The National Strategies

Inclusion Development Programme Primary/Secondary

Dyslexia and Speech, Language and Communication Needs

An interactive resource to support headteachers, leadership teams, teachers and support staff

department for
children, schools and families

Windows

Minimum system requirements

- 500 Mhz processor
- 128 MB of RAM
- 100 MB of free disk space
- Microsoft Windows 98

Recommended

- 1000 Mhz processor
- 256 MB of RAM
- 200 MB of free disk space
- Microsoft Windows XP

If this disc does not auto run, navigate to your DVD-ROM drive, double click on the start.exe file and the application should begin.

Inclusion Development Programme

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Inclusion Development Programme

A resource to support leadership teams and teachers and teaching assistants in all educational provisions

This resource is also available on the web at:
www.standards.dcsf.gov.uk /SEN

The resource has been specifically designed to serve two purposes:

- to support headteachers, SENCOs and leadership teams in planning to raise the attainment of pupils with dyslexia and other literacy needs and pupils with speech, language and communication needs (SLCN) as part of the annual cycle of school improvement
- to support teachers and support staff in their planning for inclusion and in the further development of teaching strategies to effectively meet the needs of pupils with dyslexia or SLCN.

The resource is not intended to provide high-level specialist training. Rather, it is designed to increase the confidence of teachers and others when seeking to identify and address SEN.

Although the resource focuses on dyslexia and SLCN, the material presented reflects good quality first teaching (QFT) and is therefore more generally applicable. In particular the approaches suggested for dyslexia are relevant for a wider range of literacy needs experienced by pupils. The material should not be taken as implying, directly or indirectly, that all pupils experiencing such needs are dyslexic.

A separate Inclusion Development Programme (IDP) resource to support Early Years and Foundation Stage is also available.

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How to use this DVD

There are three sections within the resource:

1. Guidance for headteachers and leadership teams
2. Foundation Level Knowledge (FLK) units: dyslexia
3. Foundation Level Knowledge units: SLCN

This content appears under the following headings:

- Background
- Barriers
- Overcoming barriers

A **library** of resources is provided as well as links to useful websites which provide access to routes to further professional development, training and resources.

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The Primary and Secondary IDP resources have been made available on one integrated DVD in order to support continuity and progression for pupils and to support the alignment of key messages related to the inclusion and achievement of pupils with dyslexia or SLCN.

The DVD includes **video exemplification** drawn from both primary and secondary schools. This presents users with a choice in terms of viewing and using samples from one or both phases.

A **glossary** of terms is provided and these terms are linked throughout the resources provided on this DVD.

It is expected that all schools using the IDP will produce an **action plan** to support its implementation.

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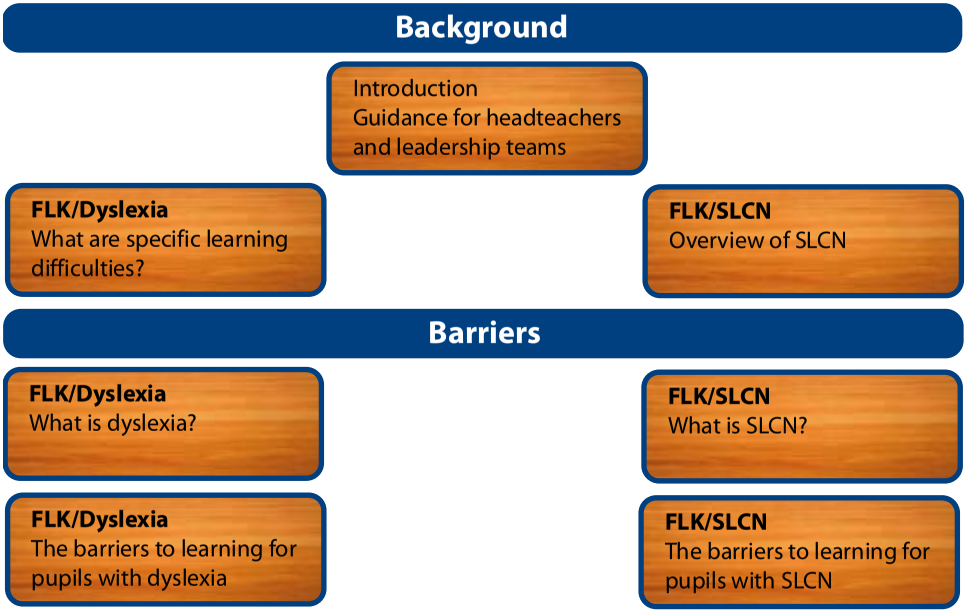
A map showing the contents of the IDP



FLK = Foundation Level Knowledge

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Overcoming barriers

FLK/Dyslexia
Identification of pupils on the dyslexic continuum

FLK/Dyslexia
Making adjustments to include pupils with dyslexia

FLK/Dyslexia
Strategies and resources for recording understanding and knowledge

FLK/Dyslexia
The dyslexia inclusive school

FLK/Dyslexia
Implications for planning: dyslexia

FLK/SLCN
Identification of pupils with SLCN

FLK/SLCN
Making adjustments to include pupils with SLCN

FLK/SLCN
Strategies and resources to enhance pupils' expression, demonstration and recording of understanding and knowledge

FLK/SLCN
The communication inclusive school

FLK/SLCN
Implications for planning: SLCN

FLK = Foundation Level Knowledge

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Each of the FLK sections is divided into eight units which are complementary to the others but can also be studied alone.

A self-evaluation document is provided for each of the two sections. These documents are intended to assist in the process of setting whole-school targets for the IDP and in producing the **action plan** necessary to support its implementation.

The self-evaluation tools

The self-evaluation tools are a valuable way of collecting information about the FLK and skills that exist in a school. There are two self-evaluation tools in this resource: **staff self-evaluation: the achievement of pupils with dyslexia** and **staff self-evaluation: the achievement of pupils with SLCN.**

It should be remembered that these skills are those expected of foundation level and that there may be professionals in a school who have specialist qualifications and experience which will go beyond the skills and knowledge outlined in the self-evaluation documents in the IDP.

The format is one that schools are familiar with, that is staff evaluate themselves according to four categories; focusing, developing, establishing and enhancing. In order to make a decision about where to place themselves, individuals will need to have the evidence that supports this judgement. A task for schools will be to decide what constitutes good evidence.

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There are nine categories (see following page) for which staff will need to provide evidence. It is expected that this will be a process carried out over a period of time and will be cumulative. The facility to save evidence and to bookmark information online allows the user to return to this tool and reflect on proposed actions, etc. The number of categories increases as the user moves from focusing through to enhancing. Ideally the self-evaluation would be carried out as a whole-school activity where staff would jointly consolidate what they consider to be good evidence and establish key opportunities for collecting this. It would be very appropriate to draw upon the advice and skills of a specialist teacher, an educational psychologist or a speech and language therapist at this point.

The 'running record' facility allows staff to talk about their learning with others and to discuss any targets that they may have set for themselves (or others) through this and the IDP action planning process.

The categories are set out on the next page.

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Skills and knowledge	Focusing	Developing	Establishing	Enhancing	Evidence
Identifying need	*	*	*	*	
Knowledge of pupils	*	*			
Taking and incorporating advice		*	*	*	
Knowledge of barriers to learning		*	*	*	
Making adjustments to planning		*	*	*	
Use of pupil voice			*	*	
Tracking, assessment and monitoring of pupil progress			*	*	
Collaboration with colleagues to improve practice			*	*	
Making good progress				*	

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Additional support materials

Additional materials in the form of presentations with associated notes are included which can be downloaded as separate files. Also included are professional development meetings (PDMs), case studies and video extracts which can be used to help address specific issues.

Introduction

This section outlines the aims of the IDP, which are to:

- improve outcomes for all pupils by helping schools and settings to develop more inclusive practices;
- promote the early recognition of signs of difficulties with dyslexia or SLCN;
- increase the confidence and knowledge of all practitioners and teachers so that they can make adjustments that will narrow the gap between pupils with different types of SEN and their peers;
- support schools and settings to become more effective at strategic approaches and responses to the diverse needs of individual pupils.

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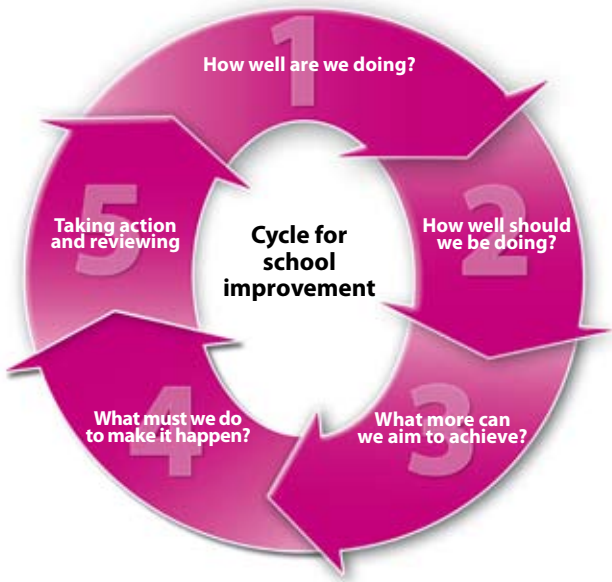
Guidance for headteachers and leadership teams

This section will follow the school improvement cycle to challenge how school planning and priorities for development will narrow gaps and ensure progress for all pupils with dyslexia or SLCN.

Primary



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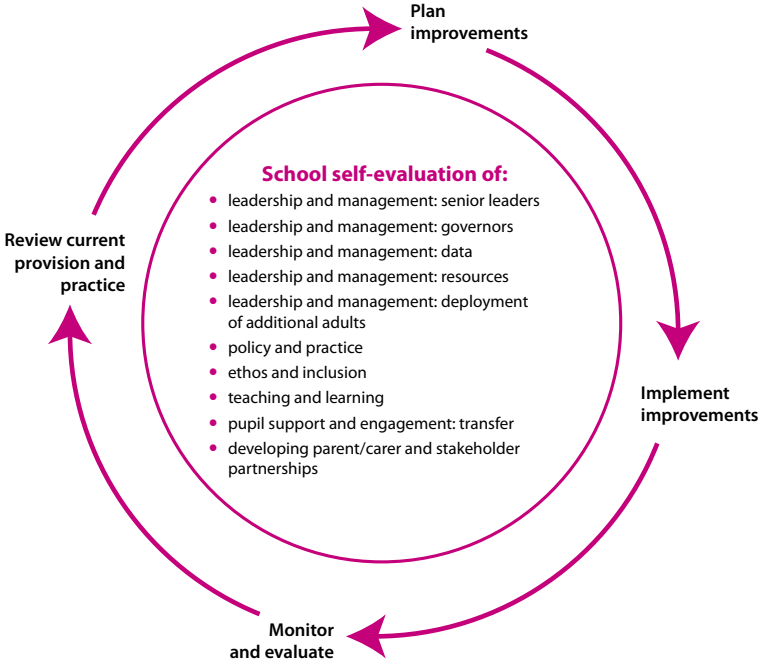
Secondary



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The extent to which the IDP will be successful in a school will ultimately be determined by the degree of understanding and commitment shown by the headteacher and senior leadership team. The guidance for headteachers and leadership teams is therefore a critical aspect of the resource. It brings together key National Strategies resources linked to the school improvement cycle and previously published materials by the National Strategies on dyslexia and SLCN.

In this section there are links to the following presentations:

- Assessment for Learning
- Coaching
- EAL and SEN
- Engaging teachers and teaching assistants in the CPD modules
- Inclusive teaching
- Personalisation and QFT
- The Waves Model

There are further Word documents to support leadership teams:

- Effective use of data
- Evaluating features of effective monitoring and tracking
- Pathways into further training and advice: dyslexia and SLCN
- Case studies

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The FLK Units

Before engaging with these units all staff are encouraged to complete the **self-assessment document** to establish how confident they feel about meeting the needs of pupils who are dyslexic or have SLCN.

Headteachers and leadership teams are encouraged to gather this data to establish current levels of confidence and practice and use this information to develop an IDP action plan.

There are eight units in each FLK section. Each unit has a learning outcome and activities embedded in it. Teachers and teaching assistants can demonstrate, through adjustments to planning and pupil profiling, how engagement with the modules has enabled them to:

- identify
- intervene
- track
- monitor

the progress of pupils who may be at risk of dyslexia, who are dyslexic learners or have SLCN.

In each unit there is guidance on the following:

- coaching opportunities;
- reflections;
- further resources and reading.

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In all of the units there are activities and the user may save reflections in 'My profile'.

FLK/Dyslexia

This section contains the following units:

1. What are specific learning difficulties? (Background)
2. What is dyslexia? (Barriers)
3. The barriers to learning for pupils with dyslexia. (Barriers)
4. Identification of pupils on the dyslexic continuum. (Overcoming barriers)
5. Making adjustments to include pupils with dyslexia. (Overcoming barriers)
6. Strategies and resources for recording understanding and knowledge. (Overcoming barriers)
7. The dyslexia inclusive school. (Overcoming barriers)
8. Implications for planning: dyslexia. (Overcoming barriers)

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FLK/SLCN

This section contains the following units:

1. Overview of SLCN. (Background)
2. What is SLCN? (Barriers)
3. The barriers to learning for pupils with SLCN. (Barriers)
4. Identification of pupils with SLCN. (Overcoming barriers)
5. Making adjustments to include pupils with SLCN. (Overcoming barriers)
6. Strategies and resources to enhance pupils' expression, demonstration and recording of understanding and knowledge. (Overcoming barriers)
7. The communication inclusive school. (Overcoming barriers)
8. Implications for planning: SLCN. (Overcoming barriers)

Further information on the functionality of the resource may be found in the **Help** section.

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Acknowledgements

We are grateful to a wide range of organisations that have helped us in developing these materials.

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Although the schools cannot be named, we are grateful to them for their co-operation and participation in the Inclusion Development Programme.

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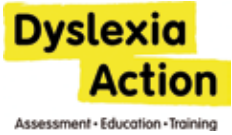
40 years of unlocking
speech and language



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Audience: Headteachers, leadership teams, SENCOs, all teachers and support staff in primary, middle, secondary, PRU and special schools.

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