



CASE STUDY REPORT

Inclusion Development Programme: initial implementation in a Surrey primary school

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This study was originally published in 2009 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study is to assess the impact of the Inclusion Development Programme (IDP) materials on the school's ability to identify and provide for pupils with Speech, Language and Communication Needs (SLCN).

Aims: The main aim of the IDP is to support school staff in meeting the needs of pupils with high incidence Special Educational Needs (SEN) through Quality First Teaching (QFT).

Methods: The participants in the IDP are primary and secondary school staff, the National Strategies consultant, the SIP, the Head of school improvement, the Headteacher, the Middle leader, the Subject leader, and the Teacher. Chennestone used the IDP materials to identify and analyse pupils' needs, and CPD sessions and resources to raise staff awareness of SLCN issues. They also used an Inclusion Checklist to provide strategies for addressing them.

Findings: The IDP materials have been embedded in school practice to help teachers identify and address SLCN pupils' difficulties. Self-assessment of staff indicates increased knowledge and understanding of SLCN, and data tracking is used to monitor progress.

Implications: The findings suggest that staff need further development in order to improve their confidence and practice in identifying and providing for SLCN pupils. This can be done through CPD and monitoring of progress against targets.

This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.

Keywords: South East education; Inclusion

Introduction

What were your reasons for doing this type of development work?

The Inclusion Development Programme (IDP) is a 4 year Continuing Professional Development (CPD) Programme developed by the National Strategies for all primary and secondary schools. The aim of the IDP is to support all school staff in meeting the needs of pupils with high incidence Special Educational Needs (SEN) through Quality First Teaching (QFT). Year 1 focuses on Dyslexia and Speech, Language and Communication Needs (SLCN)

Surrey Local Authority introduced the IDP Phase 1 materials through a pilot group, in which Chennestone is involved.

Who might find this case study useful?

- Head of school improvement
- Headteacher
- Middle leader
- National Strategies consultant
- Senior leadership team (SLT)
- SIP (School Improvement Partner)
- Subject leader
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- All aspects
- All subjects
- Inclusion

How did you intend to impact on pupil learning?

The Speech, Language and Communication Needs (SLCN) materials were a focus in the Spring Term 2009 and the Dyslexia materials were introduced in the summer term. SLCN was seen as a priority because the school already has strengths in literacy. Chennestone already had an established system for responsibility for SEN, so the introduction of these materials was intended to improve the provision further for pupils with needs in speech, language and communication and dyslexia.

What were your success criteria?

Greater awareness of SLCN difficulties, their impact on classroom learning and implications for teaching delivery and inclusive practices. Pupils identified correctly on SEN code of practice as primary need SLCN Evidence of targeted provision for SLCN

What information or data did you use to measure progress towards your success criteria?

- Observation outcomes
- Periodic teacher assessment

Describe the CPD approaches you used

The school is well-organised for whole school planning and delivery, class teachers assigned to one of three planning and development teams centred on the five Every Child Matters outcomes, called School Improvement Teams, each with a particular focus linked to the school improvement plan priorities, such as Enjoy and Achieve, Creativity and the Arts, and Developing the school environment. Teachers are assigned to one of these teams according to their strengths, development needs and interests and each team is led by a teacher with TLR. Two other priorities ICT and Extended Schools are led by the Head and Deputy. The IDP Phase 1 has been fully assimilated within the school improvement plan, given its due priority as a tool for improving quality first teaching.

As the IDP lead in the school, the Deputy Headteacher prepared an action plan (see below) for disseminating the IDP materials, which would be via two staff meetings, the first in January 2009 and the second, on Dyslexia, in the summer term. The DH is assisted by a recently-qualified teacher with interests in, and some prior knowledge of SEN, which emerged from performance management, as this also meets the needs of the school in the face of a burgeoning demand on the time of the DH for assistance, and meets the development needs of a young teacher interested in this area. This teacher is a member of the "Enjoy and Achieve" SI Team (one of the three groups described above), to which she introduced the IDP materials some two weeks before the whole staff meeting, to obtain some early ideas to help the focus of the latter. She will continue to feed back to this group on progress and issues relating to the IDP; the TLR in that team, will then report any issues from that group back to the senior leadership team, enabling a full circle of on-going monitoring of qualitative aspects of the IDP development as well as quantitative.

At the first whole-staff meeting, the materials were introduced, resources demonstrated, and the teacher assisting the DH used her early learning of the materials and application in her class as a case study. Finally, the school's Inclusion Checklist was outlined and staff asked to assess themselves against the listed standards. This will be used over time to measure the progress of individual staff in inclusion and the school, holistically.

A baseline self-evaluation on SLCN was carried out with all class teachers and teaching assistants, though the DH and colleague have issues around validity, in that there may be room for error in individual's self-perceptions about their confidence in understanding, identifying and providing for SLCN; e.g. one teacher scored herself lower than might be expected from the DH's knowledge of her confidence and practice. The results of the baseline self-evaluation are as follows:

- Class teachers: of 12 staff, none felt very confident in any aspect and the majority were at level 2, of 4, "developing". Five staff felt they were fairly confident in being able to identify pupils with SLCN, however, this tailed off to one or two in relation to deploying strategies and making adjustments. This shows that whilst most class teachers had some knowledge of SLCN and could begin to make adjustments, plan and track progress in relation to this, there is a need for further development in order to improve their overall levels of confidence and therefore their practice.
- Teaching assistants: of 11 completing the form, whilst there were 1 or 2 who were fairly confident with identification and provision for this group of pupils, a larger number than among the teachers felt that they were at the 1st level, the "focusing" stage, with a smaller proportion feeling that they were at the "developing" stage. This shows a need to build the knowledge, understanding and practice of the TAs in order to be able to support the class teachers in raising attainment for this group of pupils through more targeted, differentiated teaching.

It is intended to carry out the exercise again in the summer 2009 to enable the school to assess its progress with the IDP Phase 1 materials. Additionally, the school can begin to chart its development in this aspect against the

children's attainment, as every child in the school is assessed in reading, writing and numeracy on a termly basis.

The School will move on to the Dyslexia materials in the summer and the next phase of the IDP, on autism, being launched in March 2009, will be embedded into the 2009-10 school improvement plan and CPD programme.

The class teacher assisting the DH gave some feedback on the use of the IDP from her own experience. She found the materials very helpful on identification/diagnostics and decided to link this to the Wave 3 Primary materials, which she has found to be an effective way of enabling her to plan and make the appropriate adjustments in her teaching for her class, assimilating the 10 children with SEN in the class.

Who provided you with support?

- External agency
- Senior management

How were you supported?

Surrey County Council lead, Beverly Minette.

The Local Authority's IDP focus group which included advisory teachers for language and learning and Virginia Martin, SLCN teacher in Surrey, who provides training up to Post Graduate level in Speech, Language and Communication Needs. The Spelthorne confederation of schools.

Impact

What has been the overall impact on pupil learning?

Pupils identified as having difficulties with speech and language have successfully been removed from the Inclusion Register as a result of improved teacher targeting of skills required to raise attainment in literacy. Looking at the data (ignoring Year Six cohort) there were 7 SLCN pupils at action plus and 5 pupils at action. At the end of year there were 4 SLCN pupils at action plus, 3 at action and 1 statemented. 4 pupils no longer met the criteria because of their progress.

Thoughts you think are relevant to overall impact on learning

Ensuring that progression against targets is carefully monitored and that maximum opportunity for overlearning is planned.

Quotes you think are relevant to overall impact on learning

You can't support a need if you haven't identified it. (Thus careful assessment using the diagnostic checklists is key.)

Quantitative evidence of impact on pupil learning

- Periodic teacher assessment

Qualitative evidence of impact on pupil learning

- Observation outcomes
- Pupils' work

Describe the evidence of impact on pupil learning

Inclusion Register. Termly Data for reading, writing and numeracy.

What has been the impact on teaching?

Chennestone is committed to both staff development and inclusion and the IDP fits well into our rich programme of CPD that teachers and other staff access. The IDP phase 1 materials on SLCN has benefited the school in a number of ways.

Firstly, staff self-assessment against 7 elements of SLCN provision indicate that they report feeling more experienced and knowledgeable. Secondly, use of IDP materials have been embedded in school practice as a tool by which teachers can make specific identification of SLCN pupils difficulties. Finally, there is increased staff understanding of how other initiatives such as assessment for learning and personalised learning link in with making provision for all pupils including those with SLCN.

Evidence of impact on teaching

- Evidence from observation and monitoring
- Evidence from planning
- Teacher perceptions

Describe the evidence of impact on teaching

The impact of CPD is evidenced through lesson observations, pupil work, display, planning and assessments including termly data tracking as well as through evaluations and feedback sessions.

What has been the impact on school organisation and leadership?

This has been minimal for our school given that the structures and organisation were already in place for the management and delegation of inclusion responsibility and human resourcing. Teachers can now use IDP tools to identify and analyse pupils needs and this informs discussions with SENCO about whether outside agencies are required or not. (The aim is to reduce the need for outside agency support)

Evidence of impact on school organisation and leadership

It will be necessary to monitor the progress of SLCN pupils over time and determine whether the school continues to address their needs effectively. Such data would be used in any review of school structure and SEN organisation within the school. As a result of growing awareness around difficulties experienced by SLCN pupils the school is exploring the use of Sound Field Systems. Primarily to support hearing impaired pupils these have been shown to boost learning in pupils with language difficulties.

Summary

What is the crucial thing that made the difference?

Chennestone Primary is structured so that each class teacher has a full-time teaching assistant. The delegation of SEN responsibility to each class teacher means that they determine how they use their teaching assistant to support them in meeting the needs of all pupils including those with SEN. A focus on whole class inclusive teaching is bolstered by guided group work led by the teacher or teaching assistant and specific interventions that address additional needs. Weekly CPD for teaching assistants provides opportunities to continue developing skills that support inclusive practices.

What CPD session and resources were particularly useful?

The IDP section on Identification of Pupils with SLCN (and later dyslexia) were key in raising staff awareness of SLCN issues impacting on pupils. Once difficulties were identified use of our own Inclusion Checklist provided strategies for addressing them.

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

The IDP materials would be a starting point. Equally, a discussion of roles, responsibilities and an exploration of attitudes towards ownership of SEN pupils difficulties and meeting them would form a useful starting point.

What further developments are you planning to do (or would you like to see others do)?

Continued evaluation of school practices based on IDP materials as they are released.

Supplementary Materials

This report is accompanied in the library by the following supplementary material:

- Class Inclusion Checklist
- Example of Provision Map for child at School Action for SLCN
- Inclusion provision mapping form (blank)
- Prompt for ensuring targets are SMART
- IDP action plan

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This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. They were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use.

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