Speaking, Listening, Learning

## Working with children who have special educational needs

Preface

This publication aims to support schools and settings in promoting the progress and achievement of all learners.

It is underpinned by the three principles of the National Curriculum inclusion statement:

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

The Primary National Strategy model of three circles of inclusion illustrates these three principles in practice and has been used to ensure that this publication will support the learning of children with diverse needs.
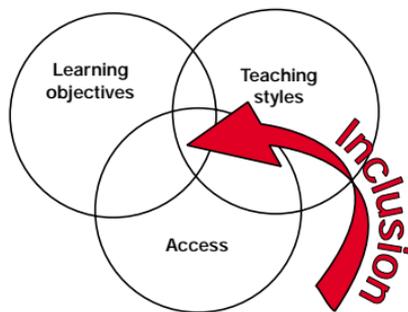
For children who have special educational needs the notion of 'speaking and listening' must be grounded in a wider perspective, including a broad spectrum of communicative potential. Throughout the materials, the terms *speaking* and *listening* have been used to cover all forms of expressive and receptive communication, embracing a wider notion than 'language', which is commonly seen as acquisition of oral and written skills. Language and communication development is taken to include the development of symbolic representation, verbal and non-verbal expressive and receptive language skills.

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The National Curriculum Inclusion Statement suggests that to overcome any potential barriers to learning or assessment in English, some children may require:

- opportunities to meet the demands for speaking and listening and other oral activities through the use of alternative communication systems;
- opportunities to develop alternative methods of recording, including use of ICT;
- use of alternative communication systems. Judgements should be made against the level descriptions for speaking and listening and if necessary noting any demands that are not met, such as the awareness and use of standard English;
- use of tactile methods. Assessment will be through the use of materials of equivalent demand presented in an appropriate medium.

This guidance includes the following sections:

- **Introduction:** This covers the purpose of the materials, the four strands in speaking and listening, designing opportunities for learning, meeting a range of special educational needs and progression.
- **Teaching styles and access strategies for children with special educational needs:** Look here for an approach to adapting teaching sequences, a planning format and for specific suggestions for differentiating teaching styles and access strategies.
- **Teaching sequences:** Look here for samples of the lessons described in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DfES 0623-2003 G), adapted to take account of learners with special educational needs.
- **Assessment, target-setting and review:** Look here for guidance on assessment for learning.

The adapted teaching sequences are examples only. Teachers will need to further adapt or tailor them in relation to individual children's needs. The final choice of appropriate learning objectives, teaching styles and access strategies lies with the informed professionalism of the teacher, working with teaching assistants, other professionals, parents, carers and the child.

Introduction

Purpose of materials

These materials consist of a CD-ROM, including guidance notes, example adaptations of teaching sequences, a video of an example lesson and accompanying posters.

They have been developed in light of the increased diversity of needs of children in our classrooms and the emphasis that is rightly placed on the achievement of every individual child. The materials complement *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DfES 0623-2003 G) and are intended to support teachers and other staff in developing effective inclusive practice.

Further complementary materials are being published that focus upon:
* children learning English as an additional language;
* speaking, listening, learning and mathematics.

This guidance does not focus on specific, additional intervention programmes to develop expressive and receptive language skills in children who, for whatever reason, need additional help in this area. They are about ensuring that the speaking and listening curriculum, in the classroom, is accessible to children with special educational needs. Schools will, however, want to be aware of additional intervention programmes that are available and have evidence of effectiveness. Examples include:

Living Language: Teaching spoken language. Anne Locke (NFER-Nelson)
Spirals: Language Development: Marion Nash, Jackie Lowe and Tracey Palmer. (David Fulton)
Teaching Talking: Anne Locke and Maggie Beech (NFER-Nelson)

Communication

The ability to communicate is fundamental to human experience and learning and to participation and achievement in all curriculum areas. It is essential for having one's needs and wishes met and for influencing others. All children have the right to develop the necessary skills to be part of a social world.

Potential methods of communication, however, are diverse. For children with special educational needs preferred communication methods include the use of body language, facial expression, eye-pointing, objects of reference to signal events or indicate choices, communication aids, photographs, pictures and symbols, print, signing, sounds and the spoken word.

QCA, *Planning, teaching and assessing the curriculum for pupils with learning difficulties,* 2001 suggests that communication for children who have learning difficulties includes:

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- responding to others, for example, *through facial expression or gestures;*
- communicating with others, for example, *expressing preferences and needs;*
- interacting with others, for example, *through mutual gaze with another or joint participation;*
- communicating effectively using preferred method of communication with different groups of people, for example, *one to one with a member of staff, in a small group of peers or in a school assembly;*
- communicating for a variety of purposes, for example, *expressing feelings, forming and maintaining friendships, describing or commenting;*
- communicating appropriately in different contexts, for example, *the classroom, local shops, the workplace and the home;*
- recognising and obtaining information, for example, *photographs, pictures, symbols, text, recipes for preparing food from objects;*
- recording and recalling information in a variety of ways, for example, *through self-assessment sheets in behaviour management;*
- the application of emerging literacy skills, for example, *recognising logos, symbols and information signs in the community.*

Communication varies and whatever method or level is involved it can be helpful to consider three key contributing factors.

What is the subject of communication? activity/subject content

Who is communicating? social interaction/roles and relationships

What kind of communication is it? indication of preference/ conversation/story/ commentary on actions
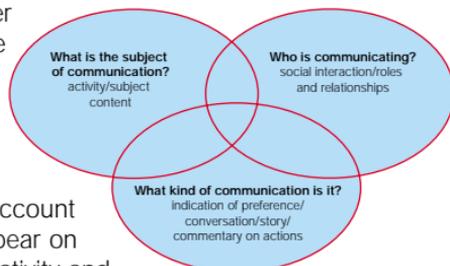
The connections between content, social interaction and purpose are dynamic. Effective teaching takes account of the ways these different factors bear on children's success in any learning activity and, for children with special educational needs, this may require learning activities to be scaffolded and appropriate adjustments made.

Capturing progression in speaking and listening is not straightforward. To make progress children need to experience a variety of social contexts in which talk takes place; encouragement and opportunities to extend and sustain their talk and clarity about what is expected of them. Teachers can support progress by clearly modelling and demonstrating effective speaking and listening.

Guide to the video and its use in professional development

The video lasts just under 25 minutes and gives a flavour of how a teaching sequence can be made accessible for a wide range of children. The teaching sequence used is *Katy Morag and the two grannies* (Year 2 Term 1 Drama) from the *Speaking, Listening, Learning* materials. A focus of the video is to show how a teacher can support children who have special educational needs. The video demonstrates this rather than

picking up on the use of extended language and dialogue.

The video was filmed in a Year 2 class in an inner city primary school. The school has a language resource base for eight children who are normally included, with support, in ordinary classes. The class, as the film explains, is diverse: it contains a substantial proportion of children with significant special education needs and children learning English as an additional language.

Susie, the class teacher, and Kathleen, the base's speech and language therapist, adapted the original teaching sequence using the ideas from this booklet. The class had spent several hours working on the story by the time the video was made.

The video illustrates three elements of support for diversity:
*   the development and maintenance of a learning environment, (using the term in a broad sense), which supports success in speaking, listening and learning, including practice and resources for behaviour in the classroom, partnership with parents and teamwork among the adults;
*   communication in the classroom, including the teacher's questioning style, encouragement of dialogue, and the use of symbol and sign;
*   specific access strategies for individuals, including some that are appropriate for children with language and communication difficulties and for those on the autistic spectrum.

The following tables show some elements that can be seen in the video related to making a classroom accessible for speaking, listening and learning. Those planning professional development activity can choose some or all of these elements as a focus for viewing and discussion.

The learning environment	
Planning for accessibility	Have meetings: teacher and specialists; teacher and TAs. Planners looked for vocabulary, contexts and other elements of the story that might present barriers to some children.
Parent involvement	Use meetings: IEP targets; videos of children in class, discussion of strategies. Parents are offered support with behaviour and communication.
Posters	Support routines, independent learning and vocabulary learning.
Social communication and behaviour routines	These are established from reception right through the school; regularly reinforced by the teacher.
Transitions	Prepare particularly for unusual changes, through visual plan or timetable/clear signals/routines reinforced by teacher and other adults.

Communication in the classroom	
Hierarchy of adult prompts or questions for child responses	Select the appropriate question. Modify questions appropriately depending on child response. (See also the 'Watch your language' poster included in these materials.) Be prepared to take time to allow slow responders to answer and support their response.
Support from sign and symbol	Not all schools will use sign; symbol is now available to all through straightforward computer packages.
Adult response to inaccurate responses	Adults respond to inaccurate child responses by recasting their answers in correct form without any criticism.
Adult response to brief responses	Adults respond to brief responses with 'scaffolded' restatement, recasting the child's response in a full grammatical sentence.
Use of real objects and visual supports	See and handle objects and provide visual resources to support concept learning and dialogue, such as the 'sad' or 'happy' masks on sticks used by children in the video.

Access strategies	
Modifying objectives/ activities when concepts are likely to prove too hard for some children	This may involve concentrating on one or two concepts, for example, 'happy' or 'sad' or 'clean' and dirty' with some children while moving others to a broader range of objectives.
Playscript	Use a simplified version of a story for retelling using miniature figures.
Prompt card	Use a card with clear symbol-supported message to encourage learners, for example, to ask for help.

Those preparing for a professional development session could look at the *Talking Time* research project at www.literacytrust.org.uk/talktoyourbaby/. This project has sought, with promising results, to encourage the three important activities:
- vocabulary learning;
- developing inference and prediction;
- developing narrative skills.

All these activities appear in the lesson shown on the video. Watching for them can offer another route to focused discussion for those who have seen all or part of the video.

The four strands in *Speaking and Listening*

The Programme of Study for Speaking and Listening identifies the knowledge, skills and understanding required for speaking, listening, group discussion and interaction and drama. The Programme of Study is relevant for all children, including those who may have special educational needs. These materials include posters designed to highlight relevant key issues for each of the four strands of the Programme of Study.

Speaking
Speaking can be thought of broadly, as 'expressive communication'. This means using all channels available to the child, such as vocalising, gesture, facial expression, body movement, use of pictures and objects, as well as formal systems such as signs, sign language, symbols and communication aids (Alternative and Augmentative Communication: AAC). Some children may be very dependent on other people to interpret their intentions.

Listening
Effective participation in a social world requires an ability to receive information and respond appropriately. Listening is, of course, associated with awareness of auditory input and most children with special educational needs are able to hear and attend to some level of sound. For some, however, listening may need to be thought of more broadly as attending to communication input – which may be visual or tactile as well as auditory, for example, looking at someone signing or sensory exploration, such as touching something handed to them. Learning to communicate requires children to focus on particular events and to disregard others (such as background noise). Some children learn the crucial skills of focusing and attending very gradually and may need particular support to become able to communicate actively and with discrimination.

Group discussion and interaction
Communication requires exchange of information which is both given and received. This strand emphasises interactions with a peer group, to negotiate, debate, advocate, reach agreement and prioritise action. These are relatively advanced social skills. However, group discussion is a vital context of development for all children. Some children may need to be taught specific skills to participate effectively in interaction and many may need some form of specific support to enable them to engage effectively and maintain communication with others in a range of contexts. For children functioning at early levels of development, group discussion can be used to develop positive interactions with friends, supported choice making, self-advocacy, and the expression of likes and dislikes, whether directly or interpreted by a supportive adult. These

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activities may be as simple as involvement in giving and receiving objects from others, taking a role through pressing a communication aid or as complex as negotiating a compromise in a difficult social situation. What is important is that the child is noticed, gains a response and senses that his or her participation is valued. Group discussion also offers excellent opportunities for developing positive support strategies within the peer group, such as giving time, interpreting signals and using some key signs.

Drama

Drama is not only a tool for expressing and communicating ideas, thoughts and feelings: it is also a powerful medium by which to explore social understanding – why people think and behave as they do – in the safety of it being one-step-removed. It can be used to access meanings embedded in stories and events and to explore human intentions, motivations and consequences in a range of social situations across the curriculum. This understanding of the patterns and sequences in life, in narrative, is fundamental to human experience. Drama can be thought of as pretend play or a process of imaginative, rule-based activity that may initially require a child only to participate as if an event were happening and take on a valued role within a clear structure. All children can and should be included in opportunities to participate in drama and to assume a role, however notional. A few children may need to be supported in understanding the symbolism of the drama form. Others may have an understanding of make-believe but may need support in participating with others. Many benefit from differentiated teaching styles and access strategies designed to enable them to understand and contribute to the drama.

Designing opportunities for learning

The SEN Code of Practice (2001) makes its clear that schools should not assume that a child's learning difficulties always result solely, or even mainly, from needs within the child. A school's own practices make a difference, for good or ill. The most effective schools give consideration to the kinds of options and the variety of activities available within the class setting to enable children with special educational needs to progress.

The National Curriculum Inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:
• setting suitable learning challenges;
• responding to children's diverse learning needs;
• overcoming potential barriers to learning and assessment for individuals and groups of children.

Responding to children's diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups requires teachers to consider the appropriateness of the learning environment, the teaching styles that might be best suited and the access strategies that might be needed.

Learning and teaching for children with special educational needs in the primary years (DfES 0320-2004), emphasised that planning should lead to more effective learning and teaching. Planning for children with special educational needs should:

- build on the curriculum and the provision in the whole school;
- emphasise what a child will learn, rather than the activities they will do, and be based on assessment of what the child already knows, understands and can do;
- determine the teaching styles that will be used to match the needs of individuals or groups so that all children are engaged in learning;
- establish the access strategies that will help overcome the potential barriers to that learning taking place;
- be a collaborative exercise where the teacher can draw upon the skills and knowledge of others, for example, teaching assistants, SENCO and other professionals;
- be embedded into the teacher's usual planning format.

Specific suggestions of relevance to planning and teaching speaking and listening are provided in the accompanying posters listed below.

- successful environments;
- watch your language;
- vocabulary and communication.

Planning for children's speaking and listening development needs to be cross-curricular

Most learning activities in the classroom provide opportunities for **both** communication and subject-based learning objectives. Like all children, those who experience learning difficulties can pursue objectives central to their language and literacy development across a range of subject areas. Communication objectives are embedded throughout the National Curriculum Programmes of Study, for example:

Programmes of study, Key Stage 1

- Express and communicate ideas and feelings (PE, 6d).
- Represent observations, ideas and feelings ... (AD, 2c).
- Communicate in spoken, pictorial and written form ... (Ma2, 1f).
- Communicate ideas using a variety of methods, including drawing and making models (DT, 1e).
- Use simple scientific language to communicate ideas (Sc. Breadth of study, 2a).

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Programmes of study, Key Stage 2

- Understand how combined musical elements ... can be organised within musical structures and used to communicate different moods and effects (M, 4b).
- Use a variety of methods and approaches to communicate observations, ideas and feelings (AD, 2c).
- Communicate in ways appropriate to the task and audience (G, 1e).

Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2001).

The relative emphasis given to communication and subject-based learning objectives will vary to reflect children's needs. For some children in the class working at the level of P Scales or lower levels of the National Curriculum Speaking and Listening programme of study, learning may need to emphasise specific communication objectives.

Appropriate objectives

P Scales –– NC level 5

Communication objectives
Subject objectives
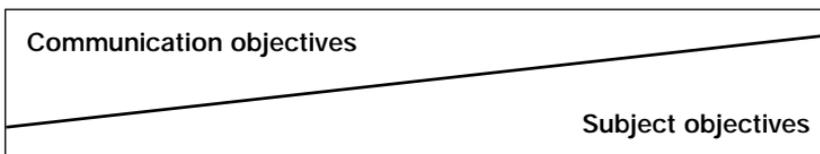
Meeting a range of special educational needs

The teaching styles and access strategies suggested in these materials are grouped in the four broad areas associated with the areas of need defined in the SEN Code of Practice. http://www.teachernet.gov.uk/docbank/index.cfm?id=3724. They include:

- *Communication and interaction* needs associated with understanding and expression of language.
- *Cognition and Learning* needs relate to effective thinking and memory associated with either generalised or specific learning difficulties. The principal areas involved include:
  - *attention*: the ability to focus on a task and to manage distraction; to switch the focus from one event to another; to listen in a group situation;
  - *organisation*: the ability to prepare for events, gather and order ideas and resources;
  - *memory*: the ability to recall the appropriate information at the appropriate time;
  - *reasoning*: the ability to problem solve, predict and consider alternatives and hypotheses.

- *Behavioural, emotional and social development* needs associated with social and emotional aspects of learning, with social communication and making friends, rules and relationships, understanding non-verbal language, with hyperactivity and concentration or with behaviours associated with complex special needs;
- *Sensory and/or physical needs* associated with hearing and visual impairments, under or over sensitivity or sensory integration impairments; also associated with physical disabilities, medical and neurological conditions.

The areas can be subdivided into 12 categories as recognised by the Office for Standards in Education (Ofsted) and the *Pupils' Level Annual School Census* (PLASC), as follows:

specific learning difficulty	SpLD	speech, language and communications needs	SLCN
moderate learning difficulty	MLD	autistic spectrum disorder	ASD
severe learning difficulty	SLD	hearing impairment	HI
profound and multiple learning difficulty	PMLD	visual impairment	VI
behaviour, emotional and social difficulty	BESD	multi-sensory impairment	MSI
		physical disabilities	PD
		other	OTH

The following table identifies the broad areas of need that children with specific categories of special educational needs may experience.

Special Education Needs					
	Communication	Cognition	Social/emotional	Sensory	Physical
SpLD	Possible	Yes	Possible	Possible	Possible
MLD	Yes	Yes	Possible	Possible	Possible
SLD	Yes	Yes	Possible	Probable	Probable
PMLD	Yes	Yes	Possible	Yes	Yes
BESD	Possible	Possible	Yes	Possible	Possible
SLCN	Yes	Possible	Possible	Possible	Possible
ASD	Yes	Possible	Yes	Possible	Possible
HI	Possible	Possible	Possible	Yes	Possible
VI	Possible	Possible	Possible	Yes	Possible
MSI	Yes	Possible	Possible	Yes	Possible
PD	Possible	Possible	Possible	Possible	Yes

It draws attention to the need for teachers to consider and plan for the wide range of needs children with specific categories or labels of special educational need may have. For example, it is suggested that a child with moderate learning difficulties will experience problems in the areas of communication and cognition and may also have needs arising from behavioural, social and emotional difficulties as well as sensory and/or physical difficulties.

Davis and Florian et al (2004), in their review of effective teaching strategies, concluded that strategies and approaches are associated with, but not necessarily related directly to, specific categories of special educational need (for example, autism, learning difficulty, etc.) and that there is evidence that a combination of strategies produces more powerful effects than any single strategy solution.

ICT enhances our capacity to support children who have difficulty in understanding language or communicating verbally. An indication of the wide range of possible uses of ICT to assist children with communication difficulties can be seen in the Communication Aids Project case studies described on the BECTA website: http://cap.becta.org.uk

Digital photographs, pictures and symbols can be used to support a child's understanding of what is going to happen, to let them indicate a preference or choice and to communicate to tell us something. Teachers may initially give a child a simple choice of two photographs of familiar objects and then progressively increase the number and range of photographs or pictures. A child may then increasingly be able to use them or symbols to understand their environment and to communicate, initiating or responding to interactions. The Picture Exchange Communication System (PECS) is a widely used and highly structured system of communication based on the exchange of pictures and symbols for items and activities. It has proved particularly successful for children with learning and behavioural difficulties and for children with autistic spectrum disorders.

As the number of symbols children know increases, they may need to be grouped in books or folders. Most people find it helpful to have the symbols grouped by topic so that they can easily find the symbols that they are looking for. Topic sheets for specific activities can be prepared to speed responses in particular lessons. It is helpful to provide some sentence starters (I would like, We will need, Can you get, etc.) to encourage children to communicate in full sentences rather than just one word 'clues'.

Personal Communication Passports (Millar 2003) can be helpful as they allow children with special educational needs to indicate their communication needs and preferred strategies without great explanation or discussion.

Some children can benefit from the use of a simple single message voice operated communication aid (VOCA) to carry messages, or perhaps to supply the repeated line in a story or rhyme: 'I'll huff and I'll puff and blow your house down' in Three Little Pigs or 'climbed the water spout' in Incy Wincy Spider.

A wide range of VOCAs that use symbols is available. They vary in cognitive demand from a simple single-and-repeated message to sophisticated and complex devices capable of enabling university students to communicate during their courses. Developing extensive vocabularies that are relevant and can grow with the individual can be a challenging and time-consuming activity and purchasing and personalising a pre-stored vocabulary is recommended rather than developing a vocabulary from scratch.

Many interactive CD-ROMs are available that facilitate language development. Many of these employ narrative or descriptive text along with high quality animated graphics and opportunities for the child and/or computer to highlight and speak the words.

The teaching styles and access strategies suggested in these materials are targeted at supporting children who have identified special educational needs but are likely to be helpful to a wider range of children.

Progression
As well as thinking about particular special educational needs or specific disabilities, teachers need to be aware of progression routes and possible performance-level criteria. This can enable a teacher to identify not only what a child is capable of doing currently, but also to track back or forwards to identify possible next steps in learning and what a child might achieve next with appropriate support – what Vygotsky termed the 'zone of proximal development'. These are exemplified by P-Scales, which describe observable performance levels from the earliest stages of development up to National Curriculum levels of attainment (level 1 to level 3).

For example:

P1–2   The preverbal stage of development. Children are highly dependent on others to interpret for them and need extensive sensory exploration.

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P3–4	Early intentional communication, gestures such as pointing and reaching, and vocalisations. By the end of P4 children are using a small consistent vocabulary of words, signs or symbols.
P5–6	Increasing interaction, turn-taking, broadening vocabulary and beginning to put words together.
P7–level 1	Children develop their understanding beyond the here and now, their ability to interact positively with a range of people in different situations and their understanding and expression of sentence constructions.
level 2	Children are likely to be using and understanding sentences but may still have difficulties with abstract ideas and complex social interactions.

The teaching styles and access strategies chart on the following pages could be used as a resource to support school-based professional development activity. It provides a quick reference for simple classroom techniques to engage and support progression for children at different developmental levels and with a range of learning needs. It makes suggestions for promoting speaking and listening by linking teaching styles and access strategies to the rough best-fit performance levels described above.

How to use the chart

1 Consider the barriers preventing a child's learning in relation to the broad areas of need including cognitive (thinking and memory); communication and interaction; behavioural, emotional and social; sensory and/or physical.

2 Using an approximate best-fit approach, match the child's performance level in column one with the relevant strategies designed to support inclusive practice described in columns two to six. Many children display an uneven profile of performance level with different levels of need across different aspects of their learning.

3 If the suggested strategies are already in place or you feel more could be expected of the child, look to the other columns for more suggestions. As you move down each column you will find that the strategies reflect and promote higher levels of achievement and independence.

4 Using the chart collaboratively with colleagues and specialist advisers is recommended.

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
For use across all levels	Help children to engage through all their senses – use touch, smell and movement as well as auditory and visual channels.	Position children securely with feet supported and back supported.	Develop regular routines for familiarity, security and anticipation.	Allow time for child to explore, observe, absorb, and consolidate.	Give child concrete choices e.g. objects, photos.
	Ensure hearing aids and amplification devices are working.	Assist wheelchair users to be part of exciting group activities that arouse their interest.	Convey clear, realistic expectations of task or behaviour with visual reminders.	Children attend best when alert, comfortable and the activity involves: • physical movement • own choice • familiar routine • wow! factor.	Facilitate children having models of the visual systems they will be using to support their language development, e.g. whole class learns some signing; teacher points to symbols as they talk.
	Ensure child is wearing prescribed glasses and that they are clean.	Adjust wheelchair table – enable other children to use it for shared activities.	Relate task to child's own experience.	Allow restless fidgety children to work from beanbags, floor or standing position rather than chairs, as balance may be a problem.	Facilitate language/ signing/symbols to support established concepts.
	Use puppets and concrete objects and encourage tactile exploration.	Allow extra time for transitions between activities and for responses.	Help children participate in small groups or pairs with children and adults they know and accept.	Develop concepts through practical activities such as sorting.	Allow child to give directions to others (this helps to clarify thinking).
	Make sure children with hearing impairments are at the front and can see you talking.	Allow children with poor coordination to check out apparatus or practise new activities ahead of others.	Incorporate child-led activities.	Support memory through action and visual representation using concrete associations to prompt recall.	Support children to provide suggestions and ideas.
		Set up communication aids with general vocabulary that can be used across different topics and situations.	Allow anxious children to check out apparatus or practise new activities ahead of others.		
		Facilitate models of the communication system a child will be using, e.g. whole class learns some signing. Teacher points to symbols as they are talking.	Visual timetables and plans can include pictures, symbols or objects to help children see their current activity in the context of the whole day and prepare them for key activities.		

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
For use across all levels (continued)	Keep adult's face well lit with children's backs to windows. Help children with visual impairment to feel the movement and position of others. Consult a specialist teacher for hearing or visual impairment and make necessary adaptations for seating, lighting, floor covering and furniture.	Consider enabling poorly coordinated children to get a head start so that they can finish activities like changing at the same time as the rest of the class. Ensure simple computer programmes that include symbol systems are available for developing skills for recording written work.	Keep changes to a minimum and signal changes in advance. Use a visual lesson plan showing activities that child will undertake. Build in choices and respond to child's suggestions. Do not insist on children contributing if they feel uncomfortable. Accept children lose control from time to time; establish a rescue routine that preserves a child's dignity.	Encourage children to act out familiar and make-believe sequences to support narrative work, prediction and reasoning. Use visual symbols to clarify abstract concepts. For example, show time concepts such as mealtimes and before/after by using a timeline. Develop imaginative use of props and craft materials. Create an environment where the child is expected to work independently, but can request adult support easily. Use writing frames to structure and scaffold group discussion work.	Model how to ask and answer when, how and why questions by relating to past/present/ future events, explanations and reasons. Encourage children to say if they don't understand and to seek clarification. Demonstrate how to do this. Help children to reason about their experiences e.g. *How do you know? What would happen if?*

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
Pre-verbal (P1–P2)	Offer opportunities for children to become aware of others around them (through shared movement activities, for example).	Help children to join in by doing movements with them if they tolerate this contact. Use single switch activities to operate something motivating – it has to be worth all that effort to reach the switch! Use voice output communication aids with a focus on joining in, making sure that others respond to what the child is doing - avoid random pressing when child is not attending.	Exaggerate emotional impact/content of activities through facial expression, body language, movement, but be calm in one-to-one interactions to avoid overwhelming child. Use items that children enjoy to develop and maintain their shared attention. Use whole-body language and total attention to show child is valued. Encourage peers to notice what the child does and to use the child's name.	Engagement is signalled through vocalisation, laughter, stillness, watching and listening. It is essential that the child is alert and aware before you engage in any supported interaction, to avoid tokenism. Record responses and look for an interpretation of their meaning. Use lots of repetition and immediate response to what the child is doing.	Engage child through music, rhythm, sounds, intonation, facial expression and body language. Look for and respond to child's expressions of: • like/don't like • want/reject.

Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
Early intentional communication (P3–P4)	Extend children's awareness of others around them to include imitation of movement and position. Ensure child is sitting comfortably with enough space to prevent unexpected touch or movement from other children.	Support children's active participation with physical prompts. Accept involuntary movements by children and help other children to make space for them if necessary. Use IT to support learning and communication, e.g. purposeful use of switches - children can have two switches which do different jobs, share switch operation with another pupil or concentrate on pressing the switch or communication aid at the right time. Support children with physical impairments to join in actions in a complementary or alternative way, e.g. bang desk instead of jumping.	Help to maintain child's attention by ensuring: • child feels liked and valued • task is well within child's capabilities and end is in sight. Build in repetitive turn-taking games with simple sounds/action. Build in extra time for transitions to settle and switch focus. Children who are reluctant speakers can act with another child or join in collaboratively. Offer reluctant children the opportunity to complete rather than start tasks. Acknowledge all attempts to communicate.	Allow child with short concentration span to attend for only part of the activity. Allow restless children to move between workstations, or work from floor/standing position. Limit task to one or two key points. Use a photograph to warn child of change in activity. Encourage imitation and mime as a step to recall. Allow child to learn and recall through action and repetition rather than explanation.	Encourage pointing and looking. Emphasise key words through sign, photos and animated voice. Give simple instructions containing only one key word at a time. Use action and rhythm with songs, rhymes, etc. Encourage child to join in with sound-making activities, e.g. animal noises. Comment on what child is doing using keywords and gesture rather than asking questions. Make your language relate to simple concrete ideas about the things children can see, touch, hear and smell. Model correct pronunciation but do not expect child to repeat.

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
Increasing interaction – beginning to put words together (P5 –6)	Continue to use real objects for those who need them. Keep experiences multi-sensory but avoid multi-tasking such as drawing while listening to a new instruction. Pre-empt overload by recognising and responding to individual warning signs (e.g. hands over ears), minimizing distractions and providing access to an alternative calm environment.	Children who cannot move may take on role as controller e.g. use Voice Output Communication Aid (VOCA) to say *Stop* and *Go*. Use IT to provide sounds as part of activity. Develop concepts e.g. fast/slow/up/down through whole-body movements. Set up VOCA for simple reporting back to others and other communication activities. Build in time for child to use VOCA for interaction.	Encourage children to carry out activities in unison. Welcome any forms of contribution (e.g. show a favourite toy rather than tell news). Before asking children their feelings and opinions, build on their personal experience to provide understanding and appropriate vocabulary.	Extend concentration span by ensuring activity: • has a point/ purpose/relevance to child; • is within child's capabilities; • has an end in sight. Encourage children to act out and rehearse a short sequence with support and prompting, for example, model sequence initially with toys. Extend natural play sequences – introduce imaginary play through object substitution (e.g. pretend lolly-stick is a spoon) and mime (e.g. serve out imaginary cake, pretend to drive). Provide step-by-step task boards (maximum 3–4 items) using pictures and symbols. Focus on a few contrasting concepts (e.g. *up* and *big*) and teach by exclusion (e.g. *big* and *not big*) rather than in opposites.	Focus on developing general vocabulary which is useful in many activities. Encourage single word and short phrase answers as ideas for what to do. Create opportunities for children to communicate and choices to affect what happens next. Ask for responses about simple features like *Which one is different?* Model simple questions (*who*, *what* and *where*) and relate to categories of people, things and places. Use closed questions, forced alternatives (limited choice) and simple questions to support learning, not test knowledge. Include opportunities for child-led, topic-related play with an adult to mirror and develop child's language.

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
Extending understanding beyond the here and now (P7–level1)	Use written words, Braille or Moon as prompts for those who can read them. Sustain consistent environment (tables, chairs, etc.), allowing children to 'map out' the classroom and to be as independent as possible.	Set up Voice Output Communication Aid before lesson, and forewarn child of how they will be able to contribute/give time to prepare response. Help children with mobility difficulties to monitor how they are using the physical space in the group e.g. *Do you need to move your wheelchair in more?* Check height of tables and chairs so that feet, elbows and back are well supported. Use software to support writing, recording, learning and communication.	Ensure children know what is expected through clear visual reminders, e.g. classroom poster, frequent refocusing. Encourage children to support each other. Before asking children their feelings and opinions, build on their personal experience to provide understanding and appropriate vocabulary. Help children to understand reasons behind their behaviour/learning style. Help children to understand connections between behaviour and its impact on others. Help children to see other people's point of view starting with needs and wants rather than *'How would you like it if … ?'.* Discuss the needs of others linking feelings to actions. Use simple cartoons to show that people can say one thing and think another.	Ask children to relate new experiences to past knowledge. Use task-boards to support children in planning and recalling their own activities. Introduce the written word supported by symbols/pictures. Support memory through rehearsal (repeating key words), visualisation (making a picture in your head) and visual reminders.	Use a structured approach to vocabulary learning, incorporating phonic, visual and conceptual links. Ensure children use topic vocabulary in practical activities e.g. giving each other instructions, devising board or card games.

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Teaching styles and access strategies

Approximate level	Sensory needs	Physical needs	Social and/or emotional needs	Attention, thinking and memory needs	Language and communication needs
Using and understanding complex sentences level 2	Develop Braille through specialist teaching. Use Braille labels and work sheets. Work with specialist support staff (e.g. intervenor) to prepare activities and ensure children understand what is happening.	As above, allowing time and space for the child to develop emerging skills with electric wheelchairs and communication aids.	Independent work may mean ensuring there are no easy distractions e.g. own workspace is clearly defined.	Help the child to develop attention skills one step at a time so they can look, listen and do simultaneously.	Support development of creative story telling and writing by providing choice of pictures and words within an overall framework. Use personalised dictionaries and vocabulary lists. Establish vocabulary links across the curriculum. Encourage child to reflect where they have come across vocabulary in different contexts – words within words, familiar phrases, use of metaphor, etc.

Classroom activities: planning outline

These classroom activities are examples of adaptations that can be made to the teaching sequences set out in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2: Teaching objectives and classroom activities.*

The materials attempt to demonstrate the ideas in practice. They include a video on the CD-ROM of a lesson adapted from the Year 2 term 1 Drama sequence based on the book *Katie Morag and the Two Grandmothers.* The activities demonstrate ways that learning objectives, classroom activities and resources can be designed to meet the needs of all children, including children with disabilities and children with special educational needs.

The adapted activities are set out in a standard format. The first four headings are those in the original materials. Further headings are specific to considering barriers for learners and suggest how the engagement of children with special educational needs can be reinforced throughout a lesson.

It will be helpful to have a copy of the original teaching sequence to hand when looking at these adaptations. They have been included within the material for convenience.

How to adapt a teaching sequence
Follow the plan of the sequence, considering how you will include children with special educational needs, or if necessary, parallel activities to use.

Consider particular teaching styles and access strategies that you may introduce for children functioning at different levels and with different profiles of strengths and needs. Different teaching styles and access strategies can help children with:

- *sensory needs*
- *physical needs*
- *social and/or emotional needs*
- *attention, thinking and memory needs*
- *language and communication needs*

In the exemplar lessons specific strategies are identified that will have a particular impact on one of these areas – but they often overlap.

The adapted sequences include two for each strand (listening, speaking, group discussion and drama); consist of four for Years 1–2 and four for Years 3–6.

Planning format

Learning objective and relevance	Use this heading to consider in what way the objective of a sequence or lesson is **relevant** to the needs of all children. Thinking broadly about the underlying meaning and purpose of the task, reframe targets so that they include children with special educational needs and any specific priorities for their learning.
Overview	Specify the key demands of the lesson; what children need to be able to do to join in.
Previous experience and access skills	Consider what previous experience and skills a child will need in order to access the activity. Some pre-teaching may be necessary.
Language features *vocabulary* *language use*	Consider the communication skills a child will need to engage with the activity, and the vocabulary to select as a focus for comprehension and expression. Specific teaching or support during the activity may be necessary. Systematic teaching of vocabulary skills can make a real difference to a child's ability to participate in activities. Consider which vocabulary is general and can be used across lessons (frequent, familiar, always going to be useful) and which vocabulary is very specific to the topic. For some children it can help to maximise use of generic terms and to minimise the topic-specific vocabulary. For others, for example, children with a hearing impairment, teaching subject-specific vocabulary is particularly important. Teach verbs and adjectives as well as nouns – some children with special educational needs have vocabularies that include many nouns but few verbs and adjectives which are needed to develop language structure. Children need to use language in learning, thinking and communicating for many, varied and interrelated purposes. Children with limited language skills can be supported to use what they know to influence people around them and to comprehend and express themselves in relation to a range of different functions.
Task breakdown and explanation	Explain tasks to the whole class in ways that will help children with special educational needs to understand what is expected of them and to rehearse some key concepts.
Teaching styles and access strategies	Consider approaches to reduce barriers to learning for children with special educational needs.
Related activities	'Related activities' are suggested at different points during the teaching sequences. These are activities that children might do that are additional to, or different from, what others are doing. The activities will help them fulfil their priority objective(s) within the whole-class objectives for the session, for example, learning key generic vocabulary.
Indicators for progression	Indicators and performance levels. Performance on one task can only contribute to the overall judgement of what children can do in a range of speaking and listening activities.

You may wish to add notes to your plan on:

Plenary: Consider planned activities for a plenary session including how to recap on the objectives and make links to next steps in learning. Children may complete their own self-assessment charts with pictures to show how well they have participated and what they have learned.

Evaluation: Following the lesson, consider how successful it was, what was learned, which strategies were helpful and the implications for future teaching.

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Year 1 term 1 Speaking

Tell me a story

Learning objective and relevance
To tell a story about a personal experience

This lesson gives opportunities for children with special educational needs to:
- give information about their own experiences;
- remember a significant event;
- participate in narrative recounting;
- hear about other children's experiences.

Overview and key elements
Identify what makes for effective storytelling, with a focus on the use of communication.
- Recall an event.
- Tell a story about it.
- Act as an audience.

Language features
Key vocabulary:
associated with the story: particularly verbs, words and signs for feelings, names of main people involved

Phrases such as *speak up, can't hear, louder, ok* or gestures or signs which indicate the same meaning.

For children functioning at higher levels: linking words/signs such as *and then, so*; time concepts such as *yesterday, at Christmas*; names of places in the story

Language use:
comment   gain attention   narrate   give information

Previous experience and access skills
- Have experience of a recent event that is interesting enough to retell.
- Listen to a short story.
- Taking turns.

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Introduction and task breakdown

Use a sign and/or symbol for *telling* and *listening*. Explain that the class are going to remember something that happened and practise telling it to another person.

Demonstrate briefly the difference between clear and unclear storytelling. Encourage children with special educational needs to put their hands up when they cannot hear you. Then demonstrate good and poor communication.

Related activities

It may be advisable to use some of the time in Parts 1 and 2 of the original teaching sequence to help children recall an event and practise telling the story.

Teaching styles and access strategies

Select from the following strategies as appropriate:

- Use objects or photographs associated with the event to help children recall what happened and to show when they tell the story, for example, a muddy sock to illustrate falling over on a football field. (*sensory/attention, thinking and memory*).
- Collaborative telling. First go through what happened and identify a few points that the child can contribute, for example, the names of people, the main thing that happened, a demonstration of how they felt. You can use question and answer at this stage. Then rehearse telling it with the child, you narrating and pausing for the child to contribute what they know. Try to avoid question and answer at this point and aim for continuous discourse, in a collaborative telling. This is far more effective than question and answer routines. Practise the routine until it is well rehearsed *(social and emotional/languag*e and *communication*).
- Use a play script with toys to act out what happened with the child, who can use the toys in the retelling if appropriate *(sensory/attention, thinking and memory/language and communication/social and emotional)*.
- Use a communication aid for the child to press, to give either one piece of information or a sequence of statements (*physical/language and communication*).
- Use a communication book to help the child retell the story. This will help find the key words and information he or she needs.
- For children functioning at higher levels, cue cards with symbols that are colour coded for *where, when, who, what happened* may help to establish the narrative.
- Practise listening – demonstrate how to lean forward and watch someone (*social and emotional*).

- Ensure that children only have to listen to someone else for a very short time (*attention, thinking and memory*).
- Direct a member of staff to be an interpreter of other children's narratives. This means using sign to simply retell what the child is saying.
- In relation to Parts 3 and 4 of the original teaching sequence, provide time for the child to join a pair of children and tell a story, then listen to one of theirs. Encourage the child's peers to use an object or an action in their own retelling when they are communicating with a child who finds listening difficult, and to keep their story very short *(social and emotional/sensory)*.
- Encourage peers to act out the child's story in more detail, in a group situation (*social and emotional*). The child gives what information he or she can; you supply more detail and the peer group elaborate.
- In Part 5, encourage children to reflect on what they were able to contribute, or what they did well, and to share with the class (*social* and *emotional/attention, thinking and memory*).

Indicators for progression – the children:

P1–2   can be helped to show an object to illustrate an experience;
can receive an object from another child;
can show an emotional response to a very dramatic story.

P3–4   can give an object or picture to another child to illustrate what happened to them;
can press a communication aid; show a gesture or facial expression or sound to show how they or someone else felt with support;
can imitate someone else saying or gesturing, 'Speak up';
can look at or hold an object or picture that illustrates another child's story, and listen briefly to a very short story told by another child (one or two pieces of information only);
can show an emotional response to a very dramatic story.

P5–6   can say, sign or point to communication book for one or two events crucial to the story, when you are telling it with them;
can tap someone or say, 'listen' to gain attention of an audience;
can, with support, identify when someone is talking too quietly;
can attend to a short dramatic story when there is plenty of action and emotion.

P7–level 1   can begin to narrate more independently, giving two or three pieces of information, saying where it happened and showing how it felt;

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can, with practice, manage to narrate a very short story
linked with *and then*;
can identify when someone is talking too quietly, signing
unclearly or deliberately not listening;
can listen to a short story and say something about it.

Year 2 term 1 Listening

Listen and Play

Learning objective and relevance
To listen to others in class, ask relevant questions and follow instructions

This lesson gives opportunities for children with special educational
needs to:
- listen to and respond to other children;
- think about what helps them to listen;
- think about how to give information clearly;
- practise questions and phrases which will be useful to them in
  everyday life.

For classmates this is an excellent opportunity to think about strategies
to help children with special educational needs understand information,
though this needs to be handled sensitively.

Overview and key elements
- Invent a game in PE.
- Devise instructions for the game.
- Explain the game to others.
- Listen to the instructions of others.

Language features

Key vocabulary:
Names of PE equipment that is being used with pictures to match:
*game, start, stop, finish, points, score, rules, question, ask, explain,
listen*

Social phrases:
*I don't understand, say that again please, speak or sign slower please,
speak or sign more clearly.*

Language use:
show and name   request action   plan   negotiate   question
instruct and explain   signal understanding or lack of understanding

Previous experience and access skills

Play with the relevant equipment in different ways.

Interacting with other children in PE.

Give a simple instruction or direction.

Listen actively.

Have confidence in signalling non-comprehension.

Introduction and task breakdown

Explain that there are two aspects to the lesson:

* making up a game with the equipment;
* giving instructions to others.

Briefly go through the equipment available and demonstrate some things that could be done with it.

Talk about how important it is to give clear information. When we don't understand something we can feel silly, but often it is because the information is not as good as it could be. Briefly give one or two poor instructions for children to practise saying 'I don't understand'. This will give children with special educational needs confidence.

Have a checklist for good instructions to give each group, which should include the need for visual support and demonstration, clear vocabulary and short sentences, opportunities for feedback from the listener.

Related activities

Most children should be able to engage in group activities for short periods if they are given an appropriate role and their contributions are valued by others. If necessary, involve them for short periods with the group in each part of the lesson, focusing on their own role and use other time to rehearse the game, follow and give the instructions with you and practise telling others whether they have understood or not.

Teaching styles and access strategies

Select from the following strategies as appropriate:

* Allow more time for children to develop the game when a child with special educational needs is involved, in order to make sure they are appropriately included (*social and emotional*).
* Ensure that equipment is appropriately adapted for children with physical disabilities, for example, a channel to control a ball rolling towards skittles (*physical*).
* Use digital photographs or instant prints to demonstrate how to use the equipment: children who cannot give directions can show the card at the appropriate time (*sensory/attention, thinking and memory*).

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- Help children to remember what happened by recording as you go (*attention, thinking and memory*).
- Use collaborative instructions: give a child with special educational needs a particular role in the group, for example, to say or hold up the number in a list of instructions; to say a repeated phrase such as 'roll the ball' on a communication aid (*social and emotional*).
- Investigate what gestures, sign or mime a child with special educational needs can use to demonstrate; or get them to demonstrate exactly what needs doing (*language and communication*).
- Use a card system that signals to speakers. A red 'stop' sign and green 'go' sign can be used for children to hold up when they do not understand something and when they do (*language and communication*).
- Provide phrases such as 'I don't understand', 'Again please' for children to use on a communication aid, sign or show. Model this behaviour with them so that they don't feel exposed, and encourage other children to do the same (*social and emotional).*
- Use peer support to help children say when they have not understood and to identify what helps them to understand (*social and emotional).*
- In your plenary session, reinforce the good practice in talking and listening that has been learned. Put key points on a poster. You can refer to these subsequently when advising children about how to adapt their communication style at all times to include their friends in conversation (*social and emotional*).

Indicators for progression – the children:

P1–2   can hold and interact with equipment;
can tolerate a peer helping them to feel an object;
can orientate to the person talking;
can be supported to hold up equipment at an appropriate time;
can be supported to press a communication aid to give an instruction;
may be able to track the movement of the object.

P3–4   can look at or hold up a picture or photo to show what to do;
can demonstrate simple actions with equipment;
with support, can indicate if they have not heard or understood something;
can imitate the actions of others.

P5–6   can suggest something simple to do with the equipment;
can give a simple instruction;

can indicate when they have not understood by showing a card or signing or shaking head, saying, 'again, please';
can ask simple questions with *where, what, who.*

P7–8   can use simple sentences to engage with the activity;
can ask questions involving *when, how, why, what happens when. Can you?*

Year 2 term 1 Drama

The Two Grannies

Learning objectives and relevance
Act out appropriate roles in small or large groups and consider alternative courses of action. For children with special educational needs, the lesson provides opportunities to:
- explore feelings relating to family;
- consider and make choices;
- practise dialogue – question and answer;
- engage imaginatively with a story.

Overview and key elements
- To take on different roles.
- To express feelings.
- To make choices.
- Have emerging understanding of mental states and reasons why people do what they do for some children.

Language features
Key vocabulary:
Katie Morag, Grannie, island, mainland, town, sheep, prize
Visit, go, come, think, feel, wash, smell
Happy, sad, dirty, clean

Language use:
show and name   make choices   request objects   greeting   describe
ask questions   negotiate

Previous experience and access skills
Dressing up and role-play   Making simple choices
Taking part in drama games   Asking and answering questions

Task breakdown and explanation

Find out which children have grandparents, how often they see them and how their grandparents react when they do see them. Explain that this is a story about grannies who live in two very different places. Create two visually separate locations in the classroom for island and town and briefly talk about what they are like. Use pictures of the grandmothers and or props such as different clothes to show how different they are. Introduce face images showing happy, unhappy, and neutral (one per pair) and check that children can identify them correctly. Play a quick warm-up game to contrast happy and sad faces, body movement and voice.

Teaching styles and access strategies

Select from the following strategies as appropriate:

- Prepare props for different grannies that could be used as physical cues by children with multi-sensory impairments (*sensory*), for example, sheep wool for grannie island, leather gloves or smart hat for grannie mainland.
- Have a set of props to use in Part 2 of the drama to illustrate the main events of the story, for example, sheep, bowl and scrubbing brush, perfume bottle.
- Prepare communication aids with happy, sad and other appropriate images stuck on to identify them (*language and communication*).
- Prepare some cards to use in Part 3 with pictures of things Katie might enjoy doing on the island or in the city, for example, going on a bus, cinema, shopping versus swimming, climbing trees, feeding lambs (*sensory*).
- Use sign and gesture for the key words in the story (*language and communication*).
- It may be helpful to give some children the role of Katie paired up with yourself or a teaching assistant, if they find it difficult to work with others (*social and emotional*). They can watch the action and comment on how the grannies are feeling by looking at the images held up, touching them, saying, signing or using a communication aid as appropriate.
- Show peers how they can work with a friend who has special educational needs by physical prompting or verbal prompting, for example, by holding up the face image or by pressing a switch, sign or gesture.
- Use speech bubbles in Part 2 to illustrate one statement that each grannie might say, which can be held up to show what grannie thinks (*language and communication/attention, thinking and memory*).
- Give children the role of the friend, and practise with them asking a sequence of questions. *What happened? How did you feel?*

How awful! These can be recorded onto a communication aid that allows a sequence to be recorded *(language and communication/social and emotional)*.

- Help children to match the appropriate object to the grannie, for example, high heels, smart hat, sheep crook, heather, dirty gumboots (*attention, thinking and memory*).
- In Part 3 and 4, help children to choose where they would like to go for a holiday, with pictures of the different landscapes or different smells and then feed this into the discussion to advise Katie Morag.
- Teach the gesture or sign for 'please come' that children can use in role as grannie to persuade Katie Morag (*sensory/attention, thinking and memory/language and communication*).

Related activities
Use Part 2 or Part 3 for guided work to strengthen children's understanding of the key concepts and feelings in the story. Time can be taken to identify and record the key moments, using props such as washing the sheep, a rosette for the prize, and highlighting how the characters are feeling at each point.

Indicators for progression – the children:
P1–2 can look at or orientate themselves to who is talking: make eye contact if they can see;
can explore some different sounds and textures;
can be physically prompted to lift a face image;
can be supported to choose which grannie to be or visit by touching the relevant props and listening to different sounds if possible;
can, with support, press a communication aid to say something in role.

P3–4 can point or look to show which of the grandmothers they would like to be;
can enjoy time to explore the props and may dress up as a grannie and act out a single incident from the story;
can imitate or spontaneously raise a face image to show how they are feeling, with guidance;
can choose a prop that they would like to use in the feedback to hold up;
can press a switch to say something in role; may be able to make a gesture/vocalisation.

P5–6 can choose which grannie they would like to be;
can choose if the character is feeling sad or happy;
can choose where they would like to go;

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can name some of the objects and say, sign or mime what should be done with them, for example, wash the sheep, put the rosette on;
can choose a statement that the grannie would make about the visit.

P7–level 1 can describe what is going on in simple language; begin to say how grannie feels; give a simple explanation of what grannie likes and does not like;
can show some awareness of the need to persuade another person, perhaps by raising voice, signing 'come' very actively.

Year 2 term 2 Group discussion and interaction

Forces and movement

Learning objective and relevance
To ensure active collaboration

For children with special educational needs the lesson offers opportunities to:
- identify tasks that are needed;
- take responsibility for a task;
- collaborate with a peer;
- explain or demonstrate what they have done;
- reach agreement.

Overview and key elements
- Identify different materials in terms of tactile dimensions.
- Sort materials in order to identify alternatives.
- Provide the materials and opportunities to test the materials.
- Record results – symbol, ICT, picture either generated or choose from previously identified alternatives.
- Use symbols, pictures or ICT to report the activity.

Language features
Key vocabulary:
Names of objects used in experiment
Words or signs to describe surfaces: *fast, slow; smooth, rough, push, stop, go*
Judgement words or signs: *good, better, best, not so good*
Comparatives: *faster, slower*

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Scientific use of terms such as *friction*, for children working at level 1.

Language use:
show and name   explain   social: agree and disagree/confirm/deny
negotiate

Previous experience and access skills
Experience playing with objects that can be pushed or slid.
Have experience of the feel of different surfaces.
Have ability to compare.
Take turns.
Distinguish movement from non-movement.
Sort: identify similarities and differences to support comparisons.
Experience recording in different formats: symbols, pictures, ICT.

Task breakdown and explanation
Demonstrate the difference between a car moving across a smooth and
a rough surface. Explain the key vocabulary you are using, with simpler
terms as well as the scientific concepts. Ask children to show how they
push a toy car. Explain how they will be helping each other and making
a record of what they find.

Related activities
Use your judgement to allow children to participate in group discussions
with support, but to have enough time, one to one or in pairs, to
understand the experiment and suggest ideas. Children will need to explore
the materials before they talk about them, or devise a simple experiment.
Use Part 1 of the original teaching sequence to do this preliminary work. In
Part 2 of the original sequence children, can join a group and be assigned
a role in the experiment, bringing an idea and action or an object that they
have worked on. They can participate in selecting an envoy and perhaps
pair up with that person to demonstrate what to do.

Teaching styles and access strategies
Select from the following strategies as appropriate:
- Ensure children understand basic language concepts before
  introducing scientific vocabulary (*language and communication*).
- Encourage children to move actively themselves and construct the
  surfaces (*physical*).
- Help children to remember what happened by recording as you go
  (*attention, thinking and memory*).
- Help children to sort surfaces into simple categories (fast/slow) or to
  order them along a left-right continuum from best to worst (*attention,
  thinking and memory*).

- In Part 2, ensure that there is adult support to enable children to take part in discussions with their peers (*attention, thinking and memory/social* and *emotional*).

Indicators for progression – the children:

P1–P2   can experience the difference between movement and non-movement when supported, for example, rocking, hand movement, head movement or body movement as appropriate;

may be able to respond to the command 'stop!' when it is said or signed with a definite intonation, facial expression and close to the child;

may be able to track the movement of a car within their field of vision;

can feel different surfaces (rough, smooth; fur, plastic) and the movement of a clockwork vehicle;

may be able to give an item (for example, the car to use or the surface to try out) with hand over hand prompting;

can tolerate a peer helping them to feel a surface or object.

P3–P4   can notice when the car is not moving well, and hold it up or show some reaction;

can indicate when they want to take a turn with the experiment, with appropriate support;

can receive and send back the car to a peer, with support;

can hand an object to a peer to use in the experiment.

P5–P6   can point to the car that is moving fast, and the one which is not moving;

with support, can record findings using symbols, an adult as a scribe, making a collage the different surfaces.

P7–level 1   can use adjectives to describe movement of the car and the surfaces – saying, signing, or holding up a symbol card to tell;

can make judgements about which surface is best;

can agree or disagree with a group decision, for example, 'We think this one is best, do you?';

can record with a mark in the appropriate place on a chart.

Year 3 term 3 Group discussion and interaction

Plot detectives

Learning objective and relevance
To use the language of possibility to investigate and reflect on feelings, behaviour or relationships

The lesson provides opportunities for children with special educational needs to:
- engage with the development of a story;
- empathise imaginatively with characters.

Language features
Key vocabulary:
for key characters in the story: *children, mum, dad, gerbils, disaster, accident, awful, sad, fight, argue*

Language of prediction:
this one or that one, which one, guess what (early levels) if, may, might, could, perhaps, sometimes.

Distinction between think and know, 'I don't know'.

Language use:
make choices   show and name   express feelings   predict
imagine and hypothesise   report   ask questions

Previous experience and access skills
Experience of making choices between alternatives
Experience of guessing games
Ability to show anticipation of a future event
Familiarity with the main events of the story so far

Task breakdown and explanation
Highlight and explain the concepts of guessing and prediction, for example, by using a covered box and asking if we know what is in it, then producing two pictures and asking children to guess which one they think is inside, then opening the box. Reinforce the concepts of know, think, don't know, guess. This will engage children functioning at early communication levels and leads naturally into the focus on hypothetical situations.

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Teaching styles and access strategies

Select from the following strategies as appropriate:

- Use pictures and toys to provide two alternatives to choose from (*attention, thinking and memory*). However, some children offered a choice of toys might need to play with them immediately for a short time (*social and emotional*).
- In Part 2, use play scripts with play people and small models, with location maps and/or story bags to demonstrate the story and provide choices of alternatives (*language and communication/ attention, thinking and memory*).
- Summarise the story so far with the key events. Have a large card with a question mark as the final visual illustration (*sensory/attention, thinking and memory/language and communication*).
- Explain the concept of disaster – something bad that happens. Elicit some suggestions about what might happen that is bad in the story (*language and communication*).
- The concept of plot detectives may be too complex for some children to understand. Instead talk about how writers have to decide how to end a story they have made up. Children may like to take turns to put on a hat to take on the role of writer and think about an ending (*attention, thinking and memory/language and communication*).
- In Part 3, ensure that there is adult support to enable children to take part in discussions with their peers (*attention, thinking and memory/social and emotional*). Ask peers to describe the endings given by children in full, modelling appropriate language.

Related activities

Guided work is indicated in Parts 2 and 4, when most explanation will be needed and the main focus is on learning how to use hypothetical language; involve children for short periods of time in group discussions to contribute and value their ideas.

Indicators for progression – the children:

P1–2   can look at or touch with support, something to play with;
can explore some textures and smells relevant to the story;
may be able to track the movement of a clockwork gerbil-like toy as it falls disastrously off the table;
can show reactions to the disaster scenarios when people model these, for example, giving attention to someone saying 'Oh NO!';
with support, can contribute one piece of information to the group discussion, showing an artefact or object (car, dog) or pressing communication aid to supply an ending;

can show awareness of other children they are talking to by looking, smiling.

P3–4   can look in anticipation at something that is going to happen, for example, the toy falling;
can select an object and contribute it to a play script scenario, for example, a car that runs the gerbil over or a dog that eats the gerbils;
can contribute one piece of information to the group discussion, showing an artefact or object (car, dog) or pressing communication aid to tell their ending.

P5–6   can choose a picture of something they might want to play with;
can look between the two and reflect which one they might want;
can select alternative objects from a story bag, contribute these at the appropriate time, and identify them;
can act out what might happen, with objects and toys;
can copy facial expression and gesture to show how characters feel;
can identify pictures of the people in the story;
can give a judgement about the ending – sad, bad, good, like it, don't like it.

P7–level 1   can suggest alternatives that they themselves might do, and apply this to the story;
can predict using words/signs such as *guess, this one, that one, I think, I don't know*;
can describe simply how characters feel;
can identify an appropriate disaster scenario;
can respond to simple questions about what might happen next;
can explain in simple terms why one ending is preferred to another.

Year 4 term1 Speaking

Celts and Romans

Learning objectives and relevance
Develop ground rules for dialogue

Learn about aspects of the lives of Celts and Romans

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For children with special educational needs, the lesson provides opportunities to:
- join in a dialogue with peers;
- communicate clearly and show active listening;
- convey information that they have learned to others;
- make choices;
- explore a new range of sensory materials.

Overview and key elements
- Setting ground rules for dialogue.
- Contribute known information about Celtic life.
- Take on a role as a Roman or a Celt.
- Act as a representative for the views of the group.
- Give feedback on how well ground rules were followed within the group.

Language features
Key vocabulary:
Celts, Romans; yes/no; selected vocabulary about a few aspects of daily life: *food, music, clothes*

Language use:
show and name   request objects   make choices   describe   imagine
plan   negotiate

Previous experience and access skills
Attend and respond to what others say.
Take turns in a group.
Initiate information and respond to others.
Know one or two facts about Celts and Romans.
Be prepared to act in role.
Make judgements about good and poor communication: experience with rating their own and others' skills on a three point scale, for example, *I did this well, OK, I need help to do this.*

Task breakdown and explanation
Explain that there are two key aspects to this lesson:
- discussion in groups – show, using visual aids, for example, *characters with big ears* or *with big mouths,* that discussion involves talking and listening in turn. Go over some basic rules for good listening and good talking.
- learning about the Celts and Romans, illustrated with pictures or props.

Teaching styles and access strategies

Select from the following strategies as appropriate:

- Prepare a list beforehand with pictorial illustrations or symbols. Children can match behaviours that they see to the chart, or demonstrate different behaviours as you suggest them (*language and communication/attention, thinking and memory*).
- Model deliberate mistakes and good examples, get the children to identify on a chart with large ticks and crosses which is which (*sensory/attention, thinking and memory*).
- Help children to use their own words to describe what is happening (*language and communication*).
- Prepare a role-play of good and poor examples of dialogue which children can judge *(language and communication/attention, thinking and memory/social and emotional).*
- Help children to consider which of these aspects they are good at, and which ones they need help with (*social and emotional*). Choose one to feed back to the whole group.
- Help them to select pictures, artefacts, music and activities associated with each culture, for example, marching like Roman soldiers, dancing like Celts *((language and communication/attention, thinking and memory/physical*). This is especially useful if they need to be active to maintain attention.
- Reinforce their understanding of simple vocabulary rather than demanding the specific historical terms (*language and communication*).
- Provide a picture, an artefact or information recorded on a voice output device to enable the child to feed back to the group (*sensory/ attention, thinking and memory*)
- Have a chart with children's names and photographs and symbols for ears, eyes, mouth, hands (for signing) and communication aid (*sensory/attention, thinking and memory*). Ask the group to comment on how well each child has contributed and how they have done it, for example, *Sarah looked at us with her eyes when she was talking; Aron used his communication aid at the right time.*
- Use mime and drama to engage children: rehearse how to behave to an Emperor, for example, bowing, curtseying, saying or signing Hail Caesar and making the appropriate gesture (*social and emotional*).
- Pair a child with special educational needs to work with the teacher as the Emperor, for example, using voice output to make the decision about the invasion.

Related activities

Guided work is best in Part 2 to strengthen children's understanding of key concepts and access skills. Working in a small group or

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independently gives children more space and time to value their contributions.

Indicators for progression – the children:

P1–2 can look at or orientate themselves towards who is talking, making eye contact if they can see;
can touch, feel and smell artefacts, listen to different sounds;
can be helped to press a voice output device/switch to contribute.

P3–4 Can point to their own: ears, mouth, eyes to show what they use in listening, speaking and looking; point to others to tell them to take a turn, point to themselves or use voice output device to say *My turn to speak*;
can choose whether they would like to be a Roman or a Celt during physical activity such as dancing or marching;
with support, can begin to categorise pictures and artefacts;
can press voice output device with support to say which is which.

P5–6 may be able to indicate whether they think behaviours are good or poor, by laughing and saying *yes*, *good*, *no* or shaking their head;
can name some of the artefacts and pictures using simple familiar terms, for example, *hat*, *sword*, *comb*;
can sort items into Romans and Celts, with support.

P7–level 1 can describe simply what is going on and what is effective and ineffective behaviour;
can begin to use adjectives to describe the differences between the cultures and to say or sign which they prefer;
can name other children, recall something that they said and begin to make judgements using a scale, with assistance.

Year 5 term 1 Listening

Talk detectives

Learning objective and relevance

Identify some aspects of talk which vary between formal and informal occasions.

The lesson provides opportunities for children with special educational needs to:
- consider what behaviour is appropriate with different people;
- differentiate between greetings with familiar people and visitors;
- consider why politeness is important.

Overview and key elements
- To identify and demonstrate a range of greetings.
- To understand the difference between the roles that people take in their lives (for example, family and friends, head teacher, policeman, visitor).
- To relate styles of talk/sign to different people, with a focus on greetings and gaining attention.
- To identify appropriate body language and nonverbal communication.
- To explore some 'conversation starters'.

Language features
Vocabulary:
Greeting words and gestures, for example, *shake hands, 'hi 5'*
Forms of address: *sir, madam, please, thank you*
Relationship words, for example: *friend, family, teacher, guest, names*
Adjectives: *polite, rude, nice, proper*
Social terms: *oy!* versus *excuse me, ugh!* versus *no thank you*

*Language use:*social: responding to and initiating greetings
gain attention   refuse   explain   analyse

Previous experience and access skills
Judging whether people are familiar or strangers
Turn taking
Taking part in role-plays
Saying 'hallo' to people

Task breakdown and explanation
Explain that the lesson is about how we communicate differently with people we know well and people we do not know well. Mix up pictures of family members and friends with cut-out pictures from magazines, to sort.

Explain that some of the group are going to look particularly at how we greet people and gain attention, and say *no.* Ask peers to model these behaviours.

Model the difference between polite, formal, familiar talk and rude behaviour. Get children to identify which is which.

Model appropriate and inappropriate nonverbal behaviour.

A collection of photographs of familiar people is a useful resource.

Related activities
Use small group or independent guided work in Part 2 to help children identify and rehearse behaviours. In Part 3, turn the lesson into a drama where you set up different situations around the room: visiting the Queen, talking to a baby, meeting a rock star, talking to their best friend, taking on the role of teacher. Video some of these for later discussion.

Teaching styles and access strategies
Select from the following as appropriate:
- Use gestures as well as words, signs or phrases on communication aids (*physical/language and communication*).
- Use pictures or masks of family, friends and unfamiliar people or roles to sort (*physical/attention, thinking and memory*).
- Teach rules very explicitly for how to behave. Encourage children who find social concepts difficult to copy what you or peers do (*social and emotional*).
- Restrict the number of choices that children have to make; use repetition and simplification (*attention, thinking and memory*).
- Restrict the range of language functions to greeting and attention (*attention, thinking and memory*).
- For children who are immobile, get other children to visit them, while they take on the different roles (*physical*).

Indicators for progression – the children:

P1–2   can look/orient towards another child; be supported to press communication aid to say hallo.

P3–4   show greeting by gesture, for example, wave at partner, shake hands, smile, shake head, push away;
can identify who is hugging and who is shaking hands; who is shouting 'Hi' and who is saying 'Good morning' when choice is restricted, and pictorial support is used;
can imitate simple words, signs or use communication aids to greet, gain attention, refuse, with different role-play partners.

P5–6   can use a range of simple words and signs like *hello, hi, oy, please, no*;
can distinguish whom you would hug and kiss and whom you would shake hands with, with support as appropriate;
can match a picture of friend or family to a person speaking informally and a picture of a visitor, high status person (for example, the Queen) to someone speaking formally.

P7–level 1   can use more complex words and signs like *How do you do? Good morning, excuse me, hey you! yuck/no thank you*;
can identify appropriate and inappropriate body language;
can identify the people with whom formal or informal registers should be used;
can link different language styles to appropriate adjective or emotion picture (rude, cheeky, polite, silly, etc.);
can use the appropriate language when told who to talk to;
can identify formal and informal behaviour from hearing a speech sample or watching a sample of signing.

Level 2–3   can distinguish between formal and informal greetings and conversation starters, and forms of rejection/refusal;
can say how other people will feel/react when we use appropriate/inappropriate language;
can rephrase to be more polite or more informal;
can give reasons for why the talk can be identified as formal or informal.

Year 6 term 2 Drama

Take our advice

Learning objective and relevance
Improvise, using a range of drama strategies to explore themes, hopes, fears, desires

For children with special educational needs, the lesson:
- provides a context for exploring conflicting emotions and empathy;
- stimulates the imagination through improvisation;
- provides opportunities to interact physically with others.

Overview and task elements
Using own body to represent ideas
Understand that decisions often involve conflicting feelings
Participate in an improvisation in whatever way is appropriate: through imitation, collaborative work, or providing simple suggestion

Language features
Key vocabulary:
Words/signs for feelings: *frightened, confident, excited, anxious*
Simple action words: *go, stay, sleep, run, walk, stop*
Words/signs for describing the landscape, related to textures and movement, for example: *spiky, hard, soft, cold*

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Language use:
make choices   express feelings   imagine

Previous experience and access skills
Demonstrate how they feel through the way they move, look or vocalise.
Experience landscape and emotions through the senses.
Participate in drama games.
Know a simple version of the story, presented in whatever way is
appropriate.

Task breakdown and explanation
Outline the story episode and highlight the feelings that are involved:
fear, worry, excitement. Use visual illustrations.

Explain vocabulary relating to landscape and feeling: model examples
and ask them to mime them.

Ask children to model the difference between staying in the house (timid,
crouching) and going – looking and moving outward.

Have communication charts or pictures on the wall to illustrate the key
concepts.

Related activities
Guided work is indicated during Parts 2 and 3, when you may wish to
select one activity to do with the whole group, and one to be done in
parallel with a higher level of support, or to work on key concepts
associated with the story. For example, children could take some time to
prepare 'think and speak' bubbles to hold on sticks for the third activity
while the main group are doing the second activitiy.

Teaching styles and access strategies
Select from the following strategies as appropriate:
* Start the session with atmospheric music that suggests dream and
  sleep, to create a sense of calm and mystery. Use musical
  instruments to make particular sounds associated with the cold
  landscape and support children to make the sound. Encourage
  hearing-impaired children to feel the vibrations of the instruments
  (social and emotional/attention, thinking and memory/sensory).

- Support children with movement/co-ordination difficulties to move, by guiding them from behind, holding their shoulders (*physical*).
- Take advantage of the alternation in this lesson between activity and discussion: alternate these to maintain children's attention *(social and emotional/attention, thinking and memory/physical)*.
- Work in pairs or small groups to model the landscape features – encourage children to look and feel different textures and use them to illustrate what the other children should be doing, for example, hold up something hard to show 'be a rock' something prickly to show 'be prickly grass' soft fabric to indicate 'Marianne' (*language and communication/attention, thinking and memory/sensory*).
- Offer children the opportunity to take control by making the sound (vocalisation or switch operated) to initiate freeze frames (*language and communication/physical*).
- Provide a quiet space for children who need more practice to understand feelings to explore just one or two contrasting emotions through face, voice and body in a small group, pair or one-to-one (*social and emotional*).
- Allow children who find it hard to be in groups to work independently, then join in at a slight distance (*social and emotional)*.
- When acting as 'Marianne' encourage the 'guides' to give the child plenty of time and show how they can help her to feel textures and listen to sounds (*social and emotional*).
- Model two contrasting feelings only through vocalisation, sign, facial expression (use a mirror) and body movement. Encourage children to imitate (*social and emotional/language and communication*).
- Work through imitation of others (of sounds and movements), then encourage children to make the movement or sound spontaneously once they have imitated it successfully *(language and communication/attention, thinking and memory/sensory)*.
- Emphasise rhythm and intonation in the way you dramatise what is happening, exaggerate emotions (*language and communication)*.
- Use think/feel/speak bubbles to make explicit what characters feel (*language and communication/sensory/social and emotional*).

Indicators for progression – the children:

P1–2   can feel the difference between movement and stillness;
may be able to stop moving when physically prompted;
may be able to sense the movement of the whole group and respond appropriately;
can respond to strongly contrasted textures – smile or withdrawal;
can attend to music by stilling, tuning to sound.

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P3–4   can understand command stop or freeze and tell others to do so;
can imitate what others in the group are doing;
can be supported to make different shapes;
can make choices by looking and pointing in the conscience alley;
can show the appropriate object or texture to tell other children what shape to make.

P5–6   may be able to begin to make shapes with their bodies, for example, tall, small, soft, hard. Work with a partner and copy what they are doing;
can offer some answers to simple questions about the story and what they are doing (what/where/how does it feel);
can make choices within the story by pointing or saying what they want to do;
can match emotions to pictures/body movement;
can use basic adjectives to describe the landscape – cold, hard, soft;
can select a picture to tell others what is happening using a communication chart.

P7–level 1   can join in appropriately, and use simple language to describe what they are doing with their bodies;
can use a range of adjectives in description;
can say how characters feel;
can choose what might be an appropriate speech bubble for Mark or Marianne in the dialogue situation;
can match different ideas/speech bubbles to the appropriate side of the conscience alley;
can identify examples of simple conflict, for example, something characters like/are good at/want to do and something they don't like/are worried about/are afraid to do.

Level 2– level 3   can join in and make suggestions;
can explain simply why things happen;
can use their own vocabulary list to suggest words;
can choose alternatives to the story from a set of pictures;
can add one new idea or possibility;
can begin to reason and predict what might happen;
can suggest reasons for conflicting emotions in a) same situation different people, b) same person;
can make a suggestion for each side of the conscience alley.

Assessment, target-setting and review

The successful inclusion of children with special educational needs in speaking and listening curriculum activity is likely to be founded upon effective assessment, target-setting, planning and review. This can involve:

1 setting layered curricular targets at school, class and group levels based on robust analysis of children's performance and progress within speaking and listening;
2 personalising targets for particular groups and individuals, including children with special educational needs, including priorities for cross-curricular needs or subject targets;
3 medium-term curriculum planning;
4 classroom team planning;
5 assessment for learning processes.

1 Setting curricular targets

Schools should regularly monitor and record children's progress in Speaking and Listening. Regular monitoring of day-to-day, periodic and end-of-Key Stage assessments should be used to review how well children, including those with special educational needs, are achieving in relation to the Speaking and Listening curriculum. The review should be used where appropriate to set layered curricular targets at school, cohort, class and group levels as well as to support staff in developing differentiated teaching programmes.

2 Personalising targets

For some groups or for children with identified special educational needs, it may be necessary to further differentiate class or group curricular targets.

Information to support personalised targets may come from many sources, for example:

- Children and their parents are key sources of information, not least about feelings, motivation and interests relating to individuals, situations and curriculum areas. These are vital areas for any assessment of a child's relationship to the learning and social context of the school.
- In most cases, children of any age will be able to indicate their preferred way of communicating or accessing a learning activity.

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Their expert knowledge and particular perspective on their own needs can be gathered to support assessment for learning and for identifying personalised targets.

- Specialists, such as educational psychologists or speech and language therapists, can provide additional in-depth assessment information, identify particular types of impairments and provide advice in relation to complex needs.
- Levels of children's understanding of vocabulary and concepts and their capacity to communicate are important factors. Both the National Curriculum levels for Speaking and Listening and the P Scales for Speaking (Expressive communication) and for Listening (Receptive communication) offer models of progression that can support 'best-fit' annual and end-of-Key Stage teacher assessment.
- The *teaching styles and access strategies* chart included within these materials provides some ideas for targets and adaptations related to progression within National Curriculum and P Scales levels.

3 Medium-term curriculum planning

Medium-term curriculum planning processes over a term or half-term allow the incorporation of differentiated objectives, teaching styles and access strategies, as well as knowledge of children's interests and strengths, into the class programme for Speaking and Listening. It has been suggested that it is generally appropriate for a class to address four Speaking and Listening objectives a term or two every half term.

Collaborative medium-term planning, including advice from the SEN coordinator and specialist advisers, can deepen the partnership between teachers and support staff. It can facilitate curriculum discussion and often reduce the time required for other meetings. Above all, it provides for staff to devise and resource any teaching styles and access strategies required to achieve learning objectives.

4 Short-term classroom team planning

Ofsted reports that in relation to teaching children with special educational needs, good lessons are characterised by the commitment and efforts of individual staff and by effective teamwork among teachers and teaching assistants, *Special educational needs and disability: Towards inclusive schools* HMI, 2004. The teacher in the video comments on her use of short-term (weekly or fortnightly) planning sessions to meet with teaching assistants, specialist colleagues, the EAL coordinator and the speech and language staff based in the school, to plan sessions of work, including teaching styles and access strategies for individual needs.

Such planning:
- refines the medium-term plan;

- enables staff to reassure themselves that resources are prepared, appropriate questions, child groupings, adult responsibilities and teaching styles and access strategies for individuals are agreed and understood;
- ensures objectives and evaluation procedures are appropriate.

Example teaching sequences, intended to exemplify how planned sequences can be adapted to take account of diverse needs, are also included within this publication. The video example provides an opportunity to observe an adapted plan in action. The planning for the lesson was implemented in three stages by the staff involved:
- familiarisation with the objectives, teaching sequence and the ideas suggested in these materials for developing the lesson for children with special educational needs;
- analysis of the ideas and vocabulary that would be new to the class, such as island, mainland, etc;
- agreement of tasks, activities and resources that would be appropriate to achieve the objectives.

Throughout the discussions the teacher, teaching assistant and the speech and language therapist kept in mind the different groups within the class and the individuals for whom aspects of the lesson might present particular barriers. As they worked through the original planned session they noted particular ideas and teaching styles and access strategies that would be appropriate for these individuals and groups and incorporated them into the plan. This is the customary approach used for this and other classes in the school. The particular class shown has a substantial proportion of children identified as having special educational needs.

5 Assessment for learning (AfL)

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there (Assessment Reform Group, 2002a).

Seven key characteristics are evident in schools where AfL is effective in promoting learning and in raising standards of attainment. Effective practice is evident where Assessment for Learning:
- is embedded and supported by the ethos, attitudes, learning environment, rules and routines of the school;
- involves sharing curricular targets and learning goals with learners;
- aims to help learners to know and to recognise the standards for which they are aiming, including learning objectives and success criteria;
- involves learners in peer- and self-assessment;

- provides feedback which leads to learners recognising their next steps and how to take them;
- is underpinned by the confidence that every learner can improve;
- involves learner, parent, carer and teacher reviewing and reflecting on assessment data.

Planning should include consideration of how lesson objectives and success criteria are to be shared with all the class, including those with communication impairments, for example by simplifying them or using sign or symbol alongside other forms of communication. *Assessment for learning* enables immediate feedback on success as children, with adult support if necessary, make judgements about what objectives they have achieved. It is also a powerful means of helping teachers and practitioners to tailor their teaching to get the best improvement for each child. Where appropriate, video-recording can allow repeated viewing to support consideration of particular aspects of performance and can also be a valuable resource for discussion with parents and carers who may learn little about what happens in school from discussion with the child with a communication impairment.

If judging communication generally, for example, evaluating the success of an intervention or particular aid, it is important to observe children in a variety of contexts. The capacity to communicate at home with the family or in the playground with friends may be of a very different quality to that observed in a small group in the classroom or in a plenary session. Parents and friends can contribute to considering communication in the different contexts.

Glossary

Augmentative and Alternative Communication (AAC): Communication through media that enhance or replace voice communication, such as sign or a Voice Output Communication Aid (VOCA).

Assessment for Learning: Learners and their teachers seeking and sharing evidence to decide where learners are in their learning, where they need to go and how best to get there.

Barriers to learning: The term reinforces the need to emphasise curriculum, communication and environmental approaches to improving learning for children with special educational needs rather than seeking solutions by treating individuals.

Communicative potential: An individual's capacity to communicate and understand communication, particularly when the capacity is not

immediately apparent, for example, when someone lacks the ability to express him or herself orally.

Dyspraxia: A condition characterised by difficulty with planning or carrying out a sequence of coordinated movements.

Narrative: A communication that gives the particulars of an act, an occurrence or sequence of events. Increasingly recognised as an approach that can underpin a wide range of learning.

P Scales: Descriptions of early learning and performance in eight levels leading to National Curriculum Level performance levels.

Playscript: Use of models to re-enact a story or narrative of some kind. A technical definition drawn by extension from the phrase's more usual sense of a written version of play or dramatic composition.

Social story: A term coined by Carol Gray for a short story that describes a situation, concept or social skill using a format that is meaningful for people with ASD (autistic spectrum disorder). Stories are created by using a process that requires consideration of, and respect for, the person with ASD. www.thegraycenter.org/Social_Stories.htm

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