

Chapter 2: Meeting the needs of all pupils

Section 1: Inclusion

This section focuses on:

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| 1.1 | A definition of 'inclusion'; | 1.4 | Responding to pupils' diverse needs; |
| 1.2 | National Curriculum requirements; | 1.5 | Overcoming potential barriers to learning and assessment for individuals and groups of pupils. |
| 1.3 | Setting suitable challenges; | | |

1.1 WHAT IS 'INCLUSION'?

'One of the greatest challenges facing schools is the provision of appropriate learning opportunities for all pupils. Within schools there are pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture. Research has proved that children from lower socio-economic backgrounds and / or specific ethnic and social groups are more likely to underachieve at school. This may lead to disaffection, low self-esteem, marginalisation by others and, in some cases, formal exclusion from school. Some schools are more successful than others in meeting the needs of pupils from diverse backgrounds.'

(Transforming Secondary Education, DfES, 2001).

1.2 WHAT ARE THE NATIONAL CURRICULUM REQUIREMENTS?

www.qca.org.uk/cal/inclusion/
www.nc.uk.net/inclus.html
www.nc.uk.net/ld/
www.nc.uk.net/gt/

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum (NC) is the basis for planning a school curriculum that meets the specific needs of individuals and groups of pupils. The *National Curriculum Handbook for primary teachers in England* and the *Handbook for secondary teachers in England* incorporate a statutory inclusion statement on providing effective learning opportunities for all pupils. It outlines how teachers can modify the NC programmes of study (PoS), as necessary, to provide all pupils with relevant and appropriately challenging work at each key stage (KS). It sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In planning and teaching the NC, teachers are required to consider these three principles.

I.3 WHAT DOES ‘SETTING SUITABLE LEARNING CHALLENGES’ MEAN?

This means teaching knowledge, skills and understanding in ways that maintain high expectations, while meeting the abilities and learning needs of the pupils. This might involve choosing knowledge, skills and understanding from earlier, or later, key stages, so that individual pupils achieve as high a standard as possible. Equally, it could entail reference to the objectives in the *Frameworks* for teaching mathematics and English from an earlier or later year group. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there might not be time to teach all aspects of the age-related PoS.



Reading

You might find the QCA guidance *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (2001) and the guidance on meeting the requirements of gifted and talented pupils helpful companions to PoS.

www.nc.uk.net/ld/
www.nc.uk.net/gt/

For pupils whose attainment falls significantly below the expected levels at a particular KS, a much greater degree of differentiation will be necessary. In these circumstances, you might need to use the content of the PoS as a resource. For pupils whose attainments exceed significantly the expected level of attainment in one or more subjects during a particular KS, you will need to plan suitably challenging work. As well as drawing on materials from later key stages, or higher levels of study, you may plan further differentiation by extending the breadth and depth within individual subjects or by planning work that draws on the content of different subjects.

I.4 HOW DO I RESPOND TO PUPILS’ DIVERSE NEEDS?

www.nc.uk.net/inclus.html
[www.dfes.gov.uk/sen/documents/targetsetting\[1\].pdf](http://www.dfes.gov.uk/sen/documents/targetsetting[1].pdf)

www.qca.org.uk/cal/inclusion/key_principles.asp

Further guidance can be found in the *National Curriculum Handbooks*.

When planning, you need to provide opportunities for all pupils. Pupils bring different experiences, interests and strengths to the learning environment, and these will influence their learning. The NC states that teachers need to take specific action to respond to pupils’ diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches;
- setting targets for learning.

I.5 WHAT IS MEANT BY ‘OVERCOMING POTENTIAL BARRIERS TO LEARNING AND ASSESSMENT FOR INDIVIDUALS AND GROUPS OF PUPILS’?

Ways in which teachers might support these three broad groups are described in the *National Curriculum Handbooks*.

To overcome potential barriers, you must take account of pupils’ learning and assessment requirements. Special arrangements are available to support individual pupils during the end of key stage assessments. These requirements are likely to arise as a consequence of a pupil:

- having a specific educational need;
- having a disability;
- having problems with learning English as an additional language.

Chapter 2: Section 2: Special Educational Needs: Background information

This section focuses on:

- 2.1 The importance to all teachers of Special Educational Needs;
- 2.2 Special Educational Needs and the 1981 Education Act;
- 2.3 Changes in Special Educational Needs legislation.

2.1 WHY DO I NEED A GOOD UNDERSTANDING OF SPECIAL EDUCATIONAL NEEDS?

All teachers need a good understanding of Special Educational Needs (SEN), if they are to respond to the diversity of need found in most classes. Your expectations as a teacher should be high and you must be prepared to plan and prepare specialised teaching programmes where necessary. Unless a child has a statement, most of the support, if not all, will have to be provided by you as the class teacher. You should, therefore, be aware of your role and responsibilities, ensuring that appropriate differentiated work and resources are available. You must also be fully aware of SEN procedures and be prepared to liaise with the Special Educational Needs Co-ordinator (SENCO) and teaching assistants and to communicate effectively with parents. Your aim should be to provide a positive approach that will give all children the opportunities to succeed and the encouragement to develop and feel good about their learning and themselves.

2.2 WHAT DOES 'SPECIAL EDUCATIONAL NEEDS' MEAN?



Optional Task

Before continuing, take some time to write down your definition of Special Educational Needs, and set out your understanding and knowledge of the educational context.

The 1981 Education Act recognised the term 'Special Educational Needs', and defined it as 'if he/she has a learning difficulty, which may be the result of a physical or sensory disability, an emotional or behavioural problem, or developmental delay'.

To provide practical advice and a framework for schools and local education authorities (LEAs) to carry out their statutory duties, the first Code of Practice came into effect in 1994. Since then, special needs provision has improved significantly, with changing perceptions and attitudes towards children who experience difficulties in learning.

Approaches to learning and resources have changed, and there has been a marked shift in emphasis from segregation to inclusion, from deficiencies to differences, and from categories to a continuum of need.

For a DfES glossary of SEN terms, see www.dfes.gov.uk/sen/documents/GLOSSARY_of_SEN_Terms.htm

2.3 WHAT CHANGES HAVE TAKEN PLACE TO THE CODE OF PRACTICE?

The Special Educational Needs and Disability Act 2001

www.legislation.hmso.gov.uk/acts/acts2001.htm

Special Educational Needs Code of Practice (2001)

www.dfes.gov.uk/sen

For a description of the Code of Practice 2001 see

www.dfes.gov.uk/sen/viewDocument.cfm?dID=260

Statutory Guidance on inclusive education can be found in:

Inclusive Schooling – Children with Special Educational Needs (2001)

Definition of Special Educational Needs

For the DfES definition of special needs

www.dfes.gov.uk/sen/viewDocument.cfm?dID=90



Reading

More information can be found in *Special Educational Needs Code of Practice*

DfES 581/2001

www.dfes.gov.uk/sen

For a PDF copy of the Code of Practice 2001 see

www.dfes.gov.uk/sen/documents/SENCodeOfPractice.pdf

In order to provide equality of opportunity, and to help all children to achieve a high standard and release their full potential, the Government introduced the Special Educational Needs and Disability Act in 2001. The Act, linked to a revised Code of Practice, took effect from January 2002.

The Act strengthened the right to mainstream education for children who have statements and sought to enable more pupils who have SEN to be included successfully within mainstream education. The legislation clearly supports those parents who want mainstream education for their children and, in these cases, everything possible should be done to provide it. Equally, where parents want a place in a special school for their child, their wishes should be noted. The new statutory framework for inclusion requires that:

- pupils with SEN, but without a statement, must be educated in mainstream schools except in exceptional circumstances;
- pupils who have a statement must be educated in a mainstream school, unless this is against the wishes of the child's parents or is incompatible with the provision of efficient education for other children.

In order to meet their responsibilities towards children with SEN all schools must have due regard to the SEN and Disability Act 2001 and the revised Code of Practice.

The SEN Code of Practice 2001

*'Children have special educational needs if they have a **learning difficulty**, which calls for special educational provision to be made for them.'*

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area;
- (b) for children under two, educational provision of any kind.

Principles and values

In providing for those pupils defined as having SEN, you should:

- ensure all pupils are valued equally;
- ensure that all make progress;
- work in close partnership with parents/carers and children;
- ensure SEN are identified and assessed as early as possible;
- ensure pupils' needs are met as soon as is practicable;
- ensure that all pupils have access to a relevant, broad and balanced curriculum;
- work in close liaison with the SENCO and the child's parents.

Chapter 2: Section 3: The new Code of Practice

This section focuses on:

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| 3.1 | What the Code of Practice means to you; | 3.7 | Statutory Assessment procedures; |
| 3.2 | How the Code of Practice is administered; | 3.8 | Statements of Special Educational Needs; |
| 3.3 | Measuring pupil progress; | 3.9 | The purpose of annual reviews; |
| 3.4 | School Action; | 3.10 | Keeping records; |
| 3.5 | Individual Education Plans; | 3.11 | Working with parents. |
| 3.6 | School Action Plus; | | |

3.1 WHAT DO I NEED TO KNOW ABOUT THE SEN CODE OF PRACTICE?

Special Educational Needs Code of Practice (2001)
www.dfes.gov.uk/sen/documents/SENCodeOfPractice.pdf

The revised Code of Practice, implemented in January 2002, provides a framework for developing strong partnerships between parents, schools, local education authorities (LEAs) and health and social services. It promotes a consistent approach to meeting children's Special Educational Needs (SEN) and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision-making process whenever possible. The focus is on ensuring that SEN are identified as quickly as possible.

The SEN Code of Practice provides practical advice to LEAs, maintained schools, early education settings (nurseries) and others on carrying out their statutory duties to identify, assess and make provision for children's SEN.

SEN Toolkit (2001)
<http://inclusion.ngfl.gov.uk/>

All school and SEN providers have been given an SEN Toolkit, which is designed to provide practical day-to-day guidance on the same matters as the SEN Code of Practice and should be read in conjunction with it.

The Code is informed by general principles and should be read with them clearly in mind:

- a child with special needs should have his or her needs met;
- the special needs of children will normally be met in mainstream schools;
- the views of children should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with SEN should be offered full access to a broad, balanced and relevant education, including appropriate curriculum for the foundation stage and the National Curriculum (NC).

Please refer to Chapters 4 and 5, Special Educational Needs Code of Practice (2001)

The Governing Bodies of maintained schools have important **statutory duties** towards pupils with SEN. The main ones are as follows:

- to decide the school's SEN policy and approach, setting up appropriate staffing and funding arrangements and oversee the school's work;
- to do its best to ensure that the necessary provision is made for any pupil who has a special need;

Extra information on providing for the needs of pupils with SEN and disabilities in the early education setting can be found on page 18 of Curriculum guidance for the foundation stage (2000)

Intervening Early document:
www.dfes.gov.uk/sen/documents/Intervening_Early.pdf

The SEN Toolkit:
www.dfes.gov.uk/sen/viewDocument.cfm?dID=263

- to ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN;
- to ensure that a pupil with SEN joins in the activities of the school, together with pupils who do not have SEN, as far as is reasonably practical and compatible with the child receiving the SEN provision, their learning needs call for the most effective education of the pupils with whom they are educated and the efficient use of resources;
- to report to parents on the implementation of the school’s policy for pupils with SEN and notify them when SEN provision is being made for their child;
- to have regard to the Code of Practice when carrying out duties towards all pupils with SEN;
- to appoint a ‘responsible person’, who makes sure that all those who work with a child with a statement of SEN are told about the statement.

Identification, Assessment and Provision

Early Identification	The Code of Practice emphasises the need to identify special needs at the earliest possible stage.
Early Education Settings	<p>These (usually Nurseries) are required to have regard to the Code of Practice, including planning through Early Years Action and Action Plus for those without statements. For a very few children who are giving significant cause for concern, or for whom there are severe and complex needs, a statutory assessment may be made to the LEA.</p> <p>If the mainstream school is aware that a child has SEN before they enter school, the school should make every effort to liaise with the early education setting, other agencies and parents, to enable it to develop an appropriate teaching programme, Individual Education Plan (IEP) and additional support if necessary and practicable.</p> <p>If, after baseline assessment, a child is identified as having special needs, you should:</p> <ul style="list-style-type: none"> • make full use of any information from the child’s previous educational experience to provide starting points for the development of an appropriate curriculum; • identify and focus attention on the child’s skills and highlight areas for early action to support the child within the class; • use curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as identifying any learning difficulties; • ensure that continuous observation and assessment provide regular feedback to teachers and parents about the child’s achievements and that these guide planning for the next stage; • involve parents in developing and implementing a joint approach at home and in school.

3.2 HOW DOES THE NEW CODE OF PRACTICE WORK?

Graduated approach

In 1994, a five-stage model was introduced in the Code of Practice, with children progressing through, or staying on, the register at different stages depending on their specific needs. This has been changed in the revised Code.

Code of Practice 2002

In order to help children who have SEN, schools should make full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teacher using an array of strategies to support the child's special need before consulting the SENCO or before consideration is given to moving on to the register at **School Action** or **School Action Plus**.

Pre-SEN: Teacher concerns (previously Stage 1)

In order to meet the needs of individual children and gain additional support from other agencies, you, the class teacher, should monitor the progress of the pupil closely in the first instance, providing a range of intervention strategies and differentiated work.



Reading

Further reading on the primary and secondary phases can be found in: *Special Educational Needs Code of Practice*, Chapters 5 & 6 and *SEN Toolkit*, Section 1: Principles and policies.

Detailed records of observations, children's strengths and weaknesses, intervention strategies used and concerns must be maintained. Using this evidence, you might decide that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SENCO may be consulted.



Reading

An outline of differentiation can be found in Chapter 2 of *Classroom and Behaviour Management* in this series.

The starting point will be a review of the strategies used and the way they might be developed. In some schools, an Individual Education Plan (IEP) may be introduced at this stage.

The review could lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to putting the child's name on the school's Special Educational Needs Register at **School Action**.

www.dfes.gov.uk/a-z/SPECIAL%5FEDUCATIONAL%5FNEEDS%5FIDENTIFICATION%5FAND%5FASSESSMENT.html

At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child, because the child might have SEN.

3.3 HOW CAN I TELL IF A CHILD IS NOT MAKING ADEQUATE PROGRESS?

The key test of the need for action is evidence that current rates of progress are inadequate. In this case, it will be necessary for you to take some additional or different action to help the pupil to learn more effectively. Adequate progress should be made whatever the level of a pupil's difficulties.

Adequate progress can be defined in a number of ways; it might, for instance, be progress that:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same baseline, but less than that of the majority of peers;
- matches or betters the child's previous progress;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the child's behaviour.

3.4 WHAT DO I NEED TO KNOW ABOUT SCHOOL ACTION?

School Action (previously Stage 2)

When you or the SENCO identifies a child with SEN, you should provide interventions additional to or different from those provided as part of the school's usual differentiated curriculum. If this is the case, the child should move to **School Action**.

Code of Practice triggers for School Action

The triggers for intervention through **School Action** could be your concerns, or the concerns of others. These must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness;
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually used in the school;
- has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school, in consultation with the parents, conclude that the child could need further support to help progress, this is a useful checklist to follow.

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| <ol style="list-style-type: none"> 1. Seek help from the SENCO. 2. The SENCO should consider your reasons for concern, together with any information already in school. 3. Additional information should be sought from the parents; they should always be consulted and kept informed of the action taken to help the child and the outcome of this action. 4. The school will liaise with other agencies, for example, the health or social services, if they are involved with the child. | <ol style="list-style-type: none"> 5. The SENCO should take a lead in: <ul style="list-style-type: none"> – assessing further the strengths and weaknesses of the child; – planning future support for the child, in discussion with colleagues; – monitoring, and reviewing subsequently the action taken. 6. As class teacher you should remain responsible for: <ul style="list-style-type: none"> – working with the child on a daily basis; – planning and delivering an Individual Education Plan (IEP). 7. The information collected about the child, and details of extra help given to them, must be incorporated in the child's records. |
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Nature of Intervention at School Action stage

At this stage, it is the responsibility of the school to provide any support.

The SENCO and you, as the class teacher, should decide on the **Action** needed to help the child to progress, consulting the head teacher should extra resources be required.

Intervention strategies might include:

- deployment of extra staff to enable one-to-one tuition (this will depend on financial resources and staff availability);
- provision of different learning materials or special equipment;
- staff development and training;
- SENCO time spent on devising the nature of planned intervention;
- one-off or occasional advice from the LEA support services.

3.5. WHAT IS AN IEP?

Individual Education Plan



Reading

SEN Toolkit, 2001:
Section 5: Managing Individual Education Plans

<http://inclusion.ngfl.gov.uk>
www.dfes.gov.uk/sen/documents/Sect_5.pdf

www.dfes.gov.uk/a-z/INDIVIDUAL%5FEDUCATION%5FPLAN.html

All children on the register at the **School Action** stage are entitled to an Individual Education Plan (IEP).

It is your responsibility as the child's class teacher to draw up and review the IEP at this stage.

Strategies employed to enable the child to progress should include information about:

- the short-term targets set for, or by, the child;
- the teaching strategies to be used;
- the provision to be put in place;
- the review date;
- success and/or exit criteria;
- outcomes (recorded at the review).

The IEP should only record what is different from, or additional to, those in place for the rest of the group or class. It should be written crisply and focus on three or four targets that match the child's needs.

Targets should relate to key areas in communication, literacy, mathematics and aspects of behaviour or physical skills.

The pupil's strengths and successes should underpin the targets set and the strategies used.

IEP review

- IEPs should be reviewed at least twice a year. Reviews are arranged by the class teacher.
- Certain children might benefit from more frequent reviews.
- Parents' views on the child's progress must be sought.
- Parents will be invited to the IEP reviews.
- One review may coincide with the Parents' Evening.
- Where possible the child should also take part in the review process and be involved in setting targets.
- If a child is not at the review, their views should be considered in any discussion.

3.6. WHAT IS SCHOOL ACTION PLUS?**School Action Plus
(previously Stage 3)**

School Action Plus is the next stage in the SEN support and assessment process, when external services are involved. At this stage, the school SENCO will become more involved, arranging meetings, external involvement and assessment, and will write the IEP.

At an IEP review meeting, the school and parents might decide to request help from external services. The school will consult specialists when they take action on behalf of a child through **School Action Plus**. These consultants will usually see the child in school if that is practicable so that they can give advice to teachers on new IEPs with fresh targets and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child.

**Code of Practice triggers
for School Action Plus**

The triggers for **School Action Plus** could be that, despite receiving an individual programme and/or concentrated support under **School Action**, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum (NC) levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme;
- has sensory or physical needs, and requires specialist equipment, regular advice or visits by a specialist service;
- has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External Support Service Intervention

Where the school seeks help from external support agencies, the following should be taken into consideration.

1. The external agencies might wish to liaise with you, the class teacher, to obtain information and to see the child's records to establish which strategies have been employed and which targets have been set and achieved. They might also assess the child and advise you on new and appropriate targets for the child's IEP and accompanying strategies. It is important, therefore, that regular observations are noted and evidence is kept.
2. The targets set could require specialist assessment arrangements to assess progress. Outside specialists, for example educational psychologists, might be required for this.
3. With the SENCO, the literacy and numeracy co-ordinators and the external specialists, you should consider a range of teaching approaches, appropriate equipment and teaching materials. In some instances, improved management based on advice from health professionals may reduce the child's special need considerably.
4. The IEP will be drawn up by the SENCO with help from the external specialist.
5. The strategies specified in the IEP should be implemented, as far as possible, by you in the classroom setting.
6. The delivery of the interventions drawn up in the IEP are still your responsibility as the class teacher.
7. If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents must be sought.
8. The SENCO should note, in the child's records, what further advice is being sought and the support to be provided for the child pending receipt of the advice.

3.7. WHAT DO I NEED TO DO IF A CHILD IN MY CLASS IS GOING THROUGH A STATUTORY ASSESSMENT?

Statutory Assessment

The special educational needs of the majority of children should be met effectively through **School Action** and **School Action Plus**. However, in a small number of cases, where the child is still a significant cause for concern after intervention in **School Action Plus**, the school will ask the LEA for a **Statutory Assessment**.

Statutory Assessment involves the LEA, working co-operatively with parents, the child's school and other agencies, as appropriate, deciding whether a statutory assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, schools and other agencies. Statutory assessment does not always lead to a statement.

The LEA will seek evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LEA will need information about the child's progress over time and clear documentation on the child's SEN and the action taken to deal with these needs.

Evidence needed for Statutory Assessment

The school should provide:

- the action taken through **School Action** and **School Action Plus**;
- individual education plans for the pupil;
- record of regular reviews and their outcomes;
- the pupil's health, including medical history where relevant;
- National Curriculum levels;
- evidence of progress over time;
- attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist, support teacher or educational psychologist;
- views of the parents and child;
- evidence of the involvement of other professionals, social services or the education welfare service.

The description of the child's learning difficulty and progress, with information about any specialist provision made, will form the basis on which the LEA considers the necessity of a statutory assessment.

If the LEA support services, in particular the educational psychologist, have been involved, the LEA should be able to make a decision relatively quickly as to whether a statutory assessment is necessary.

In the meantime, and while any assessment is being made, the child should be supported through **School Action Plus**.

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out the chosen assessment procedures in full. For example, a child might have severe sensory or other impairment which, without specialist intervention beyond the capacity of the school, would lead to increased learning difficulties.

Immediate referrals

3.8 WHAT INFORMATION IS NEEDED FOR A STATEMENT?

www.dfes.gov.uk/a-z/STATEMENTS%5FOF%5FSPECIAL%5FEDUCATIONAL%5FNEEDS.html



Reading

Special Educational Needs Code of Practice, Chapter 8: Statements of Special Educational Needs

SEN Toolkit, Section 7: Writing a Statement of Special Educational Needs

www.dfes.gov.uk/sen/documents/Sect_7.pdf

When the LEA has completed its assessment of a child, it will decide whether to issue a statement. Provision will normally be quantified (eg. in terms of hours of provision and staffing arrangements) although there will be cases where some flexibility should be retained, in order to meet the changing special educational needs of the child concerned.

The school must provide:

- appropriate facilities and equipment, staffing arrangements and curriculum;
- any modifications to the application of the National Curriculum;
- appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

Part 1: Introduction

The child's name, address and date of birth; the child's home language and religion; the names and address(es) of the child's parents.

Part 2: Special Educational Needs (learning difficulties)

Detail and description of the child's current difficulties described clearly and thoroughly. It should set out unambiguously the nature and severity of the child's learning needs in the context of the classroom.

Part 3: Special Educational Provision

Part 3 must specify the provision to be made by the LEA and the school to meet the child's SEN. It is split into three sections:

a. Objectives

- setting out the main educational and developmental long-term objectives to be achieved by the SEN provision over the life of the statement. Objectives should relate directly to the learning needs described in Part 2.

b. Provision

- specify the special educational provision that the LEA considers appropriate for all the learning difficulties identified in Part 2.

The LEA must specify:

- any appropriate facilities and equipment, staffing arrangements and curriculum;
- any appropriate modification to the application of the National Curriculum;
- any appropriate exclusions from the application of the National Curriculum.

c. Monitoring

- This sub-section should refer to the formulating of an IEP within a set time after the issue of the final or amended statement. This section should also refer to the arrangements for the annual review.

Part 4: Placement

- In the **proposed** statement this part is left blank, so that parents can state a preference for any maintained school that can meet the needs set out in Part 2 and make the provision set out in Part 3b.
- In the **final** statement Part 4 must specify the type and name of school that the LEA considers appropriate for the child.

Part 5: Non-educational Needs

Part 5 must specify the non-educational needs of the child, for which the LEA considers provision is appropriate, if the child is to benefit from the SEN provision in Part 3.

Part 6: Non-educational Provision

Part 6 must specify the non-educational provision required to meet the non-educational needs of the child identified in Part 5, and which the LEA either proposes to make available, or is satisfied will be commissioned by the health authority or social services.

**Reading**

SEN Toolkit (2001), Section 9:
Preparing for and conducting
annual reviews

[www.dfes.gov.uk/sen/documents/
Sect_9.pdf](http://www.dfes.gov.uk/sen/documents/Sect_9.pdf)

SEN Code of Practice (2001),
Chapter 9: Annual review

All children with a statement should have short-term targets set out in an IEP, prepared by the SENCO with support from the external agencies and you, as the class teacher.

Where the LEA declines to provide a statement the school may request a reassessment after six months. Parents also have a right to appeal against the decision to the SEN tribunal.

3.9 WHAT IS THE PURPOSE OF THE ANNUAL REVIEW?

www.dfes.gov.uk/sen/documents/Sect_9.pdf

All statements must be reviewed annually, as a minimum, when parents, the LEA, the school and other professionals involved consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the special educational provision.

The timing of the review should reflect the circumstances of the child, for example, if transferring to secondary school. It should also make sure that, at least once a year, the parents, the pupil, the LEA, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.

Annual review procedures

The head teacher has responsibility for the administration of annual reviews. However, this is often delegated to the SENCO.

The school will:

- seek written advice from parents and professionals;
- seek the ascertainable views of the pupil;
- convene a review meeting;
- prepare the review report.

The school will circulate a copy of all advice received, to those invited to the meeting, at least two weeks in advance. The school's advice should contain:

- the child's progress towards meeting the objectives in the statement;
- progress towards short-term targets;
- the application of the NC;
- the progress in behaviour and attitude towards learning;
- the continued appropriateness of the statement.

Annual review meeting

Those who must be invited to the review meeting include the child's parents, the relevant teacher, a representative of the funding LEA and, whenever possible, the pupil.

Where appropriate, representatives of the health service, social services and other closely involved professionals should attend. In the year of transfer, a representative from the receiving school should be present.

Agenda items should consider:

- does the statement remain appropriate?
- is the statement still needed to achieve inclusion?
- is any further action required and, if so, by whom?
- have the pupil's needs changed?
- should the LEA cease the statement?
- should the statement be amended?

Following the annual review, the school must prepare a report and submit it to the LEA no later than ten school days after the review or by the end of the school term, whichever is the earlier. Copies must be sent to parents and all those concerned.

3.10. WHAT RECORDS WILL I BE EXPECTED TO KEEP?

If a child is to move on to the register at School Action or progress towards a statement, detailed records are essential. You will need to follow the school's procedures; however, as class teacher, you will have responsibility for keeping records of concerns, intervention and progress in the class. Copies must be kept in the child's record and, on transfer to another educational establishment, the school must send records to the receiving school, including all the information held by the SENCO.

It is advisable that, after transfer, the school should keep copies of any records of pupils with SEN for future reference.

If a child has a special need related to behaviour problems, you could be asked to keep daily behaviour record sheets. You can also introduce this procedure independently, if you are experiencing difficulties with a particular child. You may also be asked to complete behaviour ABC charts (Antecedents, Behaviour and Consequences) to help analyse a child's behaviour. More information can be found in Chapter 3 of *Classroom and Behaviour Management* in this series.

Further information on behaviour management can be found in 'Classroom and Behaviour Management' in this series.

3.11 HOW WILL I BE EXPECTED TO WORK WITH PARENTS?



Reading

Read Chapter 2 of the *Special Educational Needs Code of Practice: Working in Partnership with Parents* (2001)

Working in Partnership with Parents is a very important aspect of the revised Code of Practice. A strong partnership is required between the school and the parents/carer. Every effort should be made to encourage parents to work with the school and other professionals, to ensure that their child's needs are met as early as possible. In order for them to play an active part, you should provide relevant information so that they can reinforce learning in the home. With the SENCO and your support, parents should be able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEN framework;
- understand procedures and documentation;
- make their views known about the way their child is educated;
- access information, advice and support during assessment and any related decision-making process about SEN provision.

Parents can seek help from the local LEA Parent Partnership Service.

You should keep parents informed, both when special needs are first identified or, if there are any changes, encouraging them to attend review meetings and to participate from the outset.

Many parents face difficulties when their child is going through Statutory Assessment. You should therefore provide extra support at this time.

The *SEN Toolkit* (2001), Section 2: Parent Partnership Services, provides more information for parents.

SEN Toolkit, Section 2: Parent Partnership Services
www.dfes.gov.uk/sen/documents/Sect_2.pdf

Chapter 2: Section 4: Roles and responsibilities in mainstream settings

This section focuses on:

- 4.1 Roles and responsibilities;
- 4.2 Class teacher's responsibilities;
- 4.3 Human resources provided to support the teaching and learning of pupils with SEN.

4.1. WHO DO I ASK FOR HELP?

Roles and responsibilities

[www.teachernet.gov.uk/
school_coordinators](http://www.teachernet.gov.uk/school_coordinators)



Reading

*SEN Code of Practice (2001),
Chapter 1: Table on page 11*

The Code of Practice defines clearly the roles and responsibilities of all those involved in the education of children in maintained schools and Early Years settings, including the Governing Body, head teacher, Special Educational Needs Co-ordinator (SENCO) and teaching and non-teaching staff.

The **SENCO** has day-to-day responsibility for the operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus. The SENCO should be able to give you valuable information and support, helping you with the school's SEN procedures, policy and support timetables. They should also provide you with a list of children in your class on the SEN register, including their teaching programme and individual education plans (IEP).

The **Key Stage/Phase/Year Co-ordinator** should also be able to help with general organisation, guidance on procedures, planning, assessment and record keeping.

All **teaching and non-teaching staff** in mainstream and Early Years settings should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. If you are working in a school for any length of time, you, too, should be involved in the development of the SEN policy.

4.2. AS A CLASS TEACHER WHAT WILL I BE EXPECTED TO DO?

Class teachers are involved fully in providing for the needs of the children in their care in the Pre-SEN stage, School Action and School Action Plus, in writing IEPs and in collecting additional information for the SENCO and other agencies.

All class teachers have the responsibility to set suitable learning challenges, respond to pupils' diverse needs, overcome potential barriers to learning and monitor progress.

4.3. WHAT ASSISTANCE CAN I EXPECT IN THE CLASSROOM?

It is important for you to find out who will be supporting the pupils with SEN, their timetable and the type of support they will be giving. You will need to plan teaching programmes for the pupils with SEN; therefore, you must liaise with the SENCO and support staff as soon as possible, to find out all you can about the children in your care.

Teaching assistants



Reading

Working with Teaching Assistants: A good practice guide: (2000)

Teaching Assistant File: Induction training for teaching assistants: (2000)

Teaching Assistants

www.teachernet.gov.uk/

[TeachingAssistants_Supporting_role](#)

Creating Partnerships among TAs

www.teachernet.gov.uk/

[TA_Creating_partnership_among_TAs](#)

TAs Guidance and procedures

www.teachernet.gov.uk/

[TeachingAssistants_Guidance_and_procedures](#)

For more information, see Chapter 2 of 'Classroom and Behaviour Management' in this series

The term 'teaching assistant' includes classroom assistants, learning support assistants and others whose primary role is to assist the teacher in the classroom. It has been confirmed through research and inspections that, if well managed and well trained, they can make a significant contribution to driving up standards. In recent years there has been additional funding, recruitment, training and clarity of role. At times during the week you should receive invaluable support from a teaching assistant.

Learning Support Assistants/Special Support Assistants are employed to support children with special educational needs who have statements and they will have responsibility for these children's specific needs during their time in class. They should be involved very closely in planning for children's special educational needs, including learning objectives and monitoring progress.

Teaching Assistants (Classroom Assistants), Nursery Nurses and Voluntary Helpers may also be allocated to support pupils in your care. Although this support is for all pupils in your class, many helpers do support the pupils with special educational needs, especially those on the register at School Action or School Action Plus, who get no 'official' support. Extra classroom support can be used to:

- target the pupils who are experiencing difficulties;
- deploy additional support for one or more pupils in class;
- take groups of children within the numeracy and literacy hour;
- take groups for the Additional Literacy Support (ALS) with Years 3 and 4; Early Literacy Support (ELS) for Year 1 or the Springboard.



Optional Task

Write down a checklist to take into a new class. What information will you need about the pupils with SEN in your care? To whom will you speak? What documentation will you need to look at? What targets have been set? What records will you be expected to keep?

Chapter 2: Section 5: Teaching and training programmes for SEN

This section focuses on:

- 5.1 The implications of the national curriculum for pupils with SEN;
- 5.2 Resources and schemes of work;
- 5.3 Teaching programmes to support pupils with SEN;
- 5.4 Professional development.

5.1 WHAT DO I NEED TO KNOW ABOUT THE NATIONAL CURRICULUM IN RELATION TO SEN?

National Curriculum Handbooks for primary and secondary teachers entitled 'Inclusion: providing effective learning opportunities for all children.' (1999)
www.nc.uk.net

The revised National Curriculum (NC) was implemented in 2000. It is important that you obtain a copy of the NC for the phase in which you teach.

The foreword in the National Curriculum *Handbooks* emphasises access and equality of opportunity for all children:

'An entitlement to learning must be an entitlement for all pupils. The National Curriculum includes, for the first time, a detailed, over-arching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.'

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The NC is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement, on providing effective learning opportunities for all pupils, outlines how you can modify the NC programmes of study (PoS), as necessary, to provide all pupils with relevant and appropriately challenging work at each key stage (KS).

Within the section on inclusion, there is specific guidance for teachers on setting suitable learning challenges, on responding to children's diverse learning needs, on overcoming potential barriers to learning and on assessment for individuals and groups of children (see Section 1 in this chapter).

[www.nc.uk.net/general/
general_inclusion.html](http://www.nc.uk.net/general/general_inclusion.html)

5.2 WHERE CAN I OBTAIN INFORMATION AND SUPPORT?

www.qca.org.uk
[www.dfes.gov.uk/publications/
guidanceonthelaw/dfeepub/
contents.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/dfeepub/contents.htm)

Qualifications and Curriculum Authority (QCA) is an important source of continuing guidance and provides support material for all key stages. This includes guidance on planning work for children with learning difficulties. You can access this and other material – such as Individual Education Plans (IEPs) and lesson plans – on the website.

Scheme of Work files: A scheme of work for key stages 1 & 2 (1998)

www.qca.org.uk

www.standards.dfes.gov.uk/schemes



Reading

Planning, teaching and assessing the curriculum for pupils with learning difficulties (2001)

www.nc.uk.net/ld/

QCA, with the DfES Standards and Effectiveness Unit, has produced exemplar schemes of work for KS 1 and 2. These schemes of work (SoW) are in place for all foundation subjects. They contain a Teacher's Guide and study units. Guidelines are included to enable teachers to modify and adapt the scheme for the children in school, including children who are not attaining levels broadly appropriate for their age and children with significant learning difficulties.

QCA has also developed a series of booklets, available in all schools, entitled *Planning, teaching and assessing the curriculum for pupils with learning difficulties*.

The main booklet, *General guidelines*, is supported by material that covers each of the NC subjects, religious education (RE) and personal, social and health education (PSHE). There is also one booklet on developing skills. These guidelines support the planning, development and implementation of the curriculum for pupils with learning difficulties. They have been produced for those working with pupils who have severe, profound and multiple or moderate learning difficulties. The guidelines relate to those pupils who are unlikely to achieve above level 2 at KS4.

However, they can be used in mainstream and special primary and secondary schools. The guidelines can be combined with the school's own material, the NC and the National Literacy and Numeracy Strategy *Frameworks for teaching* to help schools develop an inclusive curriculum.

The *General guidelines* book contains sections on determining the curriculum for your school; planning the curriculum; recognising progress and achievement; and planning for change

The *Developing skills* book focuses on the acquisition of skills across the curriculum for all pupils with learning difficulties. At early levels of learning it explains and gives examples of key skills, thinking skills and additional skills that form further priority areas for learning.

There are separate guidelines for each NC subject, religious education, PSHE and citizenship. The material identifies learning opportunities relevant to each subject for those with SEN.

The guidelines for each subject have the same format. Each one contains a section on responding to pupils' needs when teaching the subject. There is a section on opportunities and activities at each key stage.

5.3 WHAT TEACHING PROGRAMMES ARE AVAILABLE TO HELP ME TEACH PUPILS WITH SPECIAL NEEDS?

DfES has published a wide range of training and teaching material to support pupils who have fallen behind in literacy and numeracy. The programmes are very beneficial for children whose lack of progress is a cause for concern and for those at School Action and School Action Plus, who receive no additional support. However, pupils with a statement could also benefit from following these programmes. The children chosen will depend on the school and the needs of the child.

Many of the teaching programmes are already well established in schools and you could be expected to teach or supervise them. The programmes have been designed to be aligned closely to the literacy and numeracy strategies, focusing on teaching the key learning objectives, setting targets and reviewing progress. Teaching assistants play a vital role in delivering the programmes and, in many schools, will have received training and have responsibility for its delivery.

The ELS programme involves comprehensive training for Year 1 teachers and teaching assistants. Careful screening takes place in the first term to identify the children most at risk. This selected group – a maximum of six children – then receives an intense intervention programme in the second term, including 60 intervention sessions over twelve weeks led by the teaching assistant. The 20-minute sessions are delivered **outside** the literacy hour. Detailed lesson plans are provided in the support pack.

The four modules of ALS provide practical, high-quality teaching programmes for those children who have fallen behind in literacy in Years 3 and 4. The recommendation is for the 24-week programme to be delivered for 20 minutes each day, during the group-work session of the literacy hour, by teachers and teaching assistants in partnership. However, you may find that the school in which you are working chooses to deliver the modules outside the literacy hour.

The materials focus on key areas of number, providing additional tuition for groups of children outside the daily mathematics lesson in Years 3, 4, 5 and 6. Springboard is intended for those children who have identified weaknesses in number, so that they are in a better position to access and benefit from the teaching programme in the year group and beyond. Once again, the teaching assistant is expected to play an important role in its delivery. The Year 6 material is designed for teaching in booster lessons. The Springboard materials for each year group and further support for intervention and SEN can be found on the DfES website.

Training material and teaching resources can be found in:
Early Literacy Support Programme (2001)

Early Literacy Support Programme (ELS): Materials to support teachers working in partnership with teaching assistants in KS1

Additional Literacy Support (ALS)

The National Literacy Strategy Intervention Programmes
www.standards.dfes.gov.uk/literacy/publications/

Springboard: a numeracy catch-up programme

The National Numeracy Strategy Springboard
www.standards.dfes.gov.uk/numeracy/publications/

The National Literacy Strategy: Supporting Pupils with SEN in the Literacy Hour

www.standards.dfes.gov.uk/literacy/publications/?pub_id=374&top_id=0&atcl_id=0

This training pack is designed to support schools in implementing the statutory guidance on inclusion contained in the NC, particularly related to the literacy hour. Many of the activities, however, illustrate teaching strategies that can be applied across the whole curriculum. It is a toolkit for teachers and exemplifies a wide range of teaching strategies that enable the full participation of all learners in lessons. The training modules should be undertaken by all schools; however, if you have missed this training, it will be worthwhile for you to read at least Module 1 and the Appendix.



Reading

Module 1 and Appendix
The National Literacy Strategy
Supporting Pupils with Special Educational needs in the Literacy Hour (2000)

P Scales

Further information on target setting for pupils with SEN can be found in:

Supporting the Target Setting Process: Guidance for effective target setting for pupils with special educational needs (2001)

www.standards.dfes.gov.uk/literacy/publications/?pub_id=432&top_id=0&art_id=0

All children are required to go through the target-setting process, including those pupils with SEN. In order for there to be effective target setting for those pupils who are working below level 1, P Scales have been introduced. These are designed to enable better measurement of pupils' attainment. They are broken down into eight levels, which lead into NC levels 1 and 2, in order to provide a more detailed view of pupils' performance. This finer analysis should be useful to teachers working with children who have complex needs. The P Scales are not intended to replace IEPs.

5.4 WHAT PROFESSIONAL DEVELOPMENT ON SEN IS AVAILABLE?

See *National Standards for Special Educational Needs Co-ordinators (1998)*; and *National Special Educational Needs: Specialist Standards (1999)*

www.canteach.gov.uk/

See also Chapter 1 in this book for more information

As you are aware, the DfES has implemented a *Teachers' Standards Framework* of professional duties and responsibilities for teachers. This *Framework* includes Standards for SENCOs and Specialist Standards. You can obtain a copy from the Teacher Training Agency Publications Line, tel: 0845 606 0323. Alternatively, you can access SEN Specialist Standards online.

The Specialist Standards (1999) present ‘needs’ under four headings.

Communication and Interaction

Working with pupils:

- with speech and language delay, impairments or disorders;
- with specific learning difficulties – for example, dyslexia, dyspraxia;
- who present features associated with autistic spectrum disorder;
- whose language and communication difficulties are the result of permanent sensory or physical impairment.

They can also apply to pupils with moderate, severe or profound learning difficulties.

Cognition and Learning

Working with pupils who:

- might demonstrate features of moderate, severe or profound learning difficulties;
- might have specific learning difficulties – for example, dyslexia or dyspraxia;
- present features associated with autistic spectrum disorder.

Some pupils could have associated sensory, physical and behavioural difficulties that compound their needs.

Behavioural, Emotional and Social Development

Working with pupils who:

- experience emotional and behavioural difficulties, who are withdrawn or isolated or who display school-phobic reactions;
- are disruptive and disturbing, hyperactive and lack concentration;
- have immature social skills or personality disorders;
- present challenging behaviour which might arise from other complex special needs.

Sensory and Physical Development

Working with pupils who demonstrate degrees of hearing, visual and/or physical impairment.

National Special Educational Needs Teachers’ Standards Framework: Helping you develop (2001)

Clearly there is a high degree of ‘specialism’ needed to address these areas in terms of the required professional knowledge, understanding and skills. It is hoped that the areas as outlined in the Code of Practice and the four headings in the Specialist Standards will provide a basis for extending your awareness of, and approach to, children with SEN.

www.teachernet.gov.uk/professional_development

So that you can assess your professional development needs, you should read the *Teachers’ Standards Framework: Helping you develop*. This *Framework* draws together current standards for, and role expectations of, all teachers, including expectations with regard to SEN.

This section focuses on:

- 6.1 What is meant by gifted and talented;
- 6.2 Identifying gifted and talented pupils;
- 6.3 Strategies to meet the needs of gifted and talented pupils;
- 6.4 Teaching and training programmes to support learning.

INTRODUCTION

Teachers should aim to make learning challenging and enjoyable, so that all pupils, including the gifted and talented, achieve their full potential. Gifted and talented pupils need to be given opportunities to study some, or all, subjects to a greater depth and breadth and, sometimes, at a faster pace. However, it is important to bear in mind that, whether gifted or talented, a pupil is first and foremost a child who will need encouragement and support in order to develop as a whole person. This support is crucial where there are marked discrepancies between a child's gifts or talents and their emotional, physical or social development, or where there are specific learning difficulties.

6.1 WHAT IS MEANT BY GIFTED AND TALENTED?

www.standards.dfes.gov.uk/excellence Many schools now use the *Excellence in Cities* definitions of these words. The **gifted** are those with high ability in one or more academic subject, and the **talented** are those with high ability in sport, music, visual arts and/or performing arts. Schools are encouraged to identify the top 5–10% of each year group as gifted or talented, regardless of the general level of ability within the school. Some schools prefer to use benchmarks to identify their gifted pupils.

Children may also have abilities, such as advanced social skills and leadership qualities, that fall outside the given definitions. These should also be recognised and provided for.

6.2 HOW CAN I IDENTIFY A CHILD WHO IS GIFTED OR TALENTED?

More on identification can be found on:
www.nc.uk.net/gt

Identifying high ability can be difficult, particularly where a child is under-achieving. It should be remembered that different abilities emerge at different ages and in different circumstances. For this reason, identification must be an ongoing process throughout all key stages.

A wide range of identification strategies, using both quantitative and qualitative data, will need to be used, including the following:

- **Tests** QCA standardised statutory assessment tests and optional tests should be used. Tests that attempt to measure underlying ability, such as Cognitive Abilities Tests (CATs) and Middle Years Information Systems (MIDYIS), are particularly useful when under-achievement is suspected. *World Class Tests* in Maths and Problem Solving are available for the most able 9- and 13-year-olds.
- **Performance criteria** in sport, PE and creative arts.
- **Teacher observation and assessment**, not only of children's written work but also their approach, the strategies they use, the extent to which they use their initiative and the questions they ask.
- Careful **tracking of pupils' progress**.
- **Checklists** of characteristics of high-ability children. These need to be used with caution, but can provide a useful starting point when discussing pupils with colleagues.
- **Information from other teachers** in the present and previous schools. The latter is particularly important for gifted and talented (G&T) pupils moving from primary to secondary schools.
- **Information from parents, external agencies** (such as sports clubs), peers and the children themselves.
- **A range of learning experiences** that gives children opportunities to develop and display their abilities.

A number of schools and organisations are exploring ways of measuring potential for talent development more objectively; often the children who are identified as talented are those who have had opportunities to develop these talents.

Having identified the gifted and talented it is important that all teachers are aware of their abilities. Some schools use a code in mark books or registers to alert supply teachers and others to G&T pupils so that they have appropriate expectations.

6.3 WHAT STRATEGIES SHOULD BE INTRODUCED TO MEET THE NEEDS OF GIFTED AND TALENTED CHILDREN?

As with all children, data should be used effectively to set challenging but achievable targets and progress needs to be monitored carefully.

Schools should aim to provide a coherent programme of support and provision for G&T pupils, not a series of short-term, unrelated initiatives.

Overall policy and philosophy, concerning management and co-ordination of provision for G&T pupils, should be consistent throughout the school, while allowing a subject area sufficient flexibility to respond to pupils' needs in a way that is appropriate to that subject: eg. a maths department in a secondary school might decide to cater for the gifted mathematicians in Year 10 by allowing

www.worldclassarena.org/about.asp

Examples of checklists can be found in:

Teaching the Very Able Child by Belle Wallace (2000)

Effective Provision for Able and Talented Children by Barry Teare (1997)

them to sit GCSE a year early. However, the modern foreign language department might decide that the interests of gifted linguists are best met by introducing them to another language.

A suitable programme of support for G&T pupils is likely to contain elements of the following.



Reading

A useful starting point for anyone wanting to learn more about higher-order thinking is *Teaching Children to Think* by Robert Fisher (1995)

www.nc.uk.net/gt/general



Reading

Extending opportunity: A national programme for study support (1998)



Reading

Flexibility in the secondary curriculum (1999)

A good starting point is the International Centre for Distance Learning

www.icdl.open.ac.uk/

Some UK institutions are beginning to run distance-learning courses specifically for pupils, such as MEI-Distance Learning Project in Further Mathematics.

www.mei-distance.com

- **Use of pupil grouping** either within the classroom or the school to ensure that G&T pupils have some opportunities to work with others of similar ability.
- **Extension** (greater depth) – where pupils are following a common curriculum but the most able use more challenging resources and are asked questions that require higher levels of thinking.
- **Enrichment** (more breadth) – which gives pupils learning experiences beyond the normal curriculum, eg. primary children might be offered an opportunity to learn a foreign language or visit a theatre.
- **Acceleration** (faster pace) – where G or T pupils move out of their peer group and work with older pupils either for all lessons or in one or two subjects (partial acceleration). Acceleration can be successful where the programmes for these children are planned carefully and reviewed. Children and parents should be consulted fully and attention must be given to all-round development, as it could be most unwise to accelerate an exceptionally gifted child who is emotionally or socially immature. There are also transition issues here that need to be addressed fully before a child is accelerated.
- **Study support programmes** before or after school, during lunch hours, at weekends or during the holidays. These might include participation in the national programme of Gifted and Talented Summer Schools for 10–14-year-olds.
- Developing a **separate homework programme** for some pupils, providing more opportunities for in-depth study and greater flexibility in the way a topic is tackled.
- **Pastoral support** for unhappy or isolated G&T pupils. Increasingly, schools use mentors for this.

In addition to the above, secondary schools should consider the following.

- **Fast-tracking** – a form of acceleration where groups or individuals take examinations a year or more early. This frees up time for other subjects.
- Making use of **curriculum flexibility** at KS3 and 4; eg. pupils who complete the KS3 programme in Year 8 could start on KS4 work, study an additional language or work on a project with a Further Education college. A pupil who completes GCSE Maths in Year 10 could take a course in statistics or begin an AS programme in Year 11. At KS4, pupils can be disappplied from some subjects to allow them to study others in depth.
- Making use of **distance-learning resources**, when the school lacks staff or expertise in a particular subject area, or working with colleges and universities.

6.4 WHAT PROGRAMMES ARE IN PLACE TO SUPPORT THE TEACHING OF GIFTED AND TALENTED CHILDREN?

www.standards.dfes.gov.uk

www.brookes.ac.uk/schools/education/ablepupils

www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/

www.dfes.gov.uk/achievinguccess/

Working with Gifted and Talented children: Key Stages 1 and 2 English and Mathematics (2001)

The DfES has shown its commitment to improving provision for G&T pupils through its *Excellence in Cities*, *Excellence Clusters* and *Excellence Challenge* programmes. Through these initiatives, intensive G&T programmes have been introduced into over 1,000 secondary schools, about 500 primary schools and over 100 post-16 institutions. As part of this initiative, schools are required to appoint a G&T co-ordinator, to identify their G&T pupils, to develop a whole-school policy and to put a programme of support in place. Much of the good practice being developed in these areas is being disseminated around the country. A national training programme for G&T co-ordinators is being provided by the Research Centre for Able Pupils at Westminster Institute (part of Oxford Brookes University).

A national programme of 500 *Gifted and Talented Summer Schools* for 10–14-year-olds throughout the country has been running since 2000.

The Government White Paper, *Schools: Achieving Success*, also announced plans to set up a national Academy for Gifted and Talented Youth. The pilot year, for academically able 11–16-year-olds, began in July 2002.

The DfES, QCA and National Literacy Strategy and Numeracy Strategy have jointly produced a training pack for primary schools, entitled *Working with Gifted and Talented Children*. This has been circulated to all primary schools.

This section focuses on:

- 7.1 What is meant by English as an Additional Language (EAL);
- 7.2 Curriculum access;
- 7.3 What implications there are for you;
- 7.4 The implications if there is a pupil newly arrived from abroad in your class;
- 7.5 The Ethnic Minority Achievement website;
- 7.6 Support that might be available in school.

7.1 WHAT IS MEANT BY EAL?

The term EAL is used when referring to pupils whose main language at home (mother tongue) is a language other than English. The child could well know some English and will probably have been born in the UK. A child born in the UK of, for example, Pakistani parents, is described as being 'of Pakistani heritage'.

Effective support for pupils learning EAL should be part of a co-ordinated 'whole-school' approach to meeting the needs of individual pupils.

7.2 CAN A PUPIL LEARNING EAL FOLLOW THE SAME CURRICULUM AS OTHER PUPILS?

It is important that pupils learning EAL receive their full entitlement to the National Curriculum (NC). It is essential to remember that pupils' competence in English does not necessarily indicate their level of academic potential and that they need to engage actively with the same concepts and levels of challenge as other pupils of the same age.

The National Literacy and Numeracy Strategies are strategies of **inclusion** and children learning EAL need to be part of the whole-class sessions. Children learning EAL benefit from these strategies and should be able to participate at their own level.

7.3 WHAT SHOULD I DO TO SUPPORT A CHILD LEARNING EAL?

In order to support pupils learning EAL, the points in the following table are important.

Points to remember when supporting pupils with EAL

School /class ethos

- recognise the child's mother tongue – this doesn't mean they have 'no' language, they have a different language/s;
- classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- boost the pupils' self-esteem – remember, they have the potential to become bilingual adults;
- it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success;
- literacy in a home or community language can support English literacy – there are cultural, social and technical variations in literacy in different contexts.

Identifying pupils' strengths

- pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences;
- see the cultural differences brought by the pupil to the class as a bonus and use this in your teaching.

Expectations

- have high expectations – expect pupils to contribute and to give you more than one-word answers;
- most bilingual pupils are capable of high achievement, even when they are beginners in English;
- the literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages;
- the process of becoming literate in either a first or an additional language has both similarities and differences – knowledge of the particular features of the child's mother tongue can help.

Teaching and learning strategies

- ensure that EAL pupils are set appropriate and challenging learning objectives;
- recognise that EAL pupils need more time to process answers;
- talking about language and literacy with peers and adults is essential – it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English;
- do not allow any racist comments or jokes to pass – these should be reported using the school's policy for handling racist incidents;
- allow pupils to use their mother tongue to explore concepts;
- give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand much more English than they use – this will pass if their self-confidence is maintained);
- group children – to ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken;
- bilingual support from either fellow professionals or from volunteers (such as parents) is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary;
- use collaborative learning techniques – encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or report for the class; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together, so that they can discuss their work in their mother tongue before using English.

Assessment

- assess pupils' competence in EAL;
- if you are able to work with an EAL teacher or a member of a translation service, you may be able to make an assessment of the pupil's proficiency in English; pupils learning EAL need to be assessed in relation to the National Curriculum standards and expectations as early as possible in their school career. QCA produces support material for assessment (see page 56).

7.4 WHAT DO I DO IF A PUPIL IS NEWLY ARRIVED FROM ABROAD AND SPEAKS NO ENGLISH?

First – don't panic! If possible, find out from the pupil's family what education the pupil has had abroad. Some strategies are:

- assign a friend/mentor from the class to support the pupil in finding their way around and to help with relationships;
- provide support for the essential language needs first – the basic English needed for survival;
- don't worry if the pupil just absorbs the language at first – speaking will come later;
- find bilingual help from translation services and /or volunteer helpers (local colleges, Racial Equality Councils, etc. might be able to recommend someone).

7.5 WHAT SUPPORT WILL I FIND ON THE ETHNIC MINORITY ACHIEVEMENT WEBSITE?

www.standards.dfes.gov.uk/ethnicminorities/

The Ethnic Minority Achievement site aims to provide support to local education authorities (LEAs) and schools by:

- providing documentation for ethnic background data collection;
- sharing successful experiences of schools and LEAs;
- signposting useful links and publications that provide information and research on the educational achievement of ethnic minority pupils.

The site is continually under development. On the site, you will find the following areas:

Raising achievement

This area contains information that relates to raising achievement of minority ethnic pupils. The area is being developed to include details on DfES policy, information on EMAG and other related activities. You will also find 'What's New' in this area on the site.

Collecting and using data

This area includes information and documents on ethnic data collection.

Good practice

Case studies on various aspects of the policy.

FAQs

Answers to the most frequently asked questions.

Links and publications

You will find the website links and publications extremely helpful. Included is a brief synopsis of each resource. Some examples of the sources you will find on the site are listed on page 57.

Resource	Synopsis
<p>Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Exploring Good Practice</p> <p>http://ethnicminorities.amaze.com/emabin/Removing_the_Barriers.PDF</p> <p>www.dfes.gov.uk/publications/guidanceonthelaw/dfepub/feb00/080200/</p> <p>Copies of the resource pack can be ordered from: DfES publications, DfES ref no. 0001/2002 Tel: 0845 60 222 60 Fax: 0845 60 333 60 Email: dfes@prologistics.co.uk</p>	<p>A video with teachers' notes. Main content: covers good practice for raising attainment of ethnic minority pupils in four key areas: High Expectations, Culture and Ethos, Parental Involvement, Ethnic Monitoring.</p> <p>The video focuses on three schools that have successfully raised the achievement of ethnic minority pupils by raising expectations. The main focus is for staff in Secondary schools, but staff in Primary schools could also find it helpful.</p>
<p>Inclusion website: http://inclusion.ngfl.gov.uk/</p>	<p>Target audience: Governors, Head teachers, Specialist and Mainstream teachers and those interested in good practice for raising the achievement of minority ethnic pupils. This site is in the process of expanding.</p>
<p>Qualifications and Curriculum Authority (QCA) A language in common: Assessing English as an additional language. www.qca.org.uk/ca/5-14/eal5-14.asp</p>	<p>For teachers working with children learning EAL. Content: key points relating to the assessment of children learning EAL, including assessment scales linked to English NC levels, guidance and exemplifications.</p>
<p>Teacher Training Agency Raising the attainment of minority ethnic pupils www.canteach.gov.uk/community/itt/providers/eval.htm www.teachernet.gov.uk/Pupil_achievement</p>	<p>For providers of Initial Teacher Training. Content: this address is within the TTA website, which contains the entire document. Very detailed information on key issues concerning ethnic minority pupil attainment. Valuable source of information for all teachers and educationalists.</p>

7.6 WHAT EXTRA SUPPORT MIGHT BE AVAILABLE IN SCHOOL?

You might work in classes where there are support staff. These could be:

- Bilingual teaching assistants;
- Specialist language teachers;
- Other teaching assistants;
- Bilingual support teachers;
- Bilingual nursery nurses;
- Learning mentors.

Support staff should be fully involved in planning and should work in partnership with you. Ways in which support staff might contribute include:

- targeting groups of EAL pupils during the lesson, to ensure that they understand and can contribute fully;
- producing suitable resources or modifying and enhancing materials with additional visual aids, etc.;
- ensuring that opportunities for language development are built into planning;
- advising on cultural and religious aspects;
- liaising with ethnic minority parents – interpreting and translating where possible;
- acting as an observer during whole-class sessions, recording pupils' involvement and contributions;
- acting as an 'advocate' for the ethnic minority pupils;
- helping with assessments.

Useful reading and resources

- CRE (2000) *Learning for all: Standards for racial equality in schools*. London: CRE.
- CSIE (2000) *Index for Inclusion*. London: CSIE.
- DfEE (1998) *Extending Opportunity: A national programme for study support*. London: DfEE.
- DfEE (1998) *NLS Framework for Teaching (Section 4, Guidance on EAL)*. London: DfES.
- DfEE/QCA (1999) *Flexibility in the Secondary Curriculum*. London: DfEE/QCA.
- DfEE/QCA (1999) *The National Curriculum Handbook for primary teachers in England*. London: DfEE/QCA.
- DfEE (1999) *Social inclusion: Pupil support* (Chapter 3: Groups at Particular Risk), Circular 10/99. London: DfEE.
- DfEE/QCA (2000) *Curriculum Guidance for the Foundation Stage* (ref:QCA/00/587). London: DfEE/QCA.
- DfEE/QCA (2000) *Help your Child Discover: A series of booklets to support parents*. London: DfEE.
- DfEE (2000) *Mathematical Challenges for Able Pupils in Key Stages 1 and 2* (ref: DfEE 0083/2000). London: DfES.
- DfEE (2000) *Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Exploring Good Practice*. (ref: DfEE 0080/2000) London: DfEE
- DfEE (2000) *Supporting Pupils with Special Educational Needs in the literacy hour* (ref: DfEE 0101/2000). London: DfES.
- DfEE (2000) *Teaching Assistant file: Induction training for teaching assistants* (ref: DfEE 0131/2000). London: DfEE.
- DfEE (2000) *Working with Teaching Assistants: A good practice guide* (ref: DfEE 0148/2000). London: DfEE.
- DfES (2001) *Early Literacy Support Programme (ELS)* (ref: DfES 0650/2001). London: DfES.
- DfES (2001) *Inclusive schooling – Children with Special Educational Needs* (ref: DfES/0774/2001). London: DfES.
- DfES (2001) *National Numeracy Strategy: Springboard 3* (ref: DfES 0091/2001); *Springboard 4* (ref: DfES 0092/2001); *Springboard 5* (ref: DfES 0151/2001); *Springboard 6* (ref: DfES 0778/2001). London: DfES.
- DfES (2001) *National Special Educational Needs Teachers' Standards Framework: Helping you develop* (ref: DfES 0647/2001). London: DfES.
- DfES (2001) *SEN Toolkit* (ref: DfES 558/2001). London: DfES.
- DfES (2001) *Special Educational Needs Code of Practice* (ref: DfES 581/2001). London: DfES.
- DfES (2001) *Special Educational Needs updates* (ref: DfES 0738/2001). London: DfES.
- DfES (2001) *Supporting the target setting process: Guidance for effective target setting for pupils with special educational needs* (ref: DfES 0065/2001). London: DfES.
- DfES (2001) *Transforming secondary education*. London: DfES.
- DfES/Standards & Effectiveness Unit (2001) *Additional Literacy Support Programme (ALS)*. London: DfES/Standards & Effectiveness Unit.
- DfES/QCA (2001) *Working with Gifted and Talented Children* (ref: QCA/01/801). London: DfES/QCA.
- Fisher, R (1995) *Teaching Children to Think*. Cheltenham: Stanley Thornes.
- Hall, D (1995) *Assessing the needs of bilingual pupils*. London: David Fulton.
- HMSO (1999) *The Stephen Lawrence Inquiry: Macpherson Report*. London: The Stationery Office.
- HMSO (2001) *Special Educational Needs and Disability Act 2001*. London: HMSO.
- McWilliam, N (1998) *What's in a word? Vocabulary development in multilingual classrooms*. Stoke-on-Trent: Trentham Books.
- The National Association for Language Development in the Curriculum (1999) *The Distinctiveness of EAL: A Handbook for Teachers* (Working Paper 5). Location: NALDIC. Other papers are also available. Tel: 01923 231855 or e-mail abjih@luton.gov.uk
- NNS/NLS (2000) *Guidance on Teaching Able Children*. London: NNS/NLS.
- OFSTED (1999) *Raising the attainment of minority ethnic pupils; School and LEA responses* (pp7–9). London: OFSTED.
- OFSTED (2000) *Evaluating educational inclusion: Guidance for inspectors and schools* (ref: HMI 235). London: OFSTED (available on the OFSTED website, www.ofsted.gov.uk).
- QCA (1998/updated 2000) *Schemes of Work Files*. London: QCA.
- QCA (2000) *A language in common: Assessing English as an Additional Language*. (ref: QCA/00/584). London: QCA.
- QCA (2000) *Curriculum Guidance for the Foundation Stage*. (ref: QCA/00/587). London: QCA.
- QCA (2001) *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties* (ref: QCA/01/759). London: QCA.
- SCAA (1996) *Teaching English as an Additional Language: A framework for policy*. London: SCAA.
- Teare, J B (1997) *Effective Provision for Able and Talented Children*. Stafford: Network Education Press.
- TTA (1998) *National Standards for Special Educational Needs Co-ordinators*. London: TTA.
- TTA (1999) *National Special Educational Needs: Specialist Standards*. London: TTA.
- Wallace, B (2000) *Teaching the Very Able Child*. London: NACE/Fulton Publications.
- Webster, C (1999) *Primary Professional Development: Able and Gifted Children*. Dunstable: Folens.

Useful websites

Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.

www.becta.org.uk	Becta provides a wide range of resources, software and websites for SEN.
www.becta.org.uk/technology/infosheets/html/g&tchild.html	Information on how technology can be used to enhance the education of gifted and talented pupils.
http://inclusion.uwe.ac.uk/csie/csiehome.htm	The Centre for Studies on Inclusive Education (CSIE)
www.nasen.org.uk	The NASEN site provides access to a wide range of information that will support professional development
www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/	The Standards Site (DfES) provides online services for teachers to help raise standards. Several sections within the site provide useful information about teaching gifted and talented children.
http://xcalibre.ac.uk/udve/index.html	Xcalibre has been set up to support teachers, parents and gifted and talented children. The website, which has a team of subject editors, will, when fully developed, suggest teaching resources for the top 10% of pupils between the ages of 5–19 and will provide links to organisations that offer support and suitable activities for these pupils.
www.qca.org.uk/onq/lll/schools/providing_for_gifted_and_talented_children.asp	This contains Government ‘working’ guidance on the National Curriculum for gifted and talented pupils.
www.ofsted.gov.uk/about/update/issue34/update34-7.htm	Describes the evidence for which OFSTED inspectors will be looking when assessing how well a school is meeting the needs of gifted and talented pupils.

Organisations

NACE: National Association for Able Children in Education

This association assists able and talented pupils to reach their full potential by raising awareness as well as giving support to teachers and the education community.

NAGC: National Association for Gifted Children

Provides a forum and support for gifted children, their parents and teachers.

The Support Society for Children of High Intelligence (CHI)

Provides advice and support for those concerned with the well-being of children of high intelligence.

Westminster Institute

Researches into able pupils and is the centre of excellence from which others may draw.

World Class Tests

A global initiative designed to identify and nurture gifted and talented students around the world.

Xcalibre: Excellence for the gifted and talented

Developed to support the aims of Excellence in Cities by offering high-calibre opportunities, such as challenging activities to gifted and talented students.