

Redbridge Inclusion Conference

The Inclusion Development Plan -
Overcoming Barriers to Learning -
Embedding Best Practice

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The Inclusion Development Programme

- ◆ Developing inclusive teaching for pupils with special educational needs
- ◆ Wave 1 focus
- ◆ Continuing Professional Development for all mainstream practitioners, to increase their confidence and expertise in meeting high incidence SENs in schools
- ◆ An expectation that all school practitioners in mainstream settings, undertake and complete the programme

The Inclusion Development Programme

- ◆ Year 1: Dyslexia, speech, language and communication
- ◆ Year 2: Autistic Spectrum Disorders
- ◆ Year 3: Behaviour, emotional and social development needs
- ◆ Year 4: Moderate learning difficulties

The Inclusion Development Programme

- ◆ Following commitments in Government's Strategy for SEN *Removing Barriers to Achievement (2004)*
- ◆ Informed by:
 - the Bercow Report – a review of services for children with speech, language and communication needs
 - BDA research into Dyslexia
 - Closing the Gap Agenda

The Inclusion Development Programme

Aims

- To improve outcomes for pupils and narrow attainment gaps
- To promote early recognition and intervention for pupils experiencing difficulties
- To increase the confidence of all practitioners
- To support schools and settings to become more effective at strategic approaches to support and intervention.

The Inclusion Development Programme

Outcomes

- Staff will develop the skills and knowledge
 - ◆ to identify those pupils who may be struggling as a result of a 'hidden' disability
 - ◆ To use effective teaching strategies to meet the needs of pupils

Entitlement

- ◆ All pupils have an entitlement to quality first teaching
- ◆ SEN Provision is 'additional to' and 'different from' quality first teaching
- ◆ Quality first teaching is inclusive teaching

Quality First Teaching Inclusive Teaching

- ◆ Is set within a culture of high expectations for all
- ◆ Emphasises what a child will learn rather than the activities they will do
- ◆ Is based on an assessment of what the children already know, can do and understand
- ◆ Uses teaching styles that meet the needs of individuals and groups so that all children are engaged in learning
- ◆ Establishes access strategies that will help overcome the potential barriers to learning

National Curriculum Statutory Inclusion Statement (2000)

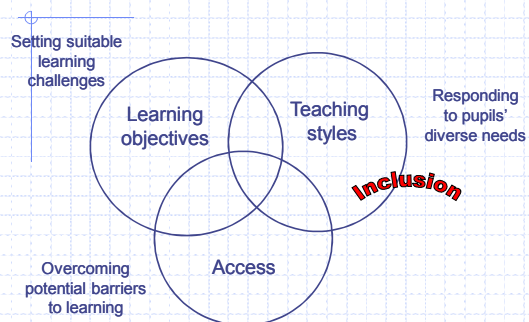
'Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for a school planning a school curriculum that meets the specific needs of individuals and groups of pupils.'

National Curriculum Statutory Inclusion Statement (2000)

The Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The circles of inclusion



Year 1: Dyslexia, speech, language and communication

What has been achieved in your school so far?

- ◆ Discuss with a partner what you feel has been achieved which will influence the quality of Inclusive Teaching?

Year 1: Dyslexia, speech, language and communication

- ◆ What we would hope for is:
 - Much greater understanding of what dyslexia and SLCN are
 - An appreciation of the barriers to learning which result
 - An understanding of how to overcome these barriers through making adjustments to teaching to better include pupils with dyslexia and SLCN

Year 1: Dyslexia, speech, language and communication

- ◆ Giving the big picture and making links
 - Activate prior knowledge by reviewing previous learning at the beginning of the lesson
 - Establish the purpose: state the outcome and strategy for the lesson – what, why and how
 - Ensure homework is understood and noted at the start of the lesson
 - Summarise and ensure that pupils have understood key points at the end of the lesson
 - Provide alternative strategies and media to promote reading for a range of purposes

How do we embed best practice?

- ◆ Having established what is best practice, it is essential that this is kept under review to ensure maximum and continuing impact.

How do we embed best practice?

- ◆ In the light of what has been learned:
 - Review plans and schemes of work to build in general strategies to improve access and remove barriers to learning.
 - Work with teachers and subject teams to review individual and curricular targets to ensure they represent appropriate, high expectations
 - Ensure that the strategies remain live in classrooms through lesson observation, work scrutiny and discussion with teachers, additional adults and pupils
 - Monitor the progress of pupils with dyslexia and SLCN to look for evidence of impact of improved practice
 - Use the materials and approaches as part of induction programmes for new staff

Finally

- ◆ The IDP offers a huge opportunity for class and subject teachers to increase their understanding and skills in how to overcome the barriers to learning faced by pupils with SEN.
- ◆ Let's ensure we make the most of this opportunity
- ◆ We may not get another chance!