



CASE STUDY REPORT

Whole School CPD: Using the IDP in a Secondary School

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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 create an Autistic Spectrum Disorder (ASD) friendly school environment to enable pupils to reach their full potential and be fully engaged in their learning.

Aims: The main aim was to create an Autistic Spectrum Disorder (ASD) friendly school environment to enable pupils to reach their full potential and be fully engaged.

Methods: The participants included carers, head of school improvement, headteacher, LA adviser, middle leader, national strategies consultant, parents, pupils, SLT, SIP, subject leader, support staff, and teachers. The IDP materials were used with all staff as CPD, with an aim to create an ASD-friendly school environment. Self-evaluation forms were completed pre and post IDP, and best practice was shared from other schools. The SLT fully endorsed the IDP and included it in all planning.

Findings: The IDP has enabled staff to plan for individual needs of pupils with ASD, creating an ASD-friendly school environment. This has resulted in increased staff confidence, improved National Curriculum levels and reading ages, and increased pupil confidence and happiness.

Implications: The findings suggest that with the right support, pupils with ASD can be successfully integrated into mainstream classes and reach their full potential. This includes increasing staff confidence, improving national curriculum levels, and tracking reading ages.

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

Keywords: Secondary education

Introduction

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

Recent diagnosis of three pupils with Autistic Spectrum Disorder (ASD) prompted an interest in using the Inclusion Development Programme (IDP) materials with all staff as whole school CPD.

Who might find this case study useful?

- Carer
- Head of school improvement
- Headteacher
- LA adviser
- Middle leader
- National Strategies consultant
- Parent
- Pupil
- Senior leadership team (SLT)
- SIP (School Improvement Partner)
- Subject leader
- Support staff
- Teacher

Description

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

- All aspects
- All subjects

How did you intend to impact on pupil learning?

The Senior Leadership Team (SLT) wanted all staff to include and meet the needs of all pupils on the autism spectrum (both diagnosed and undiagnosed). In addition the school wished to engage with the Inclusion Development Programme (IDP) specifically to enable teaching staff to plan for the individual needs of the pupils within their lesson planning. The overall aim was to create an Autistic Spectrum Disorder (ASD) friendly school environment at every level throughout the school, so that these pupils were fully engaged and could reach their full potential.

What were your success criteria?

- Increasing staff confidence (Self-Evaluation Form (SEF) pre and post)
- Improving national curriculum levels and specifically tracking reading ages

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

- CVA data
- Data comparison of cohorts
- Learning walks / study visits
- Logs or interviews
- Observation outcomes
- Periodic teacher assessment

- Pupil consultation data
- Pupils' work
- Test results

Describe the CPD approaches you used

Initially SENCO and IDP lead met and completed an action plan bespoke to the school. This included an introduction of the IDP to the SLT. At this meeting the Headteacher and the SLT fully endorsed the IDP and agreed to include the IDP in all planning with the expectation that all staff would be enabled to study the IDP. This included an introduction to staff, the development of a Learning Log and the set up of IDP twilights with a timetable of supply cover for different departments. Self evaluation forms were completed pre and post IDP which showed a huge shift on staff confidence at levels 3 and 4.

What CPD materials, research or expertise have you drawn on?

The ASD IDP materials were completed by all staff with a Learning Log published to enable staff to learn from each other, inform new staff and establish if there were any recurrent issues or resource implications.

The IDP Lead was able to share best practice from around the NW region.

Who provided you with support?

- External agency
- Middle leader
- Senior management
- Subject leader

How were you supported?

The IDP Lead from the LA supported the project and action planning and shared best practice from other schools. Also the HT and SLT fully supported the roll out of the IDP and this was crucial to the success of the project and the fact that all staff participated.

Impact

What has been the overall impact on pupil learning?

Pupils who came to school unhappy and stressed who had been previously excluded from another secondary school are now well integrated into mainstream classes and are working to their maximum potential demonstrated by the progress they are making in the National Curriculum and reading.

Quotes you think are relevant to overall impact on learning

One teacher commented that, " I thought that they were naughty boys and I now understand that they are vulnerable."

One parent said that, "My son is now confident and happy at school." A previously excluded pupil whose mother asked why he didn't talk at home replied, " I didn't have anything good to say, I do now."

Quantitative evidence of impact on pupil learning

- CVA data
- Data comparison of cohorts
- Periodic teacher assessment

- Test results

Qualitative evidence of impact on pupil learning

- Learning walks / study visits
- Logs or interviews
- Observation outcomes
- Pupil consultation data
- Pupils' work

Describe the evidence of impact on pupil learning

These pupils have improved in all areas including confidence, learning, emotional well being, National Curriculum levels and reading ages.

What has been the impact on teaching?

All staff report that they not only have the knowledge around ASC but can now adjust their planning and practice within the classroom. Many staff now realise that these pupils are not naughty and that some very small adaptations can avoid conflict situations and contribute to a calm atmosphere conducive to learning.

Quotes you think are relevant to the impact on teaching

"The IDP has given us a vehicle to track and monitor these pupils"

"We understand that these pupils need quiet places particularly during unstructured times of the day."

"Pupils experiencing ASD/C if well supported have a really valuable contribution to make to lessons."

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

Performance Management and lesson observations have shown a shift towards better planning for pupils with ASD.

Staff confidence at levels 3 and 4 went from 52% to 94% with staff rating themselves in terms of knowledge and adjustment to practice.

Monitoring the pupils books has also shown an improvement in the quality of the children's work.

What has been the impact on school organisation and leadership?

The IDP provided a vehicle for all staff (including the HT and SLT) to train and work together as a team and whole school. Staff decided which groups they worked in and this was completed in teams that were not curriculum based. The sessions were relaxed and open with no barriers to do with curriculum areas.

The SLT have analysed the Learning Logs and plan to alter policies and order resources as a result of this analysis.

Evidence of impact on school organisation and leadership

All staff will now be using a more visual approach to learning which will include visual timetables, Social Stories and pupil led Individual Education Plans (IEPs).

SLT are committed to review all school planning and policies to ensure every aspect of school life is ASD/C friendly.

Summary

What is the crucial thing that made the difference?

The commitment of HT and SLT.

The nature of the IDP resource - it could be loaded onto the intranet of the school so that all staff could access at different times when needed. It provided a vehicle for extended training across the whole school rather than the "trainer" having to meet with groups of staff in different curriculum areas/departments. The IDP has embedded best practice across all school departments and staff groups.

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

The IDP ASD materials are a complete set of 8 modules that cover all aspects of ASD/C. The quick find is particularly useful so that you do not need to trawl through all of the module every time but can go straight to a section.

The library contains all documents that are referenced throughout the IDP and can be printed off which is another way to engage staff so that the IDP is not all e-learning.

What CPD session and resources were particularly useful?

Staff found Unit 4 particularly useful as this explored the unstructured times and why pupils may find these times more difficult and the behaviours they may exhibit. In addition staff could understand the difficulties that these pupils have with change and transition between classes and year groups. Staff now make adjustments preparing and rehearsing pupils for any type of transition.

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

It is essential that this work is fully endorsed and supported by the Headteacher and the SLT. The IDP needs to be included in all policies including the School Development Plan (SDP) and the SEF plus performance management so that adjustment to practice is measured via lessons observations etc..

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

The original pilot group of pupils are now extending their experiences by sharing best practice with lower year groups. In addition, the Parent Group that has been set up will continue to meet to discuss their pupils needs thus continually influencing school policies and practice.

Supplementary Materials

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

- IDP Action Plan
- Evidence of pupil progress
- Pre self evaluation form data
- Post self evaluation form data

- Supporting pupils on the autism spectrum - support staff
- Supporting pupils on the autism spectrum - teachers

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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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