

IDS – Teaching and Learning

Inclusion Team

Aims

The Inclusion Team supports Warwickshire mainstream schools in making provision to support the inclusion of pupils with statements because of a range of complex learning difficulties related to medical and/or physical disabilities and learning disabilities.

Staff

There are 3.6 fte teachers in the service.

Referrals

We receive referrals directly from the Assessment, Statement and Review Service, IDS (T&L) Pre-School Team or via the Educational Psychology service.

Assessment

We undertake a range of activities to gain information. We talk to parents, pre-school providers and school staff who know the pupil well and gather the views of the Educational Psychologist and all professionals who may be involved. We consult with colleagues in the Warwickshire Primary Care Trust. We use standardised tests, profiles of development, P levels and B Squared. We listen, observe and learn from our teaching activities and on occasions will video (with parents agreement) and provide assessment reports to assist IEP planning and Annual Review.

IEP recommendations

We recommend SMART targets for each review period. We prioritise language development, literacy, numeracy and the greatest possible degree of independence and social inclusion for the pupil. We advise on a range of teaching strategies to enable access to the whole school curriculum and offer good examples of differentiation. We promote the need for effective communication environments. We clarify and interpret the educational implications of advice received from all agencies involved with the pupil and family.

Teaching and support in the classroom and school setting

Following a short period of assessment we prioritise our time-bounded teaching commitments in relation to pupil need, school circumstance and staffing capacity. We offer specialist teaching either individually, in small groups or whole class teaching. We try to develop language, listening, thinking and reasoning and effective total communication skills (which may include Makaton, PECS, objects of reference, photographs, symbols and intensive interaction). We encourage the pupil to learn age appropriate behaviour in school and encourage social inclusion. Wherever possible we prefer to undertake teaching groups with a member of the school staff so that skills can be shared and subsequently applied to other teaching and learning activities.

Reviews

We will attend annual and termly reviews regularly. We will provide updated assessment reports for reviews whenever we have been undertaking direct teaching or when the school requests this update at a previous review. We aim to write concise reports which can be used both for curriculum planning discussions and review meetings.

Records

We maintain a confidential file for each pupil with whom we work. This contains initial referral and assessment information, the statement, professional reports, IEPs, review notes and minutes, correspondence, visit reports and records of pupil progress.

Curriculum resources

We invite schools to contribute to a resource network to jointly purchase and share curriculum resources and equipment including curriculum software. We distribute and circulate books and curriculum materials to pupils, parents and schools. We advise on the appropriate use of specialist teaching materials.

Partnership with parents

We meet parents at school and provide a telephone number for future contact. Service documentation is provided for all parents. We welcome the full involvement of parents in assessment, IEP planning and reviews. We encourage schools to set up effective and regular home-school diaries.

Parent support group

We provide information about local and national associations and Warwickshire Parent Partnership to parents as well as encouraging them to join support groups.

Professional development

We provide whole school awareness and training in a way which is sensitive to the needs and wishes of each pupil. We enable teachers and support staff to develop and use specific skills necessary for the inclusive education of children supported by the team. We arrange training every half-term for teaching assistants working with children on our caseload and support the teaching assistants who are working on NVQs. We advertise courses in the Warwickshire Educational Development Service programme as well as the IDS newsletter.

Warwickshire and regional networks

We work co-operatively with all the services and agencies involved with pupils. We participate in all the regular inter-agency meetings in Warwickshire at the area and county level and liaise with other LEA Support Services and voluntary associations who support similar pupils both in the West Midlands and nationally.

Training

Teachers in the Inclusion Team provide courses in the Warwickshire Educational Development Service programme (EDS) as well as courses offered by IDS (T&L).

Accredited Makaton courses are provided by the Specialist Service leader who is also a Makaton Regional Tutor

These courses focus on the challenges of supporting children with statements for severe and complex learning difficulties in local mainstream schools.

Schools supported by the Inclusion Team receive continuous training with a focus on the following:

- Language Development.
- Curriculum access.

- Social inclusion.
- Developing appropriate behaviour in school.
- Self care.

Each pupil follows an individual programme reflecting their own profile of strengths and needs.

School staff working with pupils with severe and complex needs may benefit from the following training provided by IDS (T & L).

- Information on relevant medical conditions and the implications for educational access and inclusion.
- Development of a range of appropriate assessment strategies, resources and skills.
- Interpretation of Health assessment information and its application in curriculum planning and classroom management.
- Modelling of a range of teaching and support strategies for use in the classroom.
- Short / medium and long term curriculum planning.
- Setting realistic and challenging targets.
- Advice and training in effective use of a range of curriculum resources.
- The effective use of ICT to promote access, achievement and independence.
- Strategies to encourage, support and monitor social inclusion.
- Communication Friendly Environment
- Strategies for playtime and lunchtime.
- Use of B-Squared.
- Makaton
- P level monitoring.
- Effective home-school liaison.

Training for Teaching Assistants working with Pupils.

Teaching Assistants are invited to training sessions as a group every term. This training is run in 4 venues throughout the county. This provides a valuable opportunity to meet each other and share experiences and good practice. These training sessions focus on all of the above themes but have also included:

- Teaching reading to teach talking.
- Makaton training.
- Child Protection concerns for pupils with severe learning difficulties.
- Sex Education and personal independence.
- ICT training.
- Language Development.
- Behaviour management.
- Visits to Special Schools.
- Communication Friendly Environment
- Use of Symbols/objects of reference/photographs.
- Numeracy.

Awareness-raising training for whole staff groups.

This is available as necessary and is often an important aspect of starting school or changing schools.

- Full support is given the term before a pupil is due to move school and a transition plan is put in place and supported by the Inclusion Team.

Making Contact

For more information, please telephone your nearest IDS (T&L) base

Centre/South Warwickshire

Tel: 01926 746860

North/East Warwickshire

Tel: 01926 418282

Useful Links

Down Syndrome Association
www.downs-syndrome.org.uk

Makaton Vocabulary development Project
www.makaton.org

Fragile X
www.oasis.co.uk

A guide to helping people who learn differently to get most from the web
www.peepo.com

The National centre for Young People with Epilepsy
www.ncype.org.uk

Equals, entitlement to quality education for pupils with severe learning difficulty
www.equals.co.uk