomes

You will understand:

- the implications of the ECM outcomes for classroom practice, in particular for pupils with SEN and/or disabilities
- the significance of pupils' learning experiences and their implications for practice
- how grouping pupils in different ways can affect their learning experiences

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Explain that this activity will consider the ECM outcomes in detail and their implications for the ways in which teachers and other staff support each other in meeting pupils' needs.



Distribute Handouts 1 and 2. Handout 1 looks at each ECM outcome in detail and identifies ways in which it might be made apparent in schools. Handout 2 is a sheet for recording the outcomes of the group discussions in this activity.

Part 1: Helping pupils with SEN and/or disabilities to achieve the ECM outcomes



Ask participants to work in groups of five.

Tell each person in the group to focus on a different ECM outcome. Ask each group member to think of a pupil they know with a particular SEN and/or disability and to note three strategies or reasonable adjustments that they could implement to support their chosen pupil to achieve their particular outcome.

When they have finished, ask the group to complete Handout 2 and compare their suggestions.

Discuss the issues each group have raised with everyone.

Explain to the group that you are going to show a film clip that illustrates how a highly effective school puts its commitment to inclusion and ECM into practice.



If you have a group of primary school teachers, show the film clip 'Goostrey Community Primary School: Ben, Paddy, Joanna, Olivia, Kyle' (PGO.02). If you have a group of secondary school teachers, show the film clip 'Langdon School: Boonma, Saad, Thadsagini, Carl, James, Harpreet, Alex' (SLA.02).

As they watch, ask participants to make a note of any strategies that are new to them.

Invite participants to share their observations with the whole group, making sure that these points are covered:

- The achievement of the ECM outcomes for pupils with SEN and/or disabilities is not just the responsibility of a specific subject or class teacher. It can only be achieved through collaboration between teachers, support staff, the special educational needs coordinator (SENCO) and other managers, other professionals/agencies and, importantly, the pupil's parents or carers.
- While the SENCO or inclusion manager will have key responsibilities in relation to pupils with SEN and/or disabilities, the full commitment of senior managers and governors builds the 'can-do' attitude that makes inclusion happen in schools.

Part 2: Developing pupils' ability to make a positive contribution to their own learning

Explain that the five ECM outcomes are intended, in part, to recognise the right of pupils to contribute to the management of their learning and to remove barriers to their participation and achievement. Tell participants that this is supported by legislation and guidance including the Education Act 1996, the SEN Code of Practice (DfES, 2001) and the Disability Discrimination Act (1995, amended in 2005), and associated guidance.

Show slide 8 and use it to explain how teachers can help pupils to make a positive contribution to their learning.

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Slide

Enabling pupils to make a positive contribution

Teachers contribute by:

- checking the quality of communication between adults and pupils
- ensuring that action is taken as a result of pupils' accounts of their learning experiences

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With bullet point 2, ask participants how they find out about their pupils' experience of learning. Lead a brief discussion about ways in which pupils' views might be sought.

Explain that pupils with SEN and/or disabilities often find it particularly difficult to express their views. Ask participants why this might be and take brief feedback.



Distribute Handout 3 and explain that it summarises a number of different strategies for helping pupils with SEN and/or disabilities to become more independent in school. Give participants a few minutes to look through the handout. Point out that with appropriate modifications, depending on the age of pupils and the situation, participants could use the content of Handout 3:

- to audit pupils' experience of the classroom
- as a starting point for developing pupils' ability to make a positive contribution by enabling them to comment on their learning experience.

 Distribute Handout 4 and tell participants to work individually. Allow about five minutes for them to complete the audit in relation to their own practice, before forming groups of four or five to compare their experiences.



Ask each participant to prioritise two areas in the audit that they feel would help to develop their pupils' independence, and which they would like to work on with their classes over the next few weeks. Tell them to note these down ready to record on their action plan at the end of the session.

Part 3: Grouping pupils

Explain that this part of the activity looks at how pupils can be grouped so that those with SEN and/or disabilities can derive most benefit from their time in class.



Ask participants to work in groups of four. Give each group a copy of Handout 5, which you have cut up to form a set of cards, each containing a single statement. Explain that the cards marked 'ST' are the strategies for grouping pupils so that pupils with SEN and/or disabilities can derive maximum benefit from activities. The sections marked 'J' are the justifications for the strategies.

Either run the activity as a 'jigsaw' (see below) or ask everyone to complete the whole task.

If you choose to run the activity as a 'jigsaw':

- 1 give each group one of the strategy cards marked 'ST'
- 2 give each group a set of all 16 'justifications' marked 'J'
- 3 ask the group to choose three justifications for the strategy they have received
- 4 allow five minutes for groups to complete the task, and
- 5 finally, ask each group to work with another to compare notes.

If you decide that everyone should complete the same task:

- 1 give each group all the cards marked 'ST' plus all 16 justifications cards marked 'J' – the group then match the justifications to each strategy
- 2 allow 10 minutes for groups to complete the task, and
- 3 finally, ask each group to work with another to compare notes.

Take feedback from the whole group, making sure that these points are covered in discussion:

- how grouping pupils in different ways can encourage or discourage high expectations of individuals or groups of pupils
- how grouping pupils in different ways can encourage or discourage independence
- how different strategies affect the way pupils communicate with teachers and collaborate and develop friendships with their peers.

Explain that the issues arising from the way pupils are grouped apply to all pupils but they may be particularly important for pupils with SEN and/or disabilities, who may be withdrawn from classes for extra help and/or have additional adults sitting close to them in lessons.



Distribute Handout 6, which gives some possible answers to the task participants have just completed.

Activity 3

Working together to develop pupils' independence and to value their contributions

Learning outcome

Participants will understand the value of a coordinated approach to supporting independence for pupils with SEN and/or disabilities.



Approximate timing: 25 minutes

25 mins

Required resources



Handout 7

The pupil's day: response sheet

Handout 8

Independence: some strategies for the times outside lessons

Handout 9

Twelve factors supporting independence in lessons

**Handout 10P
or 10S**

Observation sheet for film clips (copy the primary or secondary version as appropriate)



Film clips

'Shelton Infant School: Jake' (ESV.03) (primary)

1:57 minutes

'William de Ferrers High School: Shelley'
(ESV.06) (secondary)

42 seconds

'St Clement's C of E Primary School: Alistair'
(ESV.07) (primary)

1:22 minutes

'Ian Mikardo High School' (ESV.18) (secondary)

1:14 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.

Task

Part 1: Supporting independence outside lesson time

Show slide 9 to introduce the learning outcome for activity 3.

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Slide

Activity 3




Learning outcome

You will understand the value of a coordinated approach to supporting independence for pupils with SEN and/or disabilities

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Ask participants to think of a pupil they teach who has SEN and/or a disability and who requires support to be independent outside lesson times.

-  Give out Handout 7. Ask each participant to identify at least three times in the day, outside lesson times, when support is vital if a pupil they have identified is to be independent. Now ask them to note, in the correct section of the handout, any approaches or strategies used to support the pupil's independence at those times, and the people involved in implementing those strategies. Once participants have annotated their forms, ask them to notice how many different people were involved in the three examples they chose. Emphasise that developing and supporting pupils' independence requires teachers, support staff and parents/carers to understand, in some detail, what a pupil has to do during the day, so that they can support each other in helping the pupil to develop independence.
-  Give out Handout 8, which lists a range of strategies for supporting pupils' independence in times outside lessons, and ask participants to quickly compare their notes with the relevant sections of the handout.
-  Give out Handout 9, which outlines 12 ways of developing and supporting pupils' independence in lessons, and ask participants to read it after the session.

Part 2: Supporting independence in lesson time



Give out copies of Handout 10P or 10S depending on whether you have a group of primary or secondary school teachers.

Tell participants that you are going to show them two film clips. Ask participants to complete the final column on the handout, 'Approaches to supporting pupil voice', while watching the films.



Show film clips 'Shelton Infant School: Jake' (ESV.03) and 'St Clement's C of E Primary School: Alistair' (ESV.07) if you have a group of primary school teachers. Show 'William de Ferrers High School: Shelley' (ESV.06) and 'Ian Mikardo High School' (ESV.18) if you have a group of secondary school teachers.



Once you have shown the film clips, ask participants to work in pairs to complete the remaining columns:

- the key elements of support for independence, and
- the knowledge, skills and understanding shown by adults involved.

Take brief feedback, then show slide 10.

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Slide

Independence involves

- knowing what to do
- using strategies to complete tasks and access resources
- working with others to complete tasks as independently as possible
- asking for help or support
- having your views taken into account

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Emphasise that independence involves:

- knowing what you have to do, when, in what order and how
- being able, or enabled, to use strategies that allow you to get the resources you need to complete a task
- being able, or enabled, to work with others to complete tasks with a minimum of support, while having access to help if it is needed
- being able, or enabled, to ask for help or support with minimum fuss, and
- having your views/decisions canvassed, respected and acted upon, when appropriate.

Activity 4

Review and reflection

Learning outcomes

Participants will:

- reflect on the main learning points from the session in relation to their own teaching, and
- identify action points to move their practice forward.



Approximate timing: 10 minutes

10 mins

Required resources



Handout 11 Points for action

Handout 12 Self-study tasks

Task

Show slide 11 to introduce the learning outcomes for activity 4.



11
Slide

Activity 4

Learning outcomes

You will:

- reflect on the main learning points from the session in relation to your own teaching
- identify action points to move your practice forward

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Summarise the key learning points from the session.



Distribute Handout 11 and ask participants to consider how what they have learnt links to their practice. Tell them to identify some personal points for action, including those they identified in activity 2, and to note them on the handout.



Finally, distribute Handout 12, which lists the range of self-study material available to participants. Explain that each task takes about two hours, plus some observation/research time, and each one has at the end two extension tasks to be completed.



Handout 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>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>They should be cared for in safe, secure and stable environments, including that of their family, as provided by their parents/carers</p>	<ul style="list-style-type: none"> • Being aware of and 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 • Feeling safe from bullying and discrimination • Feeling able to report bullying when it happens to them or others • Feeling able to report discrimination when it happens to them or others • Feeling able to seek help from appropriate persons and/or act responsibly when needed

ECM Outcome 3: Enjoy and achieve

Details	Could be made apparent through...
<ul style="list-style-type: none"> • Being ready for school each day • Attending school regularly and enjoying it • Working systematically towards achieving national standards that may extend existing skill levels (both at primary and secondary school) • Achieving personal development, including developing social skills • Taking part in a range of recreational interests <p>In achieving these aims, to 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 while 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 concerning their own education and 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 their 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 • Initiating help to organise and participate in a range of in-school and out-of-school activities

ECM Outcome 5: Achieve economic well-being

Details	Could be made apparent through...
<p>Young people should plan for and engage in further education, employment or training after leaving school</p> <p>They should prepare themselves for:</p> <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 information and communication technology (ICT) • Showing evidence of team-working skills and the social skills needed to work with others • Being supportive of others when working on joint tasks • 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 and 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



Handout 2

Removing barriers and the ECM outcomes

ECM outcome	Disability/SEN	Reasonable adjustments or access strategies to remove barriers and support the achievement of the outcome
Be healthy		
Stay safe		
Enjoy and achieve		
Make a positive contribution		
Achieve economic well-being		



Handout 3

Teaching independence

1 Observing, listening and responding

The adult:

- gives support when pupils need it (and when they do not realise that they need it)
- observes how teaching and the classroom environment create barriers to participation and learning and thinks through ways to remove them
- works to understand and remove barriers to pupils' mental, social and personal well-being, as well as those to their participation and learning
- listens to pupils' views and acts on them quickly, where appropriate
- makes links between home and school through working in partnership with parents/carers.

2 High and appropriate expectations

The adult:

- is supportive and positive
- tailors tasks and activities to pupils' needs and understanding, while maintaining high expectations for their learning and behaviour
- monitors pupils' progress, keeping them informed and helping them locate their current activity and effort in relation to past learning.

3 Range of strategies or reasonable adjustments

The adult:

- focuses on solutions that overcome barriers to participation and learning
- provides learning that is accessible and intelligible
- uses a range of approaches, including those which are multi-sensory, and which incorporate pupils' preferred communication modes and learning styles
- balances the need for pace with a commitment to ensuring learning is embedded before moving forward
- spends time with other adults on planning and review to remove barriers to participation and learning.

4 Confidence building: independence and social learning

The adult:

- encourages pupils with SEN and/or disabilities to ask for help and provides appropriate resources and support for them to do so
- gives opportunities for independent work in a safe and supported way
- develops social competence through providing opportunities for pupils to take responsibility and to work with other pupils and adults
- makes learning enjoyable, while maintaining a consistent structure for activities.



Handout 4

Teaching independence: audit tool

1 Observing, listening and responding	Comments
Do you give support when pupils need it (and when they do not realise that they need it)?	
Do you observe how teaching and the classroom environment create barriers to participation and learning and think through ways to remove them?	
Do you work to understand and remove barriers to pupils' mental, social and personal well-being as well as those to their participation and learning?	
Do you listen to pupils' views and act on them quickly, where appropriate?	
Do you make links between home and school through working in partnership with parents/carers?	

2 High and appropriate expectations	Comments
Are you supportive and positive?	
Do you tailor tasks and activities to pupils' needs and understanding, while maintaining high expectations for their learning and behaviour?	

3 Range of strategies/ reasonable adjustments	Comments
Do you focus on solutions that overcome barriers to participation and learning?	
Do you provide learning that is accessible and intelligible?	
Do you use a range of approaches, including those which are multi-sensory, and incorporate pupils' preferred communication modes and learning styles?	
Do you balance the need for pace with a commitment to ensuring learning is embedded before moving forward?	
Do you spend time with other adults on planning and review to remove barriers to participation and learning?	

**4 Confidence building:
independence and social
learning**

Comments

Do you encourage pupils with SEN and/or disabilities to ask for help and provide appropriate resources and support for them to do so?

Do you give opportunities for independent work in a safe and supported way?

Do you develop social competence through providing opportunities for pupils to take responsibility and to work with other pupils and adults?

Do you make learning enjoyable, while maintaining a consistent structure for activities?



Handout 5

Grouping pupils: cards to cut up

<p>ST1 Varying a teaching assistant's position in relation to the pupil(s) they support</p>	<p>ST2 Having a seating plan</p>
<p>ST3 Varying the way pupils are grouped during the day, eg by ability, friendship</p>	<p>ST4 Giving all pupils a chance to lead groups</p>
<p>ST5 Withdrawal groups – focused on specific learning outcomes, time-limited and with an exit strategy</p>	

Patterns of interaction are settled and understood	Ensures pupils with SEN and/or disabilities, eg deaf pupils, are in the best position to take part in the activity
Encourages pupils' independence	Potential for unacceptable behaviour is reduced
Ensures that the teacher has appropriate direct contact with pupils	Encourages pupils' interaction with others
Makes a range of interactions available to all pupils	Allows all pupils to benefit from working with pupils with SEN and/or disabilities
Lower-attaining pupils can learn from their higher-attaining peers	Encourages the development of leadership skills
Gives chance for pupils with SEN and/or disabilities to gain the respect of others	Facilitates effective problem solving by allowing all viewpoints to be expressed and heard
Minimises pupils' withdrawal from social interaction with the rest of the class	Encourages short interventions, which can be as successful as longer ones
Clear focus on specific learning outcomes can be maintained over a relatively short time	Ensures pupils have the type and amount of support they need



Handout 6

Grouping pupils: possible answers

Strategy	Justifications
Having a seating plan	<p>Patterns of interaction are settled and understood</p> <p>Ensures pupils with SEN and/or disabilities, eg deaf pupils, are in the best position to take part in the activity</p> <p>Potential for unacceptable behaviour is reduced</p>
Varying a teaching assistant's position in relation to the pupil(s) they support	<p>Encourages pupils' independence</p> <p>Ensures that the teacher has appropriate direct contact with pupils</p> <p>Encourages pupils' interaction with others</p>
Varying the way pupils are grouped during the day, eg by ability, friendship	<p>Makes a range of interactions available to all pupils</p> <p>Allows all pupils to benefit from working with pupils with SEN and/or disabilities</p> <p>Lower-attaining pupils can learn from their higher-attaining peers</p>
Giving all pupils a chance to lead groups	<p>Encourages the development of leadership skills</p> <p>Gives chance for pupils with SEN and/or disabilities to gain the respect of others</p> <p>Facilitates effective problem solving by allowing all viewpoints to be expressed and heard</p>
Withdrawal groups – focused on specific learning outcomes, time-limited and with an exit strategy	<p>Minimises pupils' withdrawal from social interaction with the rest of the class</p> <p>Encourages short interventions, which can be as successful as longer ones</p> <p>Clear focus on specific learning outcomes can be maintained over a relatively short time</p>



Handout 7

The pupil's day: response sheet

Time and/or place	Strategy to support independence for pupils with SEN and/or disabilities	Adult(s) who help to implement the strategy
Before school, at home		
On the way to school		
Arriving at school		
In the class base		
Assembly		
Break/lunchtime		
On the way home		
At home, after school		
Homework/ independent study		
Preparing for the next day		



Handout 8

Independence: some strategies for the times outside lessons

At home

- Encouraging a positive attitude to the day ahead: looking forward to favourite lessons/activities/people/events
- Checking equipment and tools to support organisation during the day: diary/checklist/symbol list/taped instructions/home-school diary/physical education (PE) equipment
- Anticipating dealing with difficult or awkward moments, such as procedures for taking medication, routines for calming down (eg time-out procedures), times to change clothes, reminders about what to do if a difficult situation arises
- Readiness to learn: diary/checklist/picture or visual timetable/plans/structured task equipment/textbooks
- Independent study/homework material

Arriving at school

- In the playground or tutor group/class base: reporting in/safe spaces/wet and dry conditions/who supervises, where will they be and how they are contacted
- Coats and belongings checking procedures (who does it/where/security)
- Breakfast arrangements
- Meeting up with identified buddies/mentors and what to do if they are not there
- Checking communications from home – home-school diary/planner

Breaktimes/lunchtimes

- Having a 'buddy' prepared to support them
- Having somewhere to go, like a club or a supervised activity
- Support staff trained to run inclusive games/activities

Going home

- Collection points for clothes
- Meeting points, if being accompanied
- Peer/buddy/mentor to help access transport (and what to do if they are not there)
- Route reminders (various forms, eg symbol map or 'landmarks you will see on the way home' pictures on a keyring bundle)
- Confirming 'safe arrival at home' procedures
- Mobile phone/text messaging support
- Preparing communication with home via home-school diary/planner

In the evening

- Diary/work planners night by night (various formats, eg symbol lists)
- Each homework task structured for self-checking completion
- Supports to discussion of the day's events, such as picture/photo diary
- Work to be done identified, along with the contribution expected from parents/carers
- Contact point if a query with child's work
- Procedure for communicating between home and school, eg home-school diary/planner

Twelve factors supporting independence in lessons

- Tasks that challenge but do not overwhelm
- Tasks planned to be relevant to the interests of pupils
- Support given at key stages of a task, eg at explanations of objectives, transitions between activities
- Sufficient time given to understand questions and record and interpret task instructions or other information, particularly for homework and independent study
- Range of approaches to recording in addition to handwriting, eg pictures, symbols, flow charts and mind maps
- Clearly articulated classroom rules and expectations, discussed and agreed with the pupils as a whole or, as appropriate, individually
- Consistent and careful communication about working in groups, eg turn-taking and listening routines
- Planned and signalled routines and transitions between activities; additional care taken over unexpected transitions (particularly important for pupils on the autistic spectrum)
- Resources to help pupils express a view or ask for help
- Use of pupils' preferred modes of communication
- Teamwork between adults to raise expectations of the pupil's independent participation in lessons
- Attention to the organisation and layout of the classroom, for example in relation to ease of access to resources



Observation sheet for film clips: primary

Key elements of support for independence	Knowledge, skills and understanding shown by adults	Approaches to supporting pupil voice
Planning with pupils and parents for sports day (primary)	ESV.03 Shelton Infant School	
Planning with parents (primary)	ESV.07 St Clement's C of E Primary School	



Observation sheet for film clips: secondary

Key elements of support for independence	Knowledge, skills and understanding shown by adults	Approaches to supporting student voice
Students involved in planning (secondary)	<p>ESV.06 William de Ferrers High School</p>	
Engagement and curricular relevance (secondary)	<p>ESV.18 Ian Mikardo High School</p>	



Handout 11

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?

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)