



## CASE STUDY REPORT

# **IDP: Using the Inclusion Development Programme (Autism Spectrum) to support the school community**

Julia Turner

*This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.*

## Abstract

**Background:** The purpose of the study was to increase staff knowledge and skills to make inclusion of all pupils a reality, reduce behavioural incidents, and improve outcomes for all pupils.

**Aims:** The main aim was to increase inclusion and participation of pupils with complex social and behavioural difficulties, reducing the impact on their peers, and to increase staff confidence in making reasonable adjustments to respond to the needs of pupils on the autism spectrum.

**Methods:** Participants included support staff, headteachers, national strategies consultants, senior leaders, SIPs, teachers, and parents. They all worked together to increase inclusion and reduce behavioural incidents in the classroom. Methods used included initial launch by Autism Outreach, Pastoral Team Meetings, Coaching Sessions, Peer Observation, and use of IDP Autism Spectrum resource to increase staff knowledge and skills to increase inclusion and reduce behavioural incidents.

**Findings:** The main findings are that the CPD approaches used, such as the Autism Outreach Team and Coaching Sessions, have had a positive impact on pupil learning by increasing inclusion and participation in the classroom, reducing behavioural incidents, and increasing staff empathy.

**Implications:** The findings suggest that increased awareness of barriers to learning and the use of reasonable adjustments in the classroom can have a positive impact on pupil learning, teaching, and school organisation and leadership.

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

**Keywords:** Middle education; Behaviour and attendance; Inclusion; Social and Emotional Aspects of Learning (SEAL)

## Introduction

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

To more effectively respond to the challenges to inclusion presented by pupils with increasingly complex learning and behaviour needs. To increase the knowledge and skills of all staff in making reasonable adjustments to respond to the needs of pupils on the autism spectrum. To further develop successful whole school strategies that could be delivered with consistency by all staff. To offer reassurance to parents that the care of their child was a high priority for the school

### Who might find this case study useful?

- Support staff
- Headteacher
- National Strategies consultant
- Senior leader
- SIP (School Improvement Partner)
- Teacher

## Description

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

- Behaviour and attendance
- Inclusion
- Social and Emotional Aspects of Learning (SEAL)

### How did you intend to impact on pupil learning?

We aimed to increase pupil inclusion and participation within the classroom and within the school environment, reducing the impact of pupils' complex social and behavioural difficulties on the learning of their peers. We intended to impact on pupil learning by reducing the need for pupils with social, emotional and behavioural difficulties to be removed from the class or to be excluded.

### What were your success criteria?

Staff to become more confident in their ability to put in place proactive reasonable adjustments to reduce pupil anxiety and thereby reduce behavioural incidents occurring.

Evidence from termly Lesson Observation Weeks that dyslexia friendly processes were being implemented consistently.

Pupil and parent surveys show increased confidence that staff will deal with behavioural difficulties consistently across the school.

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

- Logs or interviews
- Observation outcomes
- Pupil consultation data

## Describe the CPD approaches you used

1 hour initial launch by Autism Outreach  
3 x 1 hour Pastoral Team Meetings to work through the modules  
3 x 30 minutes for Coaching Sessions after each module for dialogues about learning from each module  
Termly opportunities for Peer Observation during timetabled lessons  
observation weeks

## Who provided you with support?

- External agency

## How were you supported?

Autism Outreach Team

## Impact

### What has been the overall impact on pupil learning?

Increased opportunities to access learning through improved pupil participation and inclusion.

### Thoughts you think are relevant to overall impact on learning

Increasing the empathy of staff by raising their awareness of the impact of autism from the parents' and children's point of view.

Differentiation was deemed priority and homework tasks were varied accordingly with pupils given a variety of ways in which to record their work which made it both more accessible and interesting.

### Quotes you think are relevant to overall impact on learning

"I now understand why they do the things they do."

One excellent example was the change in attitude of a lunchtime supervisor after specific training from Autism Outreach for managing challenging behaviour. She said "I have totally changed the way I deal with this child as Autism Outreach have made me see it from his point of view. I now understand exactly how he feels."

### Quantitative evidence of impact on pupil learning

- Periodic teacher assessment

### Qualitative evidence of impact on pupil learning

- Observation outcomes

### Describe the evidence of impact on pupil learning

Pupils with AS increasingly able to remain in class with reduced levels of supervision.

Pupils remain in class far more with only the occasional need for time out - perhaps once or twice a week instead of several times daily.

### What has been the impact on teaching?

Increased application of reasonable adjustments in the classroom to impact on antecedents resulting in negative behaviours. Peer observation has been used to share expertise and increase staff confidence in risk taking.

## Evidence of impact on teaching

- Evidence from observation and monitoring
- Evidence from planning
- Improvements in curriculum documentation
- Teacher perceptions

## Describe the evidence of impact on teaching

All pupils within the school have benefited from the increased awareness of all staff of barriers to learning e.g. Teachers using more direct talk and Supervisory staff de-escalating conflict in break times.

## What has been the impact on school organisation and leadership?

The SLT has always demonstrated determination to include all pupils whatever their needs, but this training has increased staff knowledge and skills to make this vision an increased reality and ensured that outcomes for all pupils is a whole school responsibility.

## Evidence of impact on school organisation and leadership

Commitment and involvement of SLT.

## Summary

### What is the crucial thing that made the difference?

The practical nature of the training, the way it linked with the realities of staff experiences and the skilful support provided by the Autism Outreach team.

### What key resources would people who want to learn from your experience need access to?

IDP Autism Spectrum DVD or e-learning resource accessible through the NS website.

### What CPD session and resources were particularly useful?

Introduction and support by Autism Outreach Team. Coaching by Pastoral leaders. Sections within the training that raised awareness of the parents' and pupils' perceptions.

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

Start with the IDP Autism Spectrum resource. Seek advice/expertise from their local autism support team.

## Supplementary Materials

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

- Visual timetable
- Lesson planning board - 2 task
- Lesson planning board - 4 task

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## About 'What Works Well'

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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