



CASE STUDY REPORT

Inclusion Development Programme Phase 1 implementation & evaluation of impact

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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 use the IDP resources to understand the needs of two children with social, language and communication difficulties and to support class teachers and teaching assistants to help the children stay in mainstream school.

Aims: The main aim is to use the IDP resources to understand the needs of children with social, language and communication difficulties, and to support class teachers and teaching assistants to help the children stay in mainstream school.

Methods: The participants in this case study are two children with social, language, and communication difficulties, their teachers, teaching assistants, and a Primary Adviser (Inclusion and Learning consultant). Teachers and teaching assistants were introduced to IDP by a Primary adviser and the SENCo led staff training. CPD sessions and resources were used to help staff understand the needs of the children and to support them in the classroom. Periodic teacher assessment and observation outcomes were used to measure progress.

Findings: The main findings are that IDP resources have enabled teachers and teaching assistants to successfully support two children with social, language and communication difficulties, resulting in improved behaviour, communication, literacy and numeracy skills.

Implications: The findings suggest that IDP resources can be used to help children with social, language and communication difficulties stay in mainstream school, and improve their ability to conform to the setting with acceptable behaviour and improved language and communication.

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

Keywords: LA maintained school education; Behaviour and attendance; Inclusion; Social and Emotional Aspects of Learning (SEAL); Communication, language and literacy; Personal, social and emotional development; English - reading; English - speaking and listening; English - writing; Mathematics

Introduction

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

We had a child come to us in the foundation class last year (now in year 1) with significant problems - mainly behavioural, linked we thought to autism spectrum. We have another child who has joined us in the foundation class this year who has social, language and communication difficulties. In both cases we used the IDP resources to help us understand the needs of the children and to support class teachers and teaching assistants to be able to support the children in the class and for the children to be able to stay in mainstream school.

Who might find this case study useful?

- Teacher
- Teaching assistant

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)
- Communication, language and literacy
- Personal, social and emotional development
- English - reading
- English - speaking and listening
- English - writing
- Mathematics

How did you intend to impact on pupil learning?

Our target pupils were two children with social, language and communication difficulties. We intended to improve the pupils' ability to 'conform' to a mainstream setting, with acceptable behaviour and improved language and communication: basic communication skills for the Reception year child, and numeracy and literacy for the Year 1 child.

What were your success criteria?

- Children able to stay in class and participate in whole class activities/teaching
- Children to be able to communicate their needs and emotions to an adult in class

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

- Periodic teacher assessment

Describe the CPD approaches you used

Teachers and teaching assistants were introduced to IDP by a Primary adviser (Inclusion and Learning consultant, ILC) then the SENCo led staff training and gave the staff time to navigate through the IDP website and explore sections relevant to their classes' needs.

SENCo with individual class teachers, and the ILC visits once a term to discuss progress of using the IDP and the target children.

Who provided you with support?

- Local authority staff

How were you supported?

Support has been excellent.

Impact

What has been the overall impact on pupil learning?

Excellent. The child in year 1 has made exceptional progress and is now on our gifted and talented register for mathematics. He is also in the highest ability group for all other subjects. (See Targets and progress sheets on What page)

Thoughts you think are relevant to overall impact on learning

The strategies used by the adults in class (through learning from IDP) have significantly helped the child to settle into the school routine. We have had more settled children who are able to learn. (A stressed and anxious child will not learn as well as a settled child)

Quotes you think are relevant to overall impact on learning

Parents are really pleased with their children's progress.

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

- Reception pupil: see Foundation Stage Profile below.
- Year 1 child: End of Reception July 2009 - Reading 1.2, writing 1.2, maths 1.2 Mid Y1 March 2010 - Reading 2.02, writing 2.0, maths 2.0 (results from target tracker based on ongoing assessment) Samples of writing below
- End of Reception July 2009 - Reading 1.2, writing 1.2, maths 1.2
- Mid Y1 March 2010 - Reading 2.02, writing 2.0, maths 2.0 (results from target tracker based on ongoing assessment)
- Samples of writing below

What has been the impact on teaching?

Increased confidence in working with these children. Teachers are equipped with strategies to cope with the behaviours the children display and are more confident in meeting the children's individual needs.

Evidence of impact on teaching

- Evidence from observation and monitoring
- Teacher perceptions

Describe the evidence of impact on teaching

The progress of the target children provides evidence to support staff perceptions and observations of the impact on teaching

What has been the impact on school organisation and leadership?

IDP is seen in a very positive light. The leadership team have fully embraced this programme. The downside is time! It can take a while to look through the wide range of fantastic resources in each area of the IDP - ideally INSET time should be given to this in the first instance to allow teachers time to explore.

Evidence of impact on school organisation and leadership

School leadership are supportive of IDP and direct staff to this resource.

Summary

What is the crucial thing that made the difference?

Strategies and understanding gained from the IDP resource have enabled adults to work much more successfully with the children in class (not just the two boys in particular - it has impacted on their practice in general, thus benefiting the other children in class too)

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

IDP online is best as it has all the latest updates. (see What - CPD approaches)

What CPD session and resources were particularly useful?

CPD for the SENCo to learn about each strand of IDP was invaluable. It allowed this information to be passed on to other staff successfully.

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

Make sure time is allocated to allow teachers and teaching assistants to browse and navigate the relevant IDP. They are far more likely to use this resource for everyday work than if time, work through each module. There is also a really useful library of ideas and resources to choose from if a specific problem has arisen and help is being sought to tackle the problem.

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

I would like to do a dyslexia study - targeting dyslexic children and teaching in the classroom.

Supplementary Materials

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

- Reception child 1.doc
- Reception child cont.doc
- Year 1 child.doc
- Year 1 child cont.doc

- FS profile YR pupil.pdf
- Evidence - Year 1 pupil.pdf

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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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