

Special Educational Needs – **equality** and **quality** in education provision

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Top 10 tips – a framework for inclusive teaching and learning

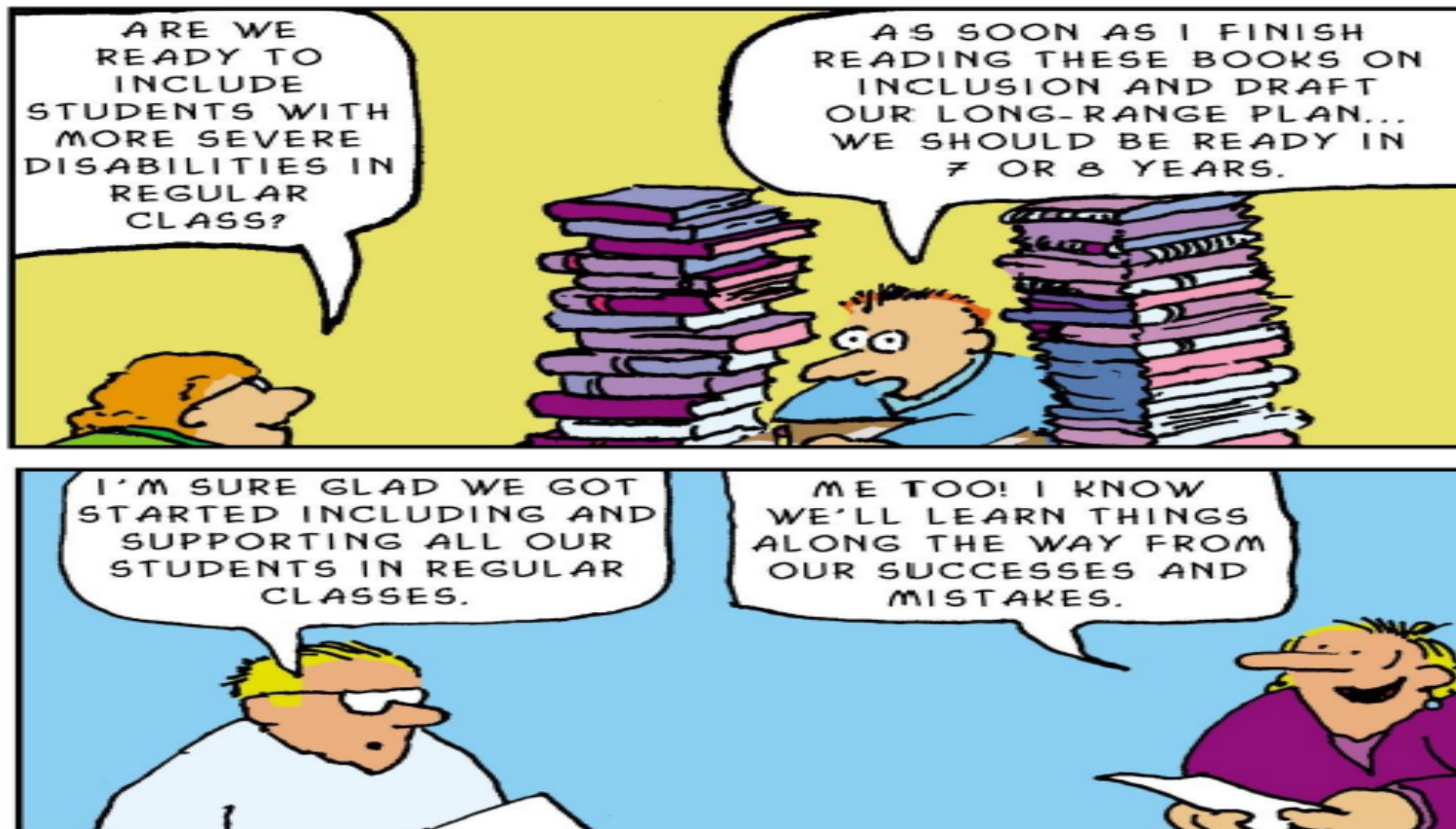


TeachingEnglish

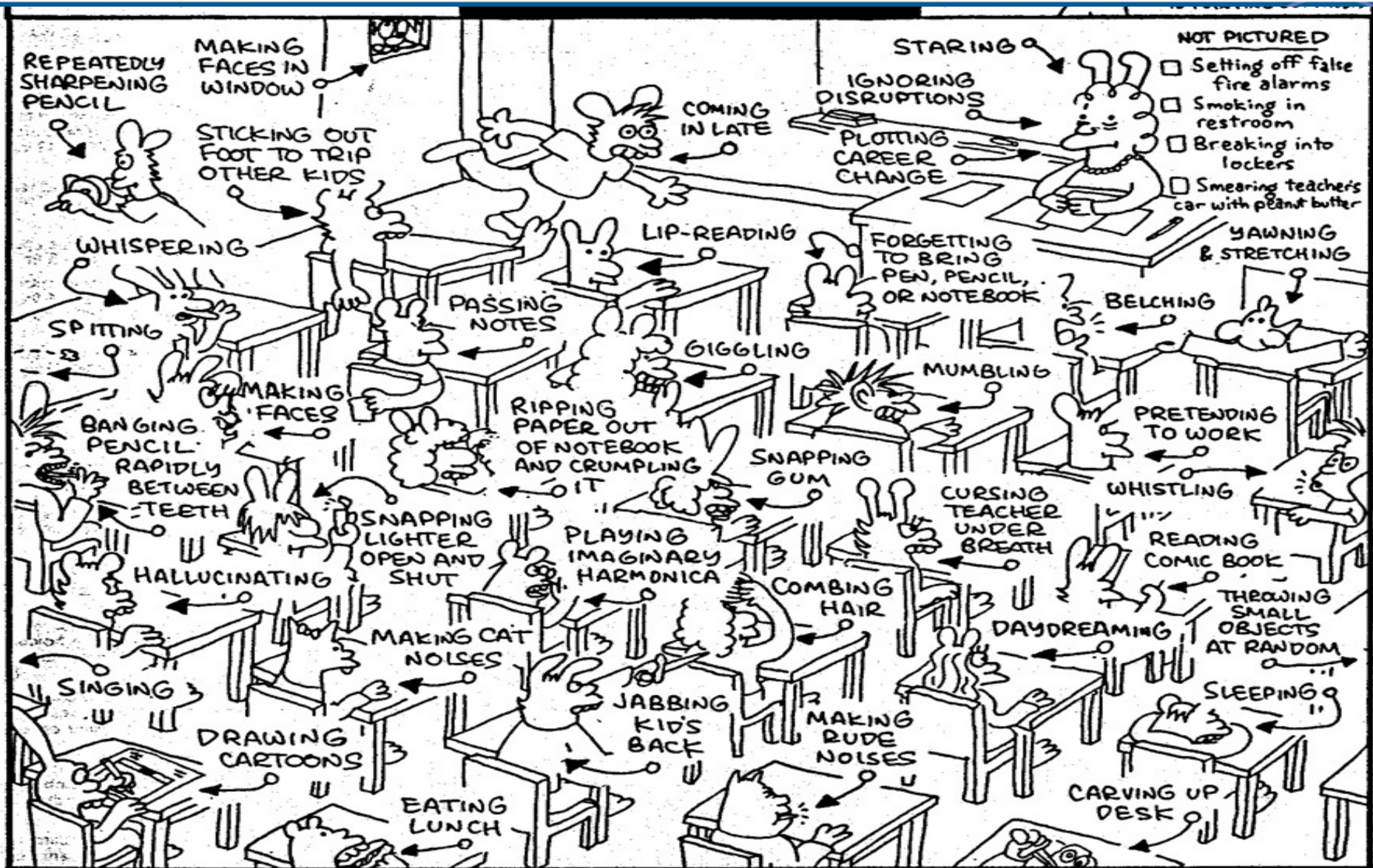
Special
Educational
Needs



From policy to practice Support for teachers 'at the chalk face'



A TALE OF TWO SCHOOLS.



Social and Medical model of disability

Medical Model

Social Model

Support agencies

Social workers

Occupational therapists

Educational

psychologists

special schools

Medication



Child centred
approaches

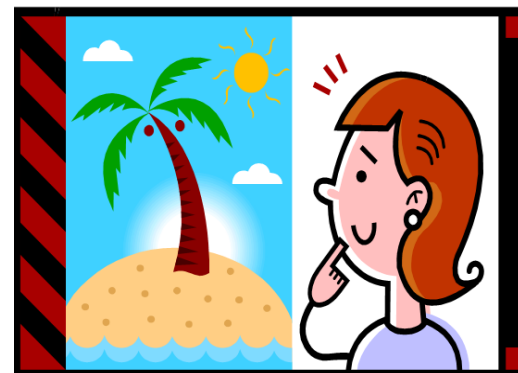
**Start from individual
strengths**

**Focus on access to
curriculum**

**Integration for the
benefit of the individual
and all learners**

How we define special education needs

Children have a learning difficulty if they have a much greater difficulty in learning than the majority of children of the same age. Or a disability which may hinder their ‘achievement’ compared to children of the same age.



Special educational needs is also used as a term for children who need extra provision because they have abilities significantly ahead of their peers.

Top 10 tips and approaches towards inclusion teaching and learning – not labelling



Whatever policy - teacher intervention matters
‘The difference that can make the difference’



Supporting
achievability – 15-20%



1. Celebrate Diversity

- ✓ Recognition that we are all different and how this is additive to the learning process
- ✓ Positive things that each person brings
- ✓ Supporting collaborative environment - a 'mistake' is a gift to the class or group

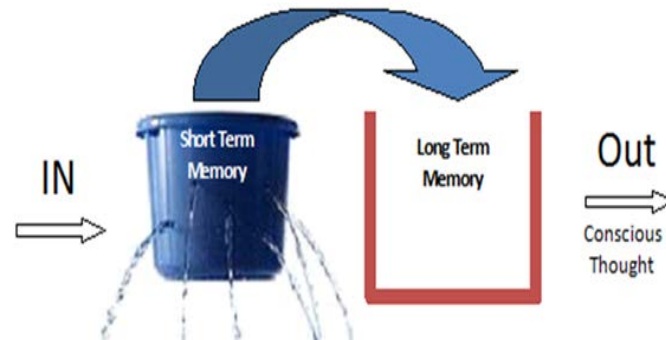


Learning differences & Neuro-diversity

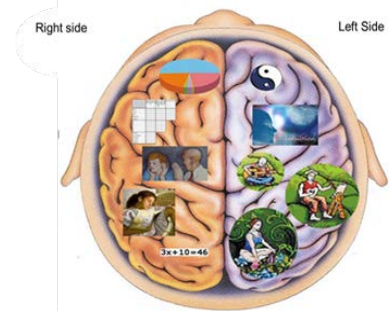
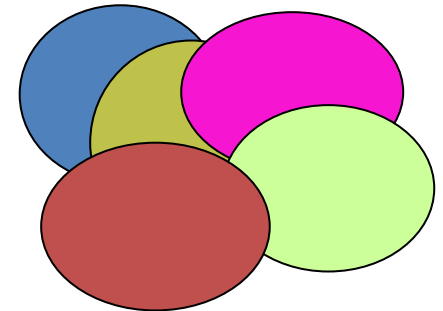


Learners who may have difficulty with classroom learning and **neuro-diverse** learners include

- Dyslexia
- ADHD
- Dyspraxia
- Autistic spectrum
- Speech and language difficulties



Co-occurring



Spectrum of hidden learning difficulties – 15-20% of all learners

Texts – reading & writing

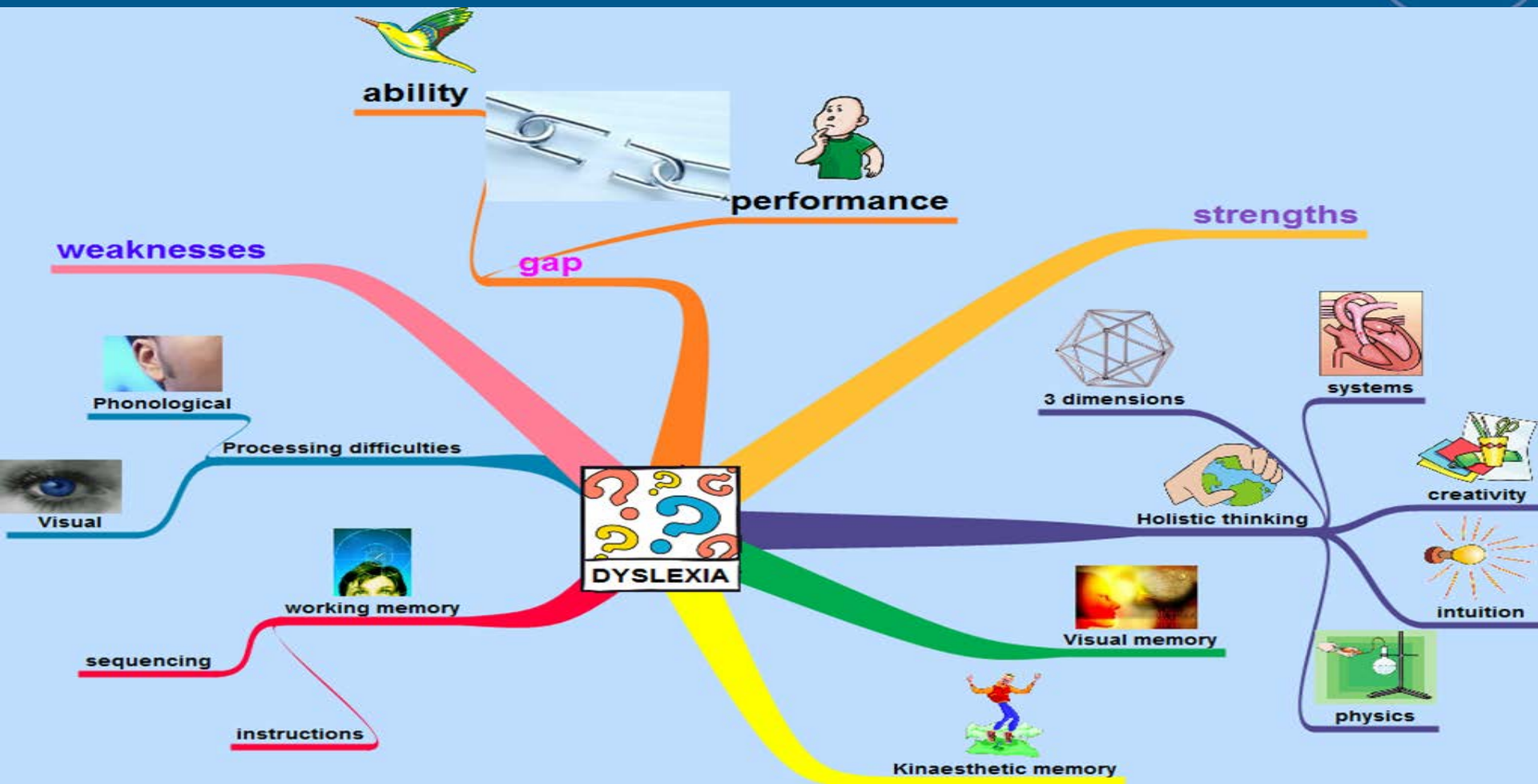
Sequencing

Concentration/Focus

Working memory

Classroom learning differences = diversity

‘Big picture’ learners – mind map



2. Clear and achievable learning outcomes

✓ **Ensure learning outcomes are clear and understood by everyone**



✓ **Clear and agreed outcomes**



✓ **By the end of thethe learner can.....**

What teachers can notice – learning needs.....

Is the work too easy or too difficult? How do you know?

**Does the work involve a lot of writing? Sitting still?
Copying from the board?**

Does the child have different learning preferences?

Is the child only noticed for negative things? What are the strengths?

Does the child have trouble following instructions?

Does the child have trouble with remembering – Visually? Auditory?



What teachers can notice – learning

Is the problem across all classes and all times of day?

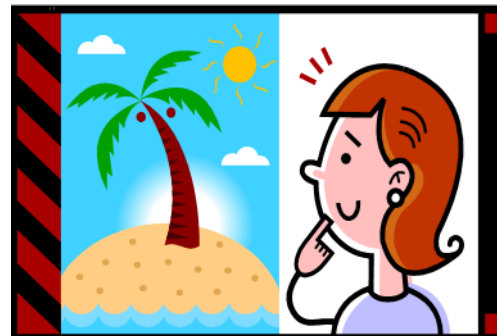
Is the problem in certain class groupings?

Where is the child sitting? Can they hear and see properly?

Who is the child sitting with ? Does this make a difference?

What kinds of tasks can the child do?

When the child is engaged, what engages them?



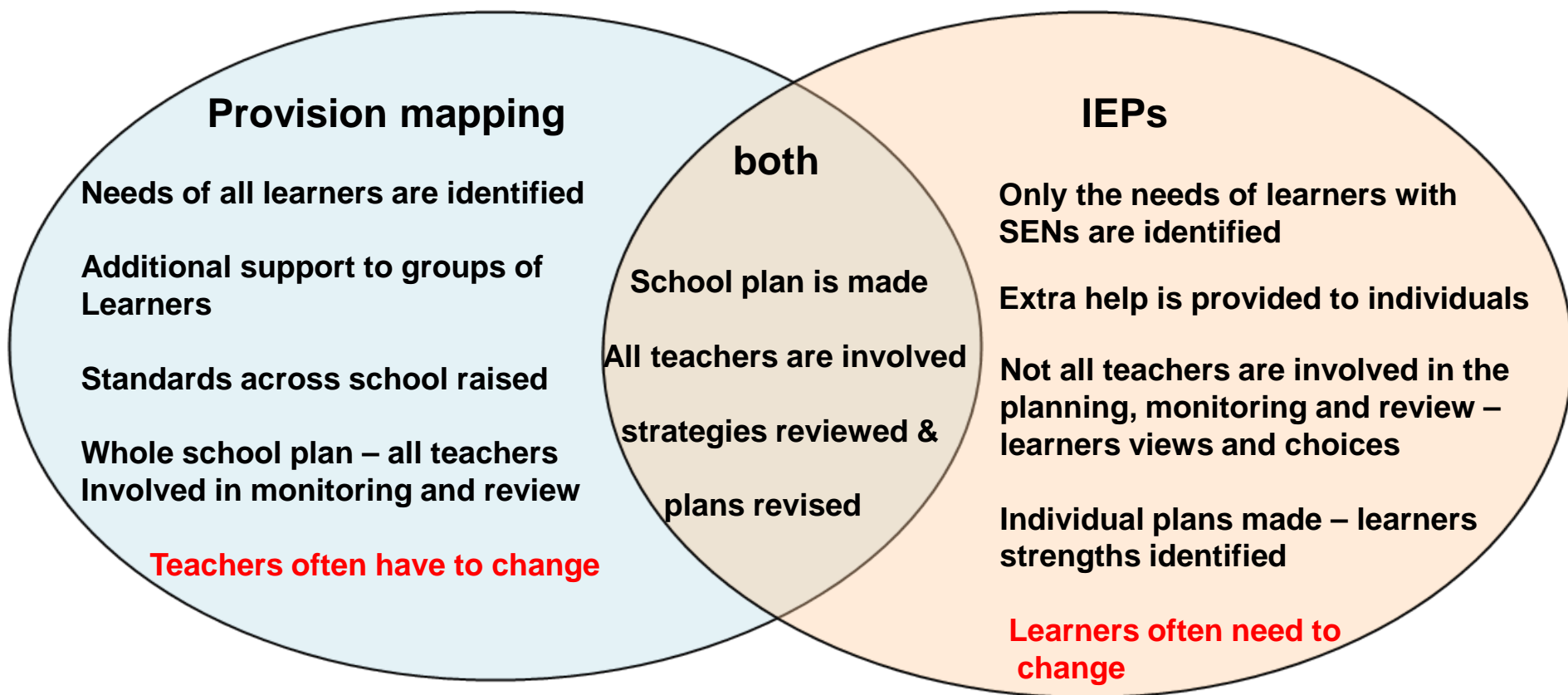
What can a teacher do?



- ✓ Be curious, learn along with them, you don't have to know all the answers
- ✓ Gather and use factual, descriptive language rather than judgemental
- ✓ Acknowledge and pay attention to feelings
- ✓ Use language such as 'What can we do to support the learning'
- ✓ Acknowledge and name strengths so that we don't focus always on the negative
- ✓ Notice what is working and do more of it



Provision Mapping and Individual Education Plans Learning Needs



Individual Education Plan



Name: Irina DOB: Class / 8B Supported by: Ms Jones		Area of concern: Behaviour/concentration/interacting with others Assessments: observation Proposed support: Small group circle time/ catch me being good card/ lunchtime club		Start date: Now Review date: 6 weeks IEP number: 1	
Targets to be achieved:	Achievement criteria:	Possible resources and techniques:	Possible strategies for use in class:	Ideas for the teaching assistant:	Outcome/evaluation :
To focus on own work To put up hand and wait for teacher's attention when needing help To keep hands and feet to yourself	Work will be completed in class on time Irina will not be in detention for interrupting class Irina will have good report card at end of week . At least 70% achieved.	Teacher will keep a wall chart to record number of pieces of work completed Teacher will use visual icons to remind Irina and whole class to wait and listen. Irina will choose a reward at the end of the week when targets achieved Irina will choose a study buddy to sit next to in class to help focus on own work Social stories			Partially achieved – Irina has completed all work in English but needs to focus better in Science. Most teachers using strategies. Study buddy chosen and working well.
Parent will support by: Giving Irina reward for positive postcard and report cards. Praising Irina for waiting patiently and for showing kindness.			Irina will: tell Ms Jones if she is getting upset and arrange to go somewhere quiet before she gets too angry. Think of her positive self-talk to make herself focus.		
Parents comments: Signed:			Irena's comments:		

Difficulties with sequencing - Jig-saw activities

- Common classroom reading or listening activity
- *Almost impossible* for learners who have problems with sequencing
- Focus on the shape rather than the text
- Provide overview and outline



3. Start from what is already known

- ✓ Always link the subject matter and the learning to something that the learners already know about and understand



4. Remove Clutter



- ✓ **Remove clutter and the confusion that detracts from learning**



Holistic and analytical thinkers

Trees or forests?



5. Scaffolding

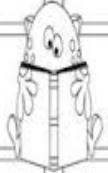
Date: _____ Name: _____

I CAN RECOUNT A PLOT!

Title: _____

Author: _____

Who	What
Where	Why
When	How



Graphic organisers

Visuals &
Realia

Use of first
language

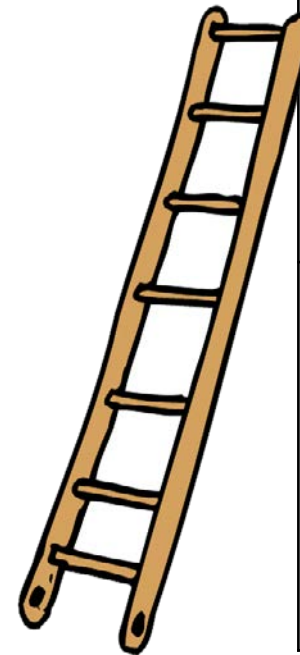
**Scaffolding
strategies**

Connect to background
knowledge

Sentence structure/
starters

I know..... because

small group/partner work



Level 3

In most of my reading

- I can use a range of strategies in new texts which helps me understand

Level 2

In some of my reading

- I know and can read key words.
- I can read aloud in an interesting and lively way taking note of punctuation.

6. Differentiation



- ✓ Take account of the learning needs and plan differentiated approaches and enables all learners to participate and learn



- ✓ Providing different learning routes for everyone based upon their **learning needs** but focused on **achieving appropriate and achievable outcomes**
- ✓ Differentiation can be based on task, response or content

Scaffolded dictation

Dictation text

Dialogues

Multi-sensory tasks

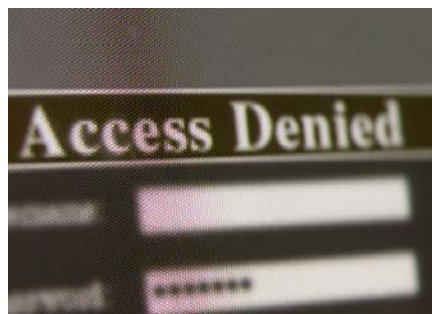
Interpersonal/intrapersonal



7. Accessibility/access needs planned and catered for



- ✓ environmental factors ensuring physical conditions allow for inclusion and equality of **access** to learning – **reasonable adjustment**
- ✓ Specific learning access needs
 - braille versions or screen readers.
 - dyslexic friendly fonts
 - visual/audio resources for individuals with speech and language difficulties



Inclusion means promoting... Access **and** engagement



Children attending school...

Needs met when at school

ACCESS



ENGAGEMENT



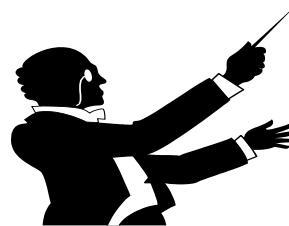
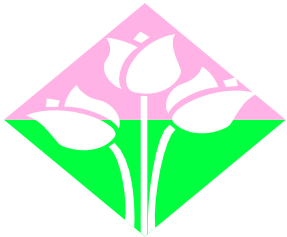
Using Technologies

new literacy – new opportunities



- optional display
- choice of language
- short communication
- large spaces

8. Multisensory and multi-modal approaches



Understanding a poem?



He wishes for the cloths of heaven

*Had I the heavens' embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,
I would spread the cloths under your feet:

But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams*

The Storm

*They're at it again the wind
and the rain
It all started when the wind
took the window by the collar
and shook it with all its might
Then the rain butted in
What a din they'll be
at it all night
Serves them right
if they go home in the morning
and the sky won't let them in.*

Understanding a poem – your voice

Choose one of the poems to analyse linguistically, which one would it be? Why?

Translate one of the poems which one would it be? Why?

Think about setting one to music. Which one would you choose?

Illustrate one of the poems with a photograph or a sketch

If you could talk to one of the poets which one would you choose?

or like to discuss with him?

9. Ensure appropriate space for the Learner's voice

- ✓ **Listen to and act on what the learner wants**
- ✓ **Actively encourage a collaborative and cooperative approach?**
- ✓ **Practical and purposeful steps towards a 'learning centred' approach**



Our drawing – our text

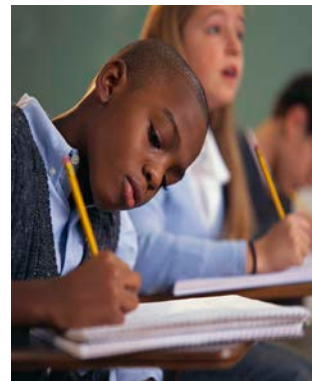


10. Assessment for learning



Assess **for** learning as well as assessment
of learning

- ✓ Collaborative and continuous
- ✓ Involves learner in setting own targets and measuring progress
- ✓ Credit for what someone can do!
- ✓ Positive and achievable
- ✓ Self and peer assessment



Top 10 tips Inclusion Lens



Special Educational Needs (SEN) course contents

- ☐ Special Educational Needs Portfolio
- ☐ Introduction to Special Educational Needs
- ☐ Dyspraxia
- ☐ Visual, Hearing and Physical Impairment
- ☐ Attention Deficit Hyperactivity Disorder
- ☐ Autism Spectrum Disorder
- ☐ Dyslexia
- ☐ Gifted and Talented Learners
- ☐ Inclusive assessment approaches
- ☐ Speech and Language Difficulties
- ☐ Social, Emotional and Behavioural Difficulties
- ☐ Multicultural Influences and the Impact on Learning Difficulties

Special Educational Needs Portfolio

For your self-access course

This is your personal portfolio. You can use it to log your thoughts and feelings and to reflect on your work and learning during this special educational needs training course.

Your portfolio has one section for each of the SEN course units. Each section includes:

- a case study
- a learning log - to write your personal notes
- further reading and useful resources.



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<http://www.teachingenglish.org.uk/teacher-training/special-educational-needs>

A Final thought



A woman dreamed she walked into a brand-new shop in the marketplace

“What do you sell here?” she asked

“Everything your heart desires”, was the reply

*Hardly daring to believe what she was hearing the woman decided to ask
for the best things a human being could wish for*

***“I want peace of mind and love and happiness and wisdom and freedom
from fear,” she said. Then as an afterthought, she added,***

“Not just for me. For everyone on earth.”

*The salesperson smiled, **“I think you’ve got me wrong, my dear,”***

“We don’t sell fruits here. Only seeds.”

If we can plant seeds then anything is possible.....





www.teachingenglish.org.uk

Thank you