

Inclusion

For teaching assistant trainers



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Key to symbols

The following symbols are used in the margins of this text:



10 mins

Indicates approximate time needed to deliver a section



PPT 1.1

Indicates the point at which a presentation slide should be shown



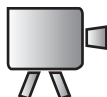
In groups

Indicates a group activity



Book 1.1

Indicates reference to a course document



DVD video

Indicates the showing of a video sequence



Session 1

Equality, access and inclusion

Aims of the session

- To introduce ideas of equality, access and inclusion, their importance in education and the teaching assistant's role in promoting these

Resources

Presentation slides 1.1–1.7

Course documents 1.1–1.3

Flipchart, projector and screen or whiteboard

National curriculum inclusion statement

Index for inclusion: developing learning and participation in schools (CSIE, 2000)

Outline of the session

Equality, access and inclusion 45 minutes

Educational inclusion; the national curriculum inclusion statement; an inclusive school ethos; an introduction to anti-discriminatory practice; inclusive practice



45 mins

Equality, access and inclusion

Explain that educational inclusion is more than a concern about pupils who are likely to be excluded from school. It is about creating a secure, accepting, collaborating, stimulating school community in which everyone is valued and all pupils can achieve at their best. Inclusion should permeate all school policies so that they increase learning and participation for pupils, and every member of school staff, through their practice, should reflect the inclusive culture and policy of the school. Explain that, as members of the staff team, teaching assistants (TAs) have an important role to play in promoting and supporting an inclusive school culture.

Explain that inclusive practice pays particular attention to the provision made for different groups of pupils within a school who may be excluded, for example because of their attainment, gender, ethnicity or background. Sessions 2 and 3 of this module focus on inclusive practice for two groups – pupils with special educational needs (SEN) and disabilities, and those for whom English is an additional language (EAL).

Show presentation slide 1.1.



PPT 1.1

Presentation slide 1.1

What is educational inclusion?

Educational inclusion is about creating a secure, accepting, collaborating and stimulating school in which everyone is valued, as the foundation for the highest achievement for all pupils

In an inclusive school:

- the inclusive ethos permeates all school policies so that they increase learning and participation for all pupils
- school practices reflect the inclusive ethos and policies of the school

(adapted from *Index for inclusion*, CSIE)

National curriculum inclusion statement

Explain that all pupils are entitled to a broad, balanced and challenging curriculum. This includes pupils who have SEN or disabilities, those for whom English is not their first language and those who are gifted or talented. It is only a small minority of pupils for whom aspects of the national programme will not be applied (usually so they can undertake a specialist programme). As the inspection handbook says about inclusion, "an effective school is an inclusive school".

The national curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. It contains a statutory inclusion statement on providing effective learning opportunities for all pupils and outlines how teachers can modify the national curriculum as necessary, to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three key principles that are essential to developing a more inclusive curriculum.

Show presentation slide 1.2.



Presentation slide 1.2

The slide features a yellow header bar at the top. Below it, the title 'Three principles for inclusion' is centered. A large yellow rounded rectangle contains a bulleted list of three principles. The slide is framed by a grey border.

Three principles for inclusion

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

By setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, schools can make sure that all pupils learn and make progress. Tell participants that Ofsted reports on educational inclusion as part of its inspection of schools. Tell TAs that they will be able to see teachers applying these principles in practice in some of the video material in sessions 2 and 3 of this module.

Explain that while all pupils have an entitlement to access the curriculum, and that all pupils have much in common, there are also significant differences between pupils and these require teaching and learning to be 'personalised' or 'differentiated' to meet individual needs.

Schools are also able to provide additional opportunities, outside the national curriculum, such as speech and language therapy or physiotherapy, to meet the particular needs of individuals or groups. Again, tell TAs that they will see examples of this in practice in the video material later in the module.

Ensure that TAs are aware that all schools have been required to draw up a three-year accessibility plan. Local authorities and schools are required to prepare strategies and plans for increasing, over time, their schools' accessibility for disabled pupils.

These strategies and plans should cover:

- the extent to which disabled pupils can participate in the school curriculum
- improvements to the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services
- improvements in the delivery of written information in alternative formats.

An inclusive school ethos

Introduce the notion of school ethos. Explain that the ethos concerns the climate and tone (culture) of the school. Accommodating the principles of inclusion helps inform the school ethos. It impinges on areas outside those laid down in the national curriculum. The ethos will determine what behaviour the school considers acceptable and unacceptable.

Show TAs the *Index for inclusion*. Explain that this outlines the ways in which the ethos, policies and practice of a school may be developed to promote inclusion. Although mainly for headteachers and teachers, it also details the part that TAs can play in developing an ethos of inclusive practice.

Tell TAs that they can read material on the ways in which TAs can support the learning and participation of all pupils, adapted from the *Index for inclusion*, in course document 1.1 in the *Inclusion* section of the TA file.



Book 1.1

Course document 1.1

Teaching assistants are concerned to support the learning and participation of all pupils

- Are TAs involved in curriculum planning and review?
- Are TAs attached to a curriculum area rather than particular pupils?
- Are TAs concerned to increase the participation of all pupils?
- Do TAs aim to maximise independence of pupils from their direct support?
- Do TAs encourage peer support for pupils who find difficulties in learning?
- Are TAs careful to avoid getting in the way of pupils' relationships with their peers?

Anti-discriminatory practice

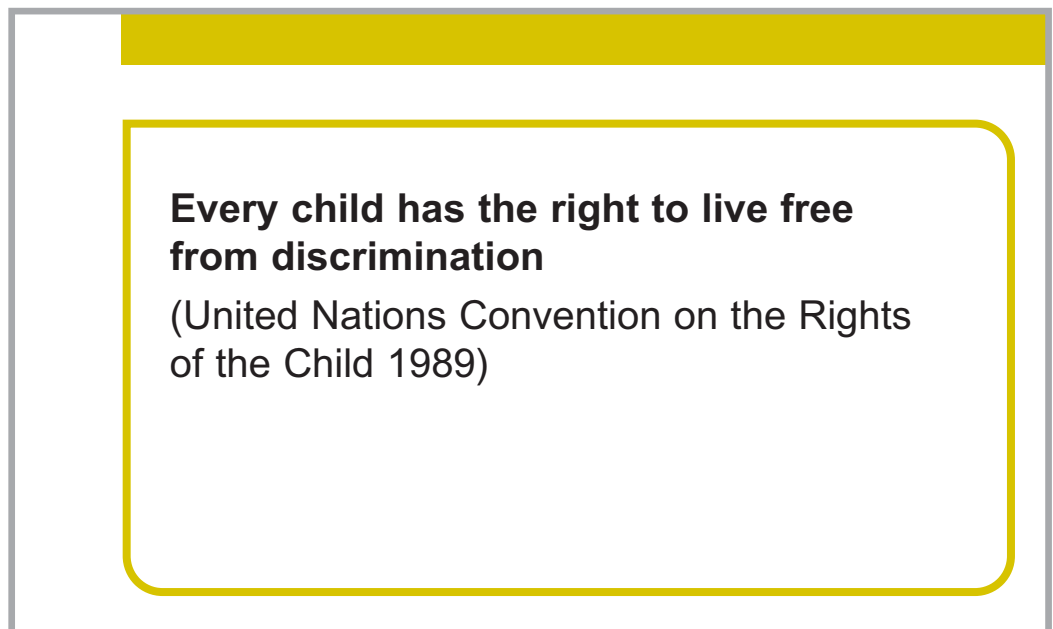
Tell TAs that anti-discriminatory practice is central to the work of an inclusive school.

Show presentation slide 1.3.



PPT 1.3

Presentation slide 1.3



Tell TAs that pupils need to feel valued and free from discrimination and that anti-discriminatory practice in school works to achieve this.

Show presentation slide 1.4 and briefly run through the points.



Presentation slide 1.4

Anti-discriminatory practice

- Diversity and the valuing of difference
- Self-esteem and positive identity
- Fulfilment of individual potential
- Full participation of all groups

Anti-discriminatory practice can be defined as an approach to working with pupils that promotes:

- **diversity and the valuing of difference** – a school whose practice is anti-discriminatory will celebrate and value differences in identities, cultures, faiths, abilities and social practices
- **self-esteem and positive identity** – a school whose practice is anti-discriminatory will recognise the effect of discrimination and inequality on pupils and staff. Such a school will identify and remove practices and procedures that discriminate
- **fulfilment of individual potential** – a school whose practice is anti-discriminatory will value pupils, staff and other adults for their individuality and ensure a sense of belonging that promotes self-esteem. It will respect where pupils come from, what they bring to learning and what they achieve
- **full participation of all groups** – a school whose practice is anti-discriminatory will adopt inclusive practices that lay the foundations of a more just and equitable society.

Explain that:

- treating pupils 'the same' is not the same thing as treating them equally. To treat pupils equally we may have to take a variety of unequal factors into account to meet their entitlement as pupils. This process involves getting to know pupils on a personal and professional basis, avoiding pre-judgement and fixed expectations, and looking for creative and individual solutions
- all pupils benefit from an environment where achievements are valued in the broadest possible terms and individual potential is respected.

Explain that this induction training cannot provide detailed training in anti-discriminatory practice. Ask TAs to turn to course document 1.2, which sets out some practical steps for moving towards anti-discriminatory practice. Suggest that TAs read through this carefully after the session and discuss it with their mentor back at school. If TAs are unfamiliar with anti-discriminatory practice, their mentor should help to identify further professional development activities to address this.



Course document 1.2

Anti-discriminatory practice

Moving towards successful anti-discriminatory practice involves:

- being aware of legislation and guidance on the issue
- understanding significant issues in relation to gender, ethnicity, sexuality, class and disability, and understanding the impact that discrimination can have on the lives and life-chances of pupils
- knowing how discrimination operates in society
- understanding that diversity is inclusive and that we all have cultural backgrounds and multiple identities derived from various sources, including our families, our peer groups and experiences
- examining personal prejudices and how they operate, and committing ourselves to 'unlearning' such prejudices
- promoting positive values for pupils and colleagues
- ensuring that settings are welcoming and unthreatening, where pupils and their parents/carers and staff feel valued because of their differences and not in spite of them
- getting to know pupils and colleagues on a personal and professional basis
- avoiding pre-judgement and fixed expectations
- using effective anti-discriminatory practices and looking for creative and individual solutions
- developing the awareness, confidence, skill and knowledge to challenge stereotypes and misconceptions effectively: for example, the pupil who thinks black skin is dirty or the colleague who makes assumptions about a disabled pupil's inability to join in an activity
- constantly monitoring, evaluating and adjusting practice.

Ask the TAs to think about what 'inclusion' means to them. Can they think of a time when they felt included and really part of a group they wanted to be with, such as when they were picked for a team event? Ask them to think of the feelings associated with that experience.



Most of us have had times when we were not included for some reason or another. Ask the TAs to think of a time when they experienced exclusion – when they were excluded perhaps from a social group, a team or a family situation. Give them two minutes to think about this and to discuss with their neighbour the feelings that were associated with the experiences of inclusion and exclusion.

Refer the group to course document 1.3 in the *Inclusion* section of the TA file. Tell the TAs that they can jot notes on their copies.



Course document 1.3

The meaning of 'inclusion'

Think about what 'inclusion' means to you.

Can you think of a time when you felt included and really part of a group you wanted to be with, or were picked for a team event? What feelings do you associate with that experience?

-
-
-

Most of us have had times when we were not included for some reason or another. Think of a time when you experienced exclusion – when you were excluded perhaps from a social group, a team or a family situation.

What feelings do you associate with that experience?

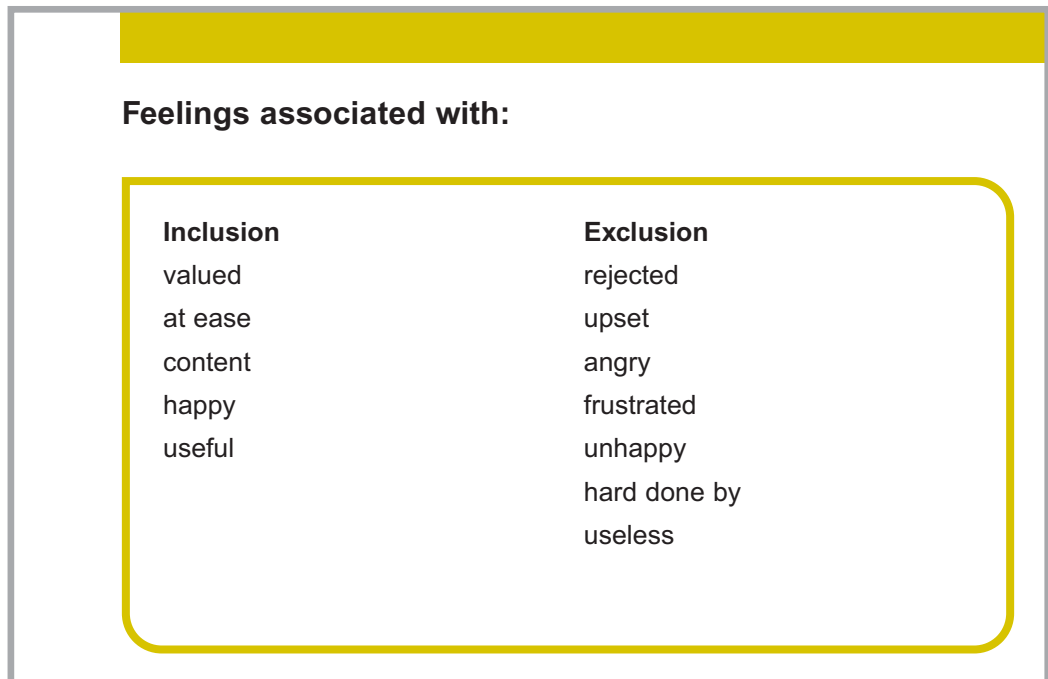
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Take feedback on a flipchart about the feelings (not about the experiences themselves) associated with inclusion and exclusion. Can they think of any pupils or staff in their school who may feel like this? Why?

Show presentation slide 1.5.



Presentation slide 1.5

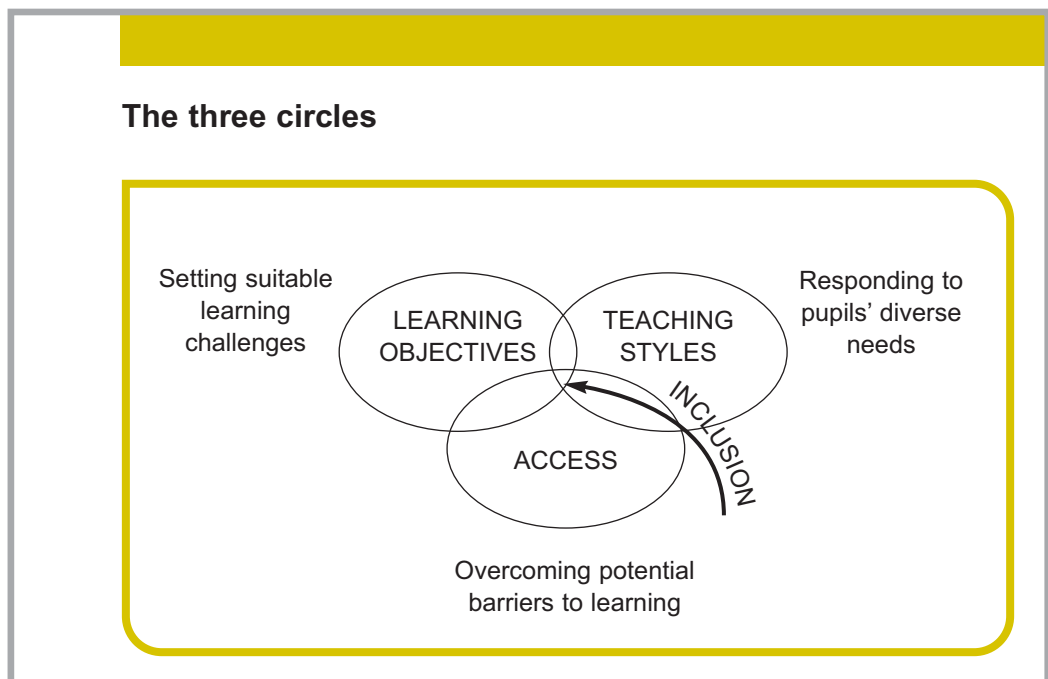


Explain that inclusion is conducive to effective learning.

Show presentation slide 1.6.



Presentation slide 1.6



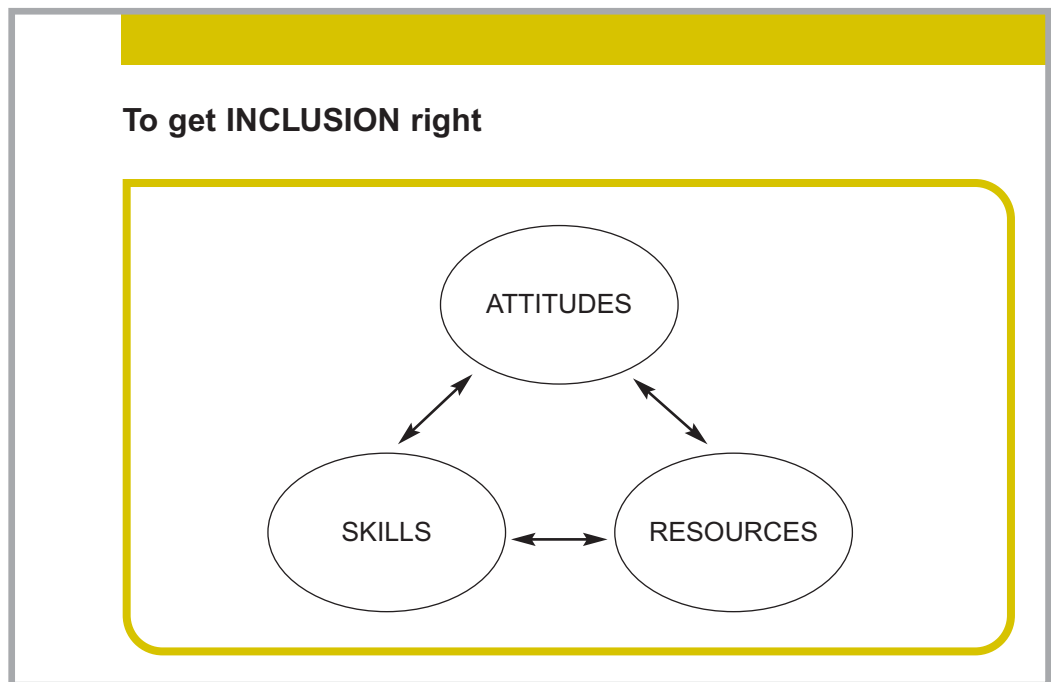
By setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, schools can make sure that all pupils learn and make progress.

Explain that there are three key factors that underpin successful inclusion – attitudes, skills and resources. TAs have an important part to play in each of these areas.

Show presentation slide 1.7.



Presentation slide 1.7



Expand on the points in slide 1.7 using the notes on attitudes, skills and resources below.

Attitudes

TAs should:

- have high expectations of all pupils
- celebrate and value diversity, rather than fear it
- be aware that pupils have more in common than they have that is different
- encourage the participation of all pupils in the curriculum and social life of the school
- work to include pupils in the main activities of the class, wherever possible
- develop 'can do' attitudes in pupils through appropriate degrees of challenge and support.

Skills

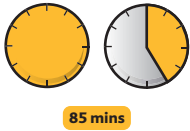
TAs may feel, at this stage, that they don't yet have the skills necessary to include pupils with SEN or disabilities, or those who speak English as an additional language.

Particular skills may be needed for supporting some pupils with SEN or disabilities. For example, in supporting a pupil with a visual impairment a TA may need to be aware of how to present work in a particular format. Later, in video sequence 2.2 of the SEN and disabilities session of this module, participants will see how TAs prepare resources for a blind pupil in a mainstream school. A TA working with EAL learners may need to be skilled at providing models of English for use in different contexts, both in social situations and across the curriculum. Reassure TAs that they can gain such skills by further training, by watching good teachers and experienced TAs at work and by asking for support when they need it.

Resources

TAs may need to learn how particular resources can help certain pupils to gain full access to education and to the wider life of the school. For example, there are various computer-assisted learning packages available to help with reading, spelling and numbers that TAs may need to learn how to use. Later, in video sequence 2.3 of the SEN and disabilities session of this module, participants will see TAs running ICT-based literacy and numeracy programs. Reassure TAs that there will be other professionals available – teachers, advisers, health professionals, the minority ethnic achievement team etc. – to help them learn how to provide the support pupils need.

Explain that the next two sessions will look at inclusion in relation to two particular groups of pupils – those with SEN and/or disabilities and those for whom English is an additional language.



Session 2

Including pupils with special educational needs (SEN) and disabilities

Aims of the session

- To explain what is meant by 'special educational needs' (SEN) and 'disabilities'
- To introduce the special educational needs and disability frameworks
- To make clear the role of the teaching assistant (TA) in supporting pupils with SEN and disabilities
- To indicate sources of help and support for TAs working with pupils with SEN and disabilities

Resources

Presentation slides 2.1–2.17

Course documents 2.1–2.4

Flipchart, projector and screen or whiteboard

Video introduction and sequences 2.1–2.3

Special educational needs: code of practice (DfES 0581/2001)

Special educational needs: a guide for parents and carers (DfES 0800/2001)

SEN toolkit (DfES 0558/2001)

Disability Rights Commission, 2002, *Code of practice for schools*

Disability Rights Commission, 2002, *A guide for parents*

Removing barriers to achievement: the government's strategy for SEN (DfES 0117/2004)

Outline of the session

The SEN and disabilities frameworks 25 minutes

Special educational needs; disabilities

The role of the TA in supporting pupils with SEN and disabilities 60 minutes



25 mins

The SEN and disabilities frameworks

Explain that the feelings associated with exclusion are sometimes expressed by adults in our society who have a disability or a learning difficulty. They feel cut off to some extent, either because of access difficulties – such as to public transport or public buildings – or because of other people’s attitudes and expectations.

Explain that the government wants pupils with SEN and disabilities to succeed in school. The DfES publication *Removing barriers to achievement: the government’s strategy for SEN* (2004) sets out the government’s vision for giving pupils with SEN and disabilities opportunities to succeed in school.

Show presentation slide 2.1.



PPT 2.1

Presentation slide 2.1

The government’s strategy for giving pupils with SEN and disabilities the opportunity to succeed includes:

- **Removing barriers to learning** by embedding inclusive practices in every school and early years setting
- **Raising expectations and achievements** by developing teachers’ skills and strategies for meeting the needs of pupils with SEN and disabilities and sharpening the focus on the progress children make

Explain that the SEN and disability frameworks combine to provide equality of opportunity for pupils with SEN and pupils with disabilities to gain access to education. Explain that schools are required by law to act in particular ways in relation to pupils with SEN and disabilities, and that, as members of school staff, TAs must also act within the law. Reassure the participants that their schools will help them to do this.

Tell TAs that you will summarise the current statutory frameworks later in this unit.

Special educational needs (SEN)

What is meant by 'special educational needs'?

Explain that pupils with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These pupils may need extra or different help from that given to other pupils of the same age.

It is estimated that about 17 per cent of all children will, at some time, experience some kind of special educational need. Tell the TAs that they are likely to come across pupils with a wide range of special educational needs whether they work in mainstream schools or special schools.

Show presentation slide 2.2.



Presentation slide 2.2

The nature of special educational needs

Pupils with SEN may have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

Explain that special educational needs can range from a mild and temporary learning difficulty in one particular area of the curriculum, to severe, complex and permanent difficulties that will always affect the pupil's learning. It is a continuum of need, so there has to be a continuum of educational provision to meet it.

Remind participants that pupils are not regarded as having learning difficulties solely because their home language is not English. Of course, some of these pupils may have learning difficulties as well. Tell participants that session 3 of this module looks in detail at ways of including pupils for whom English is an additional language.

Ask the TAs if they can think of any disability or learning difficulty that might result in a 'special educational need' – something that might prevent a pupil from making adequate progress with learning.

Quickly take feedback on a flipchart.

Provision for pupils with special educational needs

A school's duties to pupils with SEN are set out in the Education Act 1996. Explain that there is a policy and procedural framework called the *Special educational needs: code of practice* (2001) that is used by schools and local authorities. This sets out the educational support arrangements for pupils who are identified as having SEN.

Show a copy of the code of practice and show presentation slide 2.3.



Presentation slide 2.3

The SEN code of practice

- Sets out statutory guidance on policies and procedures for providing appropriately for pupils with SEN
- Helps schools, teachers, local authorities and others to understand their responsibilities
- Seeks to enable pupils to:
 - reach their full potential and to be included in their school communities
 - make a successful transition to adulthood

Explain that the interventions or support that individual pupils require vary. All pupils need support, but some need only a small amount of additional help, while others need a lot.

The SEN code of practice:

- explains how the system works to provide this help
- describes the range of needs
- describes the levels of support that may be required.

Appointing extra staff to enable one-to-one support is not always the best way of helping a pupil; sometimes, for example, they need differentiated learning materials or special equipment.

Levels of support

Explain the levels of support that may be required.

Statements of SEN

If a pupil needs a lot of additional help as a result of quite severe or complex needs, then they might be given what is called a 'statement of special educational needs'. A statement is a legal document that sets out formally a pupil's needs and describes the special arrangements that should be in place to help them with learning. Point out that only a small minority of pupils will require statements. They are only needed for those who have severe and complex needs that will probably extend beyond their school years.

School action

The vast majority of pupils who have special educational needs can be supported without statements, by giving them extra or different help using the resources available in the school. This extra or different help could be a different way of teaching certain things, some help from a TA, perhaps in a small group, or use of particular equipment, like a computer or a desk with a sloping top. This help is called 'school action'.

School action plus

If a pupil does not make enough progress through 'school action', sometimes teachers and TAs will ask for help or advice from, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professional. This kind of help is called 'school action plus'.

Individual education plans (IEPs)

Whether a pupil is being helped through 'school action', 'school action plus' or has a statement, the SEN code of practice requires the school to record the actions that are additional to or different from those in place for the rest of the group or class. One way of recording these is in individual education plans (IEPs), although these are not statutory.

Explain that IEPs (or equivalent) are meant to be a teaching and planning tool. They describe the practical arrangements to be put in place in the school to support the pupil. They usually contain no more than three or four targets, the teaching strategies to be used and a record of the outcomes. The targets will usually relate to the key areas of communication, literacy, mathematics, behaviour and social skills. The strategies might be used across the curriculum or just in specific subjects. The pupil and their parents/carers should be involved in identifying short-term targets and strategies and reviewing the outcomes.

Tell the TAs that they may be part of the support arrangements for pupils with SEN. They might be involved in drawing up the plan, and they will probably help in delivering it. They should certainly see it! The SENCO, or the teacher(s) they normally work with, will help them to use IEPs or other plans effectively.

Areas of need

Explain that the SEN code of practice recognises that there is a wide spectrum of special educational needs and that areas of need are frequently inter-related (so that if, for instance, a pupil has a hearing impairment, they might also, though not necessarily, have difficulties in acquiring language and literacy skills, or they may have some emotional or social difficulties).

The impact of these combinations on the child's ability to learn and make progress should be taken into account. The SEN code of practice describes four areas of need, as follows.

Show presentation slide 2.4.



Presentation slide 2.4

Areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Relating support to SEN

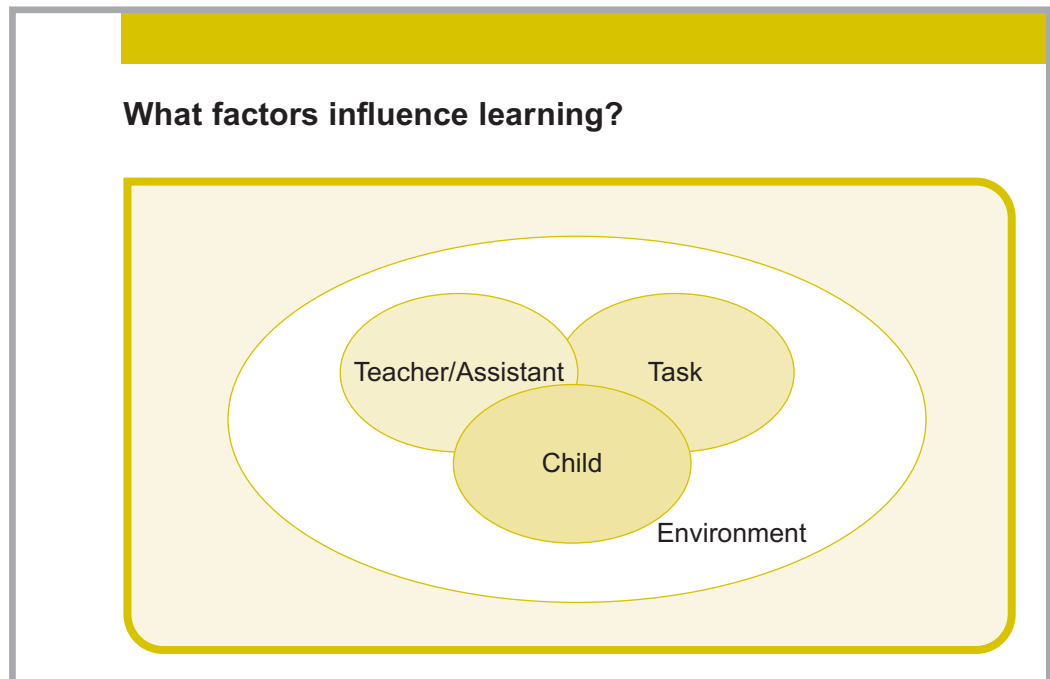
Explain that now you are going to see how a pupil's special educational needs relate to the support provided in school.

Remind the TAs that the word 'educational' is crucial in defining the kind of support they provide. They must have the same high expectations for pupils' achievements as the teachers at the school.

Tell the TAs that a number of factors can influence the way pupils learn.



Presentation slide 2.5



The slide shows the factors that work together to influence learning.

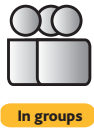
Emphasise that TAs need to be aware of these four interlinking factors:

- The task should be at the right level – pupils should be able to understand it
- The teacher or TA should work with pupils at the right level and pace, showing sensitivity to their needs
- Pupil's abilities, motivation, and physical and emotional wellbeing can vary and affect how they learn
- The classroom environment needs to be right (for example, pupils who present on the autistic spectrum may need a very structured environment in which to learn).

Tell participants that they are going to look more closely at one of these factors – the task.

Explain that presenting a pupil with a task that is too hard can lead to them feeling unsuccessful, and this sometimes puts them off learning. Equally, tasks that are too easy can lead to boredom and lack of progress.

You will need presentation slide 2.6 for this activity.



Introduce the following activity by saying that it is going to demonstrate what it is like to be asked to do a task that is too hard. This activity should convince TAs that the task must be at the right level for learning to take place. It may seem a simple activity but it will demonstrate some of the factors that affect learning at all ages and stages of education.

Tell them that the task will test their visual memory and their hand–eye coordination.

Ask the TAs to turn to course document 2.1 in the *Inclusion* section of the TA file and, on the top line, write their name using the hand they don't normally write with.

When they have done this, tell them that you are going to show them two images, each one for a few seconds, and you want them to copy them into the document once they disappear from view, again using the hand they do not normally write with. They will have 10 seconds to do each one.



Course document 2.1

Doing something that is too hard

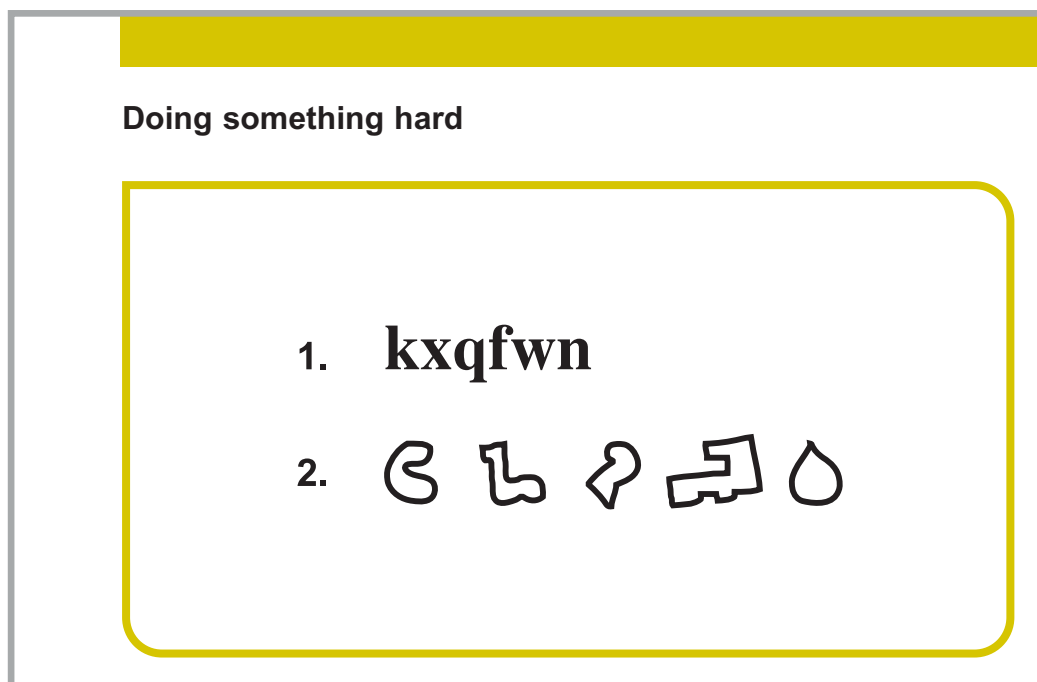
- Write your name using the hand you don't normally write with
- Copy the images from presentation slide 2.6, using your 'wrong' hand

1.

2.



Presentation slide 2.6



When you show each presentation slide, allow 10 seconds for responses, then show the next image for a few seconds, and again allow 10 seconds for responses. If you are using a printed slide, just cover over the images as appropriate.

Ask the group what they would have needed to be successful in doing the task. Take responses (probably "more time", "strategies for understanding information", etc.).

Explain that what was needed was:

- more time for a 'hard' activity
- more practice
- some strategies for assimilating the information, such as to 'chunk' the letters into three parts 'kx – qf – wn' (refer to presentation slide) as one might remember a telephone number, or to give labels to the shapes, like kidney, teardrop, etc. (refer to presentation slide).

Explain that this activity should help the TAs to understand what it feels like to find a task difficult, and to consider strategies that would help them do it better next time. It demonstrates the frustrations that some pupils have in trying to learn, and should help them begin to consider the kind of support that pupils will need to help them learn more easily. Above all, it shows how important it is for the task to be at the right level if the pupil is going to learn.

Tell the TAs that in their work, it is really important that they notice the way the pupil responds to a given task or activity.

Ask them: If an activity seems to be pitched at the wrong level and the pupil is finding it too easy or too difficult, what should you do?

Encourage answers, and record them on a flipchart.

The answers may vary but should include:

- Ask for advice (expand by saying that the teacher or special educational needs coordinator – the SENCO – can help)
- Speak to the pupil, where appropriate, about ways in which the activity might be modified to enable them to take part more fully
- Make the task easier or harder (expand by saying that this is called 'differentiation' or 'personalised learning')
- Explain that an important role of the TA is to help to differentiate work – this may mean working out what differentiation may be needed by, for example:
 - questioning to make sure pupils understand what they are expected to do
 - explaining (without giving answers) tasks that pupils may not have fully understood
 - simplifying oral and written instructions
 - adapting worksheets to make them easier to understand
 - presenting work in short 'chunks'
 - providing key vocabulary.

Add these points to the flipchart if they have not already been mentioned.

Disabilities

Explain that, though often overlapping in the way they are dealt with in legislation, there are important differences between SEN and disabilities.

For example, many pupils with disabilities have no problems in learning and may require no additional or different help to make adequate progress. These pupils do not have SEN but are disabled.

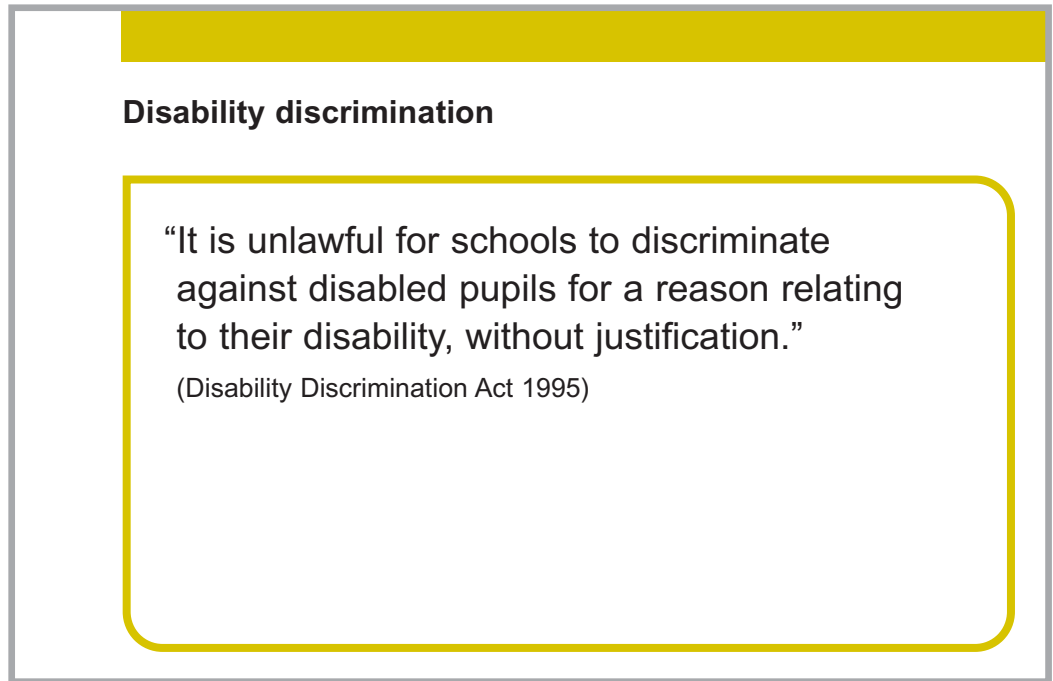
Nevertheless, pupils with disabilities who do not have SEN may be at risk of being treated less favourably than their non-disabled peers and, if they are to be included fully, need 'reasonable adjustments' made for them, under the protection afforded by the Disability Discrimination Act 1995.

Disability Discrimination Act 1995

Show presentation slide 2.7.



Presentation slide 2.7



Explain that, since September 2002, schools have had duties under the Disability Discrimination Act 1995, which was designed to prevent discrimination against disabled children in their access to education.

A school discriminates if it:

- treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability, without justification
- fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.

Tell TAs that you are going to show them some examples of less favourable treatment.



Presentation slide 2.8

Discrimination: example 1

A pupil who presents on the autistic spectrum goes to the front of the dinner queue. A TA standing nearby tells him not to 'barge in'. The pupil becomes anxious but does not move. The TA insists that the pupil must not 'jump the queue'. The pupil becomes more anxious and agitated and hits the TA. The pupil is excluded temporarily from the school.

(adapted from the DRC *Code of practice for schools*)

Ask participants: Is this less favourable treatment for a reason related to the pupil's disability?

Explain that the reason for the exclusion, hitting the TA, may be related to the pupil's disability. Particular features of his autistic spectrum disorder are that he has difficulty in managing social situations, understanding the purpose of a queue, understanding figurative language, such as 'barge in' and 'jump the queue', and managing escalating levels of anxiety. If hitting the TA is related to these features of his autism, then the less favourable treatment he receives – the exclusion – is for a reason related to his disability. And, as we have seen, if less favourable treatment is related to the pupil's disability, then it is likely to be unlawful.



Presentation slide 2.9

Discrimination: example 2

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her diabetes and refuses to allow pupils to bring food into the classroom. The girl has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition. It is unlikely that the governing body (or other responsible body) could rely on a defence of lack of knowledge.

(adapted from the DRC Code of practice for schools)

Explain that this example highlights the need for schools to be able to communicate relevant information about a pupil's disability to any staff members who may need to know. The communication of such information needs to include all staff members who may meet the pupil at any point during the day and this, of course, includes TAs. If any member of staff at school has been informed that a pupil has a disability, then the governing body (or other responsible body), in response to an accusation of disability discrimination, may not be able to rely on the defence of lack of knowledge.

Show presentation slide 2.10.



PPT 2.10

Presentation slide 2.10

Reasonable adjustments

Schools are required to make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage in comparison with those who are not disabled.

(Disability Discrimination Act 1995)

Explain that a school can also be accused of disability discrimination if it does not make 'reasonable adjustments' to ensure that disabled pupils are not put at a substantial disadvantage compared with other pupils at the school. For example, if a school fails to make the arrangements necessary for a disabled pupil to take public examinations, or if staff continue to speak facing away from a pupil with a hearing impairment who needs to see the speaker's face, those pupils are likely to be at a substantial disadvantage compared with other pupils.

Show presentation slide 2.11.



PPT 2.11

Presentation slide 2.11

Making provision

Schools are required to make different or additional provision available (for example, equipment, resources or additional adult support, where necessary) to meet the needs of pupils with SEN, or SEN and a disability.

(Education Act 1996)

The work that TAs do with pupils with disabilities will, in many cases, form part of the reasonable adjustments that schools make to include them. To make sure that TAs do not discriminate against pupils with disabilities, it is likely that they will be told about a pupil's disability and how to work with them.

Show presentation slide 2.12.



Presentation slide 2.12

Developing plans

Since September 2002 local authorities and schools have been required to develop plans to improve access for disabled pupils by:

- increasing access to the curriculum
- making improvements to the physical environment of the school to increase access
- making written information accessible in a range of different ways

(Disability Discrimination Act 1995)

Explain that to improve access to education at school for disabled pupils, schools are now required to prepare and implement an accessibility plan to:

- increase access to the school curriculum; for example, by the use of appropriate teaching strategies, classroom organisation and peer support (such as the use of a buddying or mentoring system)
- improve the physical environment of the school; for example, by the use of setting-down and picking-up points, ramps, handrails and lifts; adapting emergency exits, toilets and washing facilities; and the use of physical aids to help pupils gain access to education (such as specialist desks, chairs and ICT equipment)
- improve the delivery of information that is provided in writing; for example, by providing it in alternative formats (such as large print, Braille and audio tape), by the use of signing and by providing the information orally.

Explain that reasonable adjustments do not include the provision of auxiliary aids or services. These will be provided under the SEN framework, where necessary. Nor do they include the removal or alteration of any physical feature provision. These will be made by local authorities (LAs) and schools, over time, under the 'planning duties' of the Disability Discrimination Act.



60 mins



DVD video

The role of the TA in supporting pupils with SEN and disabilities

Show the TAs the 60-second introductory video sequence: Montage.

Ask TAs to jot down the different roles and tasks undertaken by the TAs in the video in relation to pupils with SEN and disabilities. Tell TAs that they will have the opportunity to look at the many aspects of the TA role later in this unit.

Explain to TAs that they have already looked at the key parts of their role.

Show presentation slide 2.13.



PPT 2.13

Presentation slide 2.13

Key parts of a TA's role

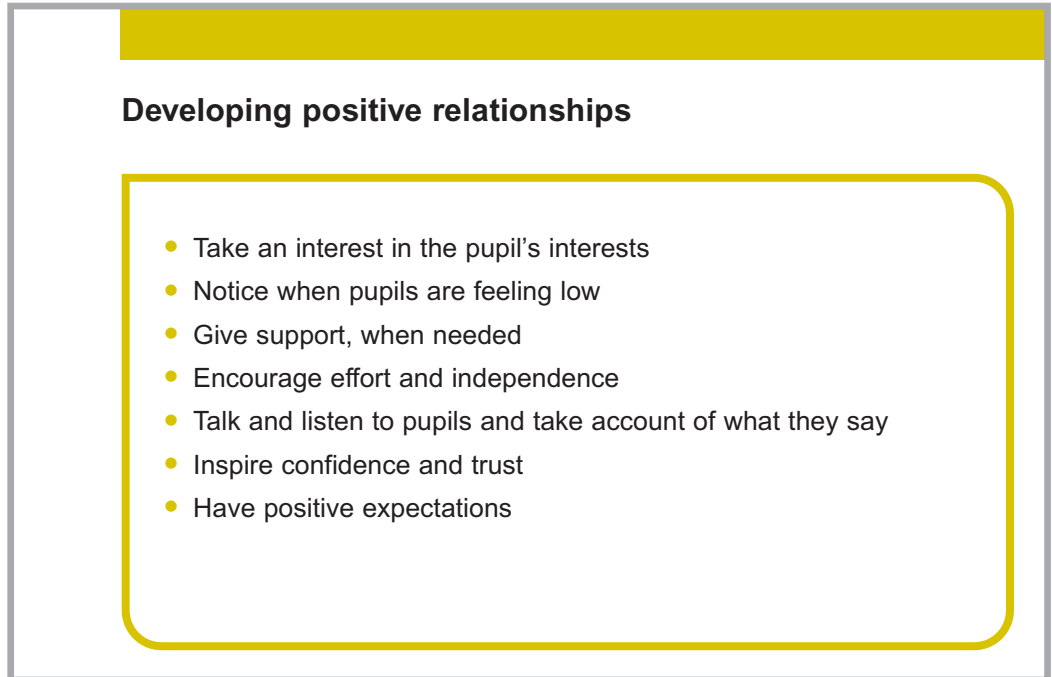
- Promoting independent learning
- Encouraging the inclusion of the pupils in the mainstream environment as far as possible
- Enabling the pupil to carry out a task, not doing the task for them

Explain that, in giving support to pupils, it is really important that TAs work to develop positive relationships with them. It is often the case that pupils who have additional educational needs have low self-esteem and are not confident in their abilities as learners. TAs have an important role in helping to raise pupils' self-esteem.

Ask the group how they might develop positive relationships with pupils. Briefly record their responses on a flipchart.



Presentation slide 2.14



Developing positive relationships

- Take an interest in the pupil's interests
- Notice when pupils are feeling low
- Give support, when needed
- Encourage effort and independence
- Talk and listen to pupils and take account of what they say
- Inspire confidence and trust
- Have positive expectations

Emphasise the importance of TAs talking to pupils, listening to what they say and taking account of their views. In many cases, the pupils themselves may be an important source of ideas about how they might be included more fully in activities.

There are a number of ways that TAs give support to pupils who are identified as having SEN or disabilities – in all cases working under the direction of the teacher to plan, deliver and help to evaluate learning programmes.



Presentation slide 2.15

Ways of supporting pupils

Ways of supporting pupils, under teacher direction:

- as members of the whole class
- as members of a small group in the class
- as individuals in the class
- as members of a small withdrawal group
- as individuals outside the class

Refer to each point in turn.

As members of the whole class

For example, giving encouragement and responding to requests for support from a range of pupils, keeping a particular eye on those who may need support, and intervening as appropriate.

As members of a small group in the class

For example, supporting a group who might be making slower progress than others in the class – reminding the group about the activity and keeping them on task.

As individuals in the class

For example, acting as a scribe; simplifying instructions; providing key words; in the case of pupils with visual impairment, making sure materials are in an appropriate format; and, in all cases, supporting the pupil in achieving the targets set for them.

As members of a small withdrawal group

For example, delivering specific group programmes, such as on anger management, helping develop social skills or helping develop problem-solving or life skills.

As individuals outside the class

For example, delivering a structured speech therapy programme devised by a speech therapist, helping pupils with problem solving, providing pastoral support, actively listening to pupils, helping pupils catch up with subject work, or supporting mathematics, reading or spelling programmes. This support might involve a TA in recording information about pupils and feeding it back to the subject teacher or SENCO.

In all support work with pupils, TAs should aim to include them as much as possible in the activities of the main group so they can be part of both the social and the academic life of the school.

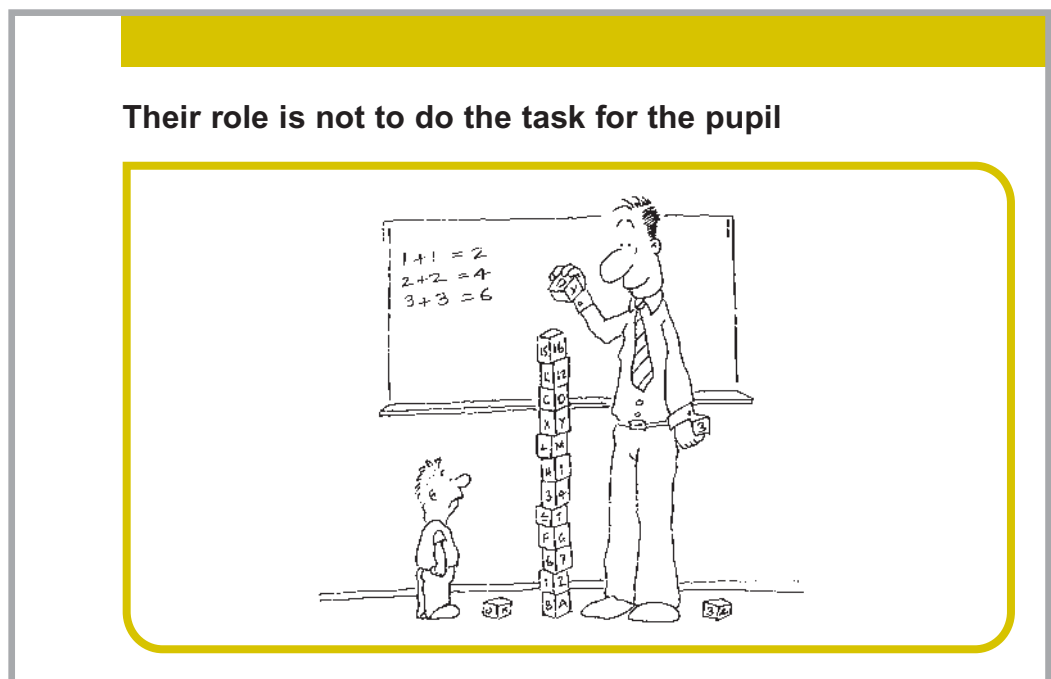
Explain that the amount and type of support that a pupil needs will depend on the nature of their SEN or disability and the context in which they are operating. It is important that TAs are sensitive to pupils' needs and know when to give support and when to stand back to allow a pupil to be more independent.

Point out that it is very easy to allow pupils to be under-challenged and become too dependent on assistance, and that a key part of the TA's job is to promote independent learning. In short, their role is to enable pupils with disabilities and learning difficulties to overcome the barriers that school life can present– **not** to do the tasks or complete the learning for them.

Show presentation slide 2.16.



Presentation slide 2.16



Explain that participants are now going to see some video sequences that show examples of TAs working with pupils who have SEN and/or disabilities.

Note to trainers

It is important that TAs recognise that these clips are not intended to provide examples of the kinds of support that they might provide when working with pupils with particular needs, but rather to consider the principles of supporting pupils with any kind of SEN and/or disability and to reinforce the principles and good practice that have been promoted in the first part of this session.

The trainer should stress that there is not time in this training to look at specialist provision for any one group of pupils; however, the principles of inclusion are the same for pupils with any kind of SEN or disability. Remind TAs that there is information on a range of more common SEN and disabilities, suggestions for the ways that TAs can support pupils with such SEN and disabilities, and sources of further information in course documents 2.3 and 2.4 in the TA file.

Some of the pupils featured in the video clips have severe or low incidence SEN/disabilities, yet schools have managed to include them with effective support from experienced and skilled TAs. Some TAs may feel at first that the video material does not relate to their own role or setting, where they may encounter more pupils with less severe or higher incidence SEN and disabilities (eg. dyslexia).

To make the material relevant to the audience, when discussing these clips, trainers should:

- stress the principles that are being illustrated
- help TAs to think about how these principles apply to their own situations.

Few TAs will have a deafblind pupil in their school; however, when watching the clips involving Samir, a deafblind pupil in a mainstream school, the trainer could ask them to consider how the way the TAs work with Samir might apply to their work with pupils with SEN and/or disabilities in their school.

For example:

- Are there lessons to be learned from the way that Lynn and Kerry balance the special provision that needs to be made for Samir with the need for him to be with his friends and be as independent as possible?
- The TAs that work with Samir are part of a larger team that supports him. They liaise with Samir's mum, other support staff, teachers, advisory teachers and health professionals. How involved are participants in the wider support for pupils with SEN or disabilities that they support? How might closer involvement and teamwork benefit the support team and pupils they support?

After each section, trainers should keep bringing TAs back to the way in which the principles illustrated could apply to their own situations.

There are three case studies in the video sequences:

2.1 Broad Oak primary school (a mainstream school)

2.2 Priory school (a mainstream school)

2.3 Castledean school (a special school)

Trainers should preview the video and read the trainer notes (below) before the session, to help them select those clips most suited to the TAs they are training. For example, a group of TAs from mainstream schools may benefit most from discussing the issues raised by sequences 2.1 and 2.2, whereas trainers might select a mainstream and a special school case study where TAs come from a wider range of schools.

Trainer notes for each clip are given below. It is not intended that you should read these out, but move instead straight to the discussion points. The notes provide guidance about principles and discussion points relating to this session that arise from each sequence.



Show video sequence 2.1: Supporting pupils with SEN and disabilities in a mainstream school (Broad Oak primary school).

Broad Oak primary school has 410 pupils, around 48 per cent of whom come from homes where English is not the first language. It has an average number of pupils with learning difficulties and disabilities.

Samir is nine years old. He has a 60–85 per cent hearing loss and at age four became completely blind. He has reduced sensation in his fingers. He has recently received new digital hearing aids, which have helped his hearing. This is his second year at Broad Oak primary school. Samir is supported by two part-time teaching assistants. In the video they are sometimes called 'intervenorers', which is a specialist term for teaching assistants who specialise in supporting pupils with multi-sensory impairments (MSI). Samir spends as much time as possible with the whole class, supported by a TA, but is withdrawn from class for parts of literacy and numeracy lessons, to give him and the class a better listening environment or to pursue particular programmes, such as mobility and life skills. Often when he is withdrawn from class one or more 'buddies' from his class accompany him.

The sequence is narrated by the teaching assistants, Kerry Taylor and Lynn Garrity, who work for the MSI service.

The video is divided into five clips.

Clip 2.1.1: Building good relationships with pupils

In this clip, Lynn and Kerry provide the commentary. We also hear from Samir's mum, Shaheeda.

Shaheeda explains how, after Samir lost his sight, he became very withdrawn and stopped eating.

Lynn explains:

- that when she first started working with Samir, in another school, he was frightened and withdrawn
- that she built up trust with Samir by being a constant figure in his life and making him feel secure.

Kerry explains:

- that initially Samir was quite angry and upset. He didn't like being touched (tactile defensive)
- how she built up his confidence by doing things with him which he liked
- how, once Samir knew and trusted her, he was more open to learning new things
- how both TAs worked with other staff and pupils at the school to teach them how to include Samir, eg. how he communicated and the importance of letting him know what is about to happen.

After they have watched the clip, ask TAs:

- what the TAs did to gain Samir's trust
- what effect that had
- what information and skills the other adults and pupils in the school needed so that they could include Samir as fully as possible
- if they can draw any parallels with their own setting, where pupils may have very different needs.

Principles to draw out of discussion

- The importance of establishing trusting relationships with pupils
- Ways of building confidence
- Sharing expertise with staff and pupils to enable pupils with SEN and disabilities to be included.

Clip 2.1.2: Working in partnership with parents/carers

In this clip, Kerry provides the commentary. She explains how working closely with Samir's mum:

- enables a consistency of approach between home and school
- improves Samir's communication skills because the TAs can talk to him about what he's done at home and his mum can prompt him to talk about what he has done at school.

After they have watched the clip, ask TAs:

- why it is important to have good communication between home and school
- how the communication between the TAs and Samir's mum helps him to make progress
- how such communication is achieved in their own setting, where pupils may have very different needs.

Principles to draw out of discussion

- The importance of establishing good relationships and communicating effectively with parents/carers
- Importance of teamwork
- Developing pupils' communication skills.

Clip 2.1.3: Teamwork

In this clip we hear from Patricia, an advisory teacher for pupils with MSI, and from the TAs, Lynn and Kerry.

Patricia explains:

- that Samir's programme must enable him to be included with other pupils as much as possible, while meeting his very special individual needs
- describes the team that supports Samir in school
- stresses the importance of planning and coordination with such a big team and the planning arrangements in place in Samir's school, ie. she discusses strategies with the teacher and the TAs, while detailed planning takes place between the TAs and the teacher.

Lynn explains:

- the importance of on-going communication with Samir's teachers so that everyone works together to meet Samir's needs.

Kerry explains:

- how the TAs work from the teachers' lesson plans and adapt materials so Samir can be included
- that by involving Samir in making resources, they can 'pre-tutor' him, introducing new words and concepts so he is able to gain more from each lesson.

After they have watched the clip, ask TAs:

- who is involved in supporting Samir and what their roles are
- how the team works effectively together
- how the TAs ensure that Samir can be included as fully as possible
- why they involve Samir in making and adapting resources
- which teams they are part of in supporting pupils with SEN and/or disabilities.
How do those team work effectively together to plan provision for pupils with SEN and/or disabilities?

Principles to draw out of discussion

- Importance of teamwork
- Importance of a planned and coordinated approach
- Importance of effective communication
- Ways of helping to include pupils in the curriculum and the wider life of the school
- Providing the kind of support to meet pupils' needs
- Involving pupils in their own learning

Clip 2.1.4: Inclusion

In this clip we hear from Patricia, an advisory teacher for pupils with MSI, and from the TAs, Lynn and Kerry.

Patricia explains:

- that Samir's programme must enable him to be included with other pupils as much as possible, while meeting his very special individual needs
- the importance of the TAs in helping him to be included in the curriculum and the wider life of the school
- that he could not be included in PE without a TA present for health and safety reasons
- how TAs can help to interpret abstract language for Samir.

Lynn explains:

- how, by working closely with the local hearing impaired service, she has learnt to carry out routine maintenance on Samir's hearing aids
- that including Samir in a mainstream setting benefits everyone.

Kerry explains that in assembly, in the playground and in more practical lessons, Samir can participate much more independently and the TAs can take more of a back seat.

After they have watched the clip, ask TAs:

- how TAs help Samir to be included with the whole class
- when it is important that Samir has close support
- why is it important for Samir to be as independent as possible
- how, in their own work, they achieve the balance between giving support and allowing pupils with SEN and/or disabilities to be as independent as possible.

Principles to draw out of discussion

- Ways of helping to include pupils in the curriculum and the wider life of the school
- Providing the kind of support to meet pupils' needs but which enables them to be as independent as possible
- Importance of teamwork
- The benefits of inclusion.

Clip 2.1.5: Delivering a specialist programme

In this clip we hear from Patricia, an advisory teacher for pupils with MSI, Kerry, one of the TAs that supports Samir, and from Samir's mum.

Kerry explains that:

- Samir needs individual programmes for literacy, numeracy, mobility and life skills, which TAs help to deliver
- Samir will stay in class for part of the literacy or numeracy lesson, before being withdrawn to pursue his own programme
- whenever possible 'buddies' accompany Samir in his individual programmes.

TAs act as role models for adults and pupils in the school through the way they interact with Samir.

Patricia explains that:

- Samir sometimes needs an individual programme, out of the classroom
- because of his hearing impairment, Samir needs a quiet learning environment for some lessons, so that he can hear properly and to promote his language development
- sometimes the equipment Samir uses (the Braille and voice-output software) might disturb other pupils
- working with buddies helps Samir to be included with others for as much of his individual programme as possible. Samir benefits from the conversation with his peers and the TA about the work he is doing
- Samir couldn't be included and achieve what he does without the support of the TAs
- TAs receive training for their role which gives them the confidence to carry out their role effectively and to offer advice and training to other adults and pupils in the school.

Shaheeda explains how important the TAs (intervenors) have been in the progress that Samir has made.

After they have watched the clip, ask TAs:

- why Samir cannot be included with the whole class all the time
- why working with 'buddies' benefits both Samir and other pupils in the class
- how the TAs act as role models for other adults and pupils in the school
- why Kerry and Lynn need ongoing training

- how a balance between inclusion in the whole class and individual programmes, for those who need them, is achieved in their school
- what continuing professional development is available to them to help them work more effectively with pupils with SEN and/or disabilities.

Principles to draw out of discussion

- Ways of helping to include pupils in the curriculum and the wider life of the school
- Importance of being a role model
- Importance of on-going training to develop knowledge, understanding and skills
- TAs sharing the specialist knowledge and skills they have.



Show video sequence 2.2: Supporting pupils with SEN and disabilities in a mainstream school (Priory school).

Priory school is a large primary school with nearly 800 pupils, aged between three and twelve years. Around a quarter of pupils are from minority ethnic backgrounds and over a hundred speak English as an additional language. The school has a specially resourced unit for pupils who are physically disabled. Over a quarter of pupils have special educational needs.

The sequence is narrated by Sue Berryman, who manages the resourced unit, and Gillian Rutledge, the support staff manager. Gillian worked as a TA in the school for many years.

The video is divided into four clips.

Clip 2.2.1: Providing support in the resource base

This clip is narrated by Sue Berryman, the resourced base manager. Sue explains that the teacher and the TAs work together to plan the best strategy for each pupil or group of pupils. She says that TAs:

- sometimes work closely with individual pupils
- need to understand pupils' needs so that they can help them to gain access to the curriculum and all the other opportunities the school offers
- sometimes adapt resources so they are more accessible
- sometimes provide physical assistance
- sometimes support explanations with symbols or signs

- feed back to teachers so that so that the impact of provision can be evaluated and improved, where necessary.

After they have watched the clip, ask TAs to:

- identify the ways in which teachers and TAs work together to match provision to pupils' needs
- consider how they work with teachers to make sure pupils with SEN and/or disabilities in their school get the most effective support
- consider how they might gain the skills and knowledge they need to provide effective support.

Principles to draw out from discussion

- The range of support that TAs give
- Importance of finding the best ways to support pupils so that they can access the curriculum and are included in the wider life of the school
- Importance of teamwork
- Importance of planning and feedback in matching provision to pupils' needs.

Clip 2.2.2: Providing support in the mainstream environment

This clip is narrated by Sue Berryman, the resourced base manager, and Gillian Rutledge, the support staff manager.

In this clip, Sue explains that:

- pupils from the resourced base are included in mainstream classes as much as possible
- TAs might reinforce what the teacher has said, remind pupils of instructions or break tasks down into smaller chunks that are easier for pupils to understand.

In this clip Gillian explains that:

- where pupils with disabilities and/or SEN are included in mainstream classes, planning between the teacher and TA takes place well in advance so that modified resources can be prepared in advance
- TAs have to view the lesson through the eyes of the pupils they are supporting to identify any potential barriers to learning

- even when things have been planned in advance, TAs may still have to make adaptations during the lesson to ensure that pupils with SEN and/or disabilities are included and can learn
- it is important that TAs feed back information from the lesson to the teacher so that the impact of provision can be evaluated and improved, if necessary, to meet pupils' needs more effectively.

After they have watched the clip, ask TAs:

- to identify the ways in which TAs in the video clip support pupils with SEN and/or disabilities in mainstream classes so that they can be included and can gain access to the curriculum in mainstream classes
- how, in their own schools, they work with teachers to ensure that pupils with SEN and/or disabilities can be included in mainstream classes and access the curriculum.

Principles to draw out from discussion

- Importance of finding the best ways to support pupils with SEN and/or disabilities so that they can access the curriculum and are included in mainstream settings
- Differentiated and personalised learning
- Importance of teamwork
- Importance of planning and feedback in matching provision to pupils' needs.

Clip 2.2.3: Promoting independence

This clip is narrated by Gillian Rutledge, the support staff manager.

In this clip Gillian explains that:

- even pupils with severe disabilities need to be as independent as possible if they are to learn
- TAs need to know when to give support and when to stand back and allow pupils to be independent
- all pupils communicate in some way. TAs need to be aware of how pupils communicate, find ways to enable pupils to express their preferences and take account of what they communicate.

After they have watched the clip, ask TAs:

- how the TAs encourage pupils with SEN and/or disabilities to be as independent as possible
- how the TAs encourage pupils with SEN and/or disabilities to 'have a voice'
- about the different ways that pupils in their schools communicate
- how, in their own practice, they give pupils with communication difficulties opportunities to express themselves.

Principles to draw out from discussion

- Enabling pupils to get the support they need while remaining as independent as possible
- Helping pupils to communicate
- Listening to pupils and taking account of what they say.

Clip 2.2.4: Working as part of a team

This clip is narrated by Sue Berryman, who manages the resourced base. We also hear from Linda Anderson and Kindi Rai who work as TAs in the resourced base.

Sue explains that:

- TAs are often important members of an extended multi-disciplinary team
- TAs have to consider pupils' physical needs, their learning and their care
- TAs will often deliver, on a day-to-day basis, programmes recommended by specialists
- TAs liaise with parents/carers
- those TAs who speak community languages use their skills to improve communication with parents/carers whose first language is not English.

Linda explains how by working closely with someone who specialises in working with pupils with cerebral palsy (a 'conductor') she is able to support Jordan so that he can learn and communicate more effectively.

Kindi explains how she uses her knowledge of community languages to improve communication between home and school, eg. at annual reviews, with parents/carers whose first language is not English.

After they have watched the clip, ask TAs:

- to identify the team of other professionals with whom TAs work
- what TAs can learn from these colleagues
- how TAs can use their own specialist knowledge and skills to benefit pupils and their families/carers
- how their practice with pupils with SEN and/or disabilities benefits, or could benefit, from support from colleagues from inside and outside the school.

Principles to draw out from discussion

- Importance of teamwork in providing effective support for pupils with SEN and/or disabilities
- Importance of communication with other colleagues
- Importance of communication between home and school
- Ways of helping to include pupils in the curriculum and the wider life of the school
- Providing the right kind of support to meet pupils' needs
- The importance of continuing professional development.



Show video sequence 2.3: Supporting pupils with SEN and disabilities in a special school (Castledean school).

Castledean is a primary special school for pupils aged five to eleven years old with moderate learning difficulties. A high proportion of pupils have communication problems and associated social, emotional and behavioural difficulties.

The video is divided into five clips.

The sequence is narrated by Polly Herbert, a higher level teaching assistant (HLTA). Polly has worked at the school for five years and has recently been appointed as a leading teaching assistant in the local authority.

Clip 2.3.1: Working as part of a team

In this clip, Polly explains:

- the importance of planning alongside the teacher and agreeing the role that she will play in the lesson

- the advantages of working closely with one class, ie. knowing the teacher and pupils well, knowing what can be expected of pupils and how to differentiate work for them so that they all learn and make progress
- that, as an HLTA, it is in her contract to lead learning for the whole class while the teacher has planning, preparation and assessment time. This gives pupils the continuity, consistency and routine that they need
- that TAs know the IEP targets for each pupil
- that TAs need to be observant so they know when a child is not learning as well as they might, so they can adapt materials and/or approaches, if necessary
- that, while the teacher is teaching the whole class, TAs observe pupils, making sure they are engaged and behaving well
- that for some pupils, TAs reinforce and interpret what the teacher says
- that meaningful praise is important to motivate pupils to learn
- that it is important that TAs feed back information to the teacher regularly so the impact of provision can be evaluated and improved, if necessary, to meet pupils' needs more effectively.

After they have watched the clip, ask TAs:

- to identify the ways in which Polly and the teacher work together to match provision to pupils' needs
- why it is important for Polly to know pupils' individual targets
- why it is important for TAs to be observant while they work
- to draw parallels between the way Polly and the teacher work together to support pupils with SEN and their own practice back in school.

Principles to draw out from discussion

- Importance of planning alongside the teacher
- Importance of knowing pupils well and their targets, and of having high expectations of what they can achieve
- Importance of a consistent approach
- Importance of observation
- Differentiated and personalised learning

- Importance of praise
- Importance of feedback in matching provision to pupils' needs.

Clip 2.3.2: Providing targeted support

Polly narrates this sequence but we also hear from Rebecca, another TA in the school.

In this clip, Polly explains how:

- TAs sometimes provide support for individual pupils but that the aim of that support is always to include them in the whole class
- they try to build pupils' confidence to enable them to be more independent
- it is important for TAs to know when to stand back and allow pupils to be more independent.

Rebecca explains that:

- one pupil she has been supporting now needs less individual support. She can now work more with other pupils and allow him to work more independently
- TAs are often important members of an extended multi-disciplinary team
- TAs will often deliver, on a day-to-day basis, programmes recommended by specialists
- she supports Jack with his expressive speech therapy in individual sessions and in class.

After they have watched the clip, ask TAs:

- how TAs support individual pupils
- how TAs make sure that pupils get the support they need, but are as independent as possible
- why it is important that pupils with SEN and/or disabilities are allowed to be as independent as possible
- how they achieve this balance with pupils with SEN and/or disabilities in their own schools.

Principles to draw out from discussion

- Enabling pupils to get the support they need while remaining as independent as possible
- Building pupils' confidence

- Differentiated and personalised learning
- Working as part of an extended multi-professional team
- Specialist skills that TAs sometimes have or need, and how to use or acquire them.

Clip 2.3.3: Providing targeted support

In this clip, Polly explains how TAs:

- help reduce stress and make pupils feel secure by maintaining the order and routine of the school
- model the behaviours they want to see from pupils
- help with supervision at playtime and promote healthy eating and life skills
- make resources and help with displays
- help run extra-curricular activities.

After they have watched the clip, ask TAs to identify the range of roles and responsibilities that TAs have in the school and how these help pupils with SEN and/or disabilities to be included, learn and make progress.

Principles to draw out from discussion

- Providing a safe and stimulating learning environment
- Modelling appropriate behaviours
- Promoting life skills and healthy eating
- Supporting learning
- Differentiated and personalised learning
- Helping pupils to communicate
- Increasing access
- Helping pupils to play and enjoy themselves
- TAs using their particular skills and talents.

Clip 2.3.4: Communication

Before TAs view this clip explain that Polly refers to 'Makaton', which is a language programme in which links are made between words and signs and symbols.

In this clip, Polly explains:

- how TAs establish and maintain good relationships with pupils
- how TAs establish and maintain good relationships with parents and carers
- that clear communication is very important
- how all staff in the school use signs and symbols to help them communicate better with staff and with each other
- how staff receive regular training in using signs and symbols.

After they have watched the clip, ask TAs to:

- identify what TAs do to establish and maintain good relationships with pupils
- identify what TAs do to establish and maintain good relationships with parents/carers
- explain how TAs help pupils to communicate effectively
- identify what special skills TAs need and how they gain these
- discuss how good communication is promoted in their school or setting, where pupils may have very different needs.

Principles to draw out from discussion

- Importance of establishing and maintaining good relationships with pupils
- Importance of establishing and maintaining good relationships with parents and carers
- Helping pupils to communicate
- The specialist skills that TAs sometimes need, and how to acquire them.

Clip 2.3.5: Training and support

In this clip, Polly explains that:

- TAs are never asked to undertake any task without appropriate training
- TAs meet regularly and discuss their training needs and have a formal way to inform the senior management teams about these
- TAs meet regularly with the teaching staff in the year group in which they work
- TAs receive training in the school's behaviour policy so that they can act in accordance with it
- teachers and TAs support each other and work as one team.

After they have watched the clip, ask TAs:

- how TAs in Polly's school receive the training and support they need
- how TAs are made aware of the school's behaviour and attendance policy
- why it is important that all staff act consistently, within school policy, when promoting positive behaviour and dealing with unacceptable behaviour
- how they receive information and training in respect of their school's behaviour policy in their own schools/settings
- how they receive training and support to carry out their role in respect of pupils with SEN and/or disabilities in their own schools/settings.

Principles to draw out from discussion

- Importance of on-going training and support
- Importance of a consistent approach
- Teamwork.

Where to get help

Tell the teaching assistants that:

- they will need to know where they can get help if they are unsure about what they need to do in supporting pupils with SEN or disabilities
- working with pupils with SEN and disabilities can be physically and emotionally demanding and they will need to know where to get support if they need it.

Here are some people who can support them.



Presentation slide 2.17

Where to get help

School staff: <ul style="list-style-type: none">• pastoral or subject teachers• special educational needs coordinator (SENCO)• year head/coordinator• other teaching assistants• their mentor	Local authority staff: <ul style="list-style-type: none">• educational psychologist• advisory teacher (such as for hearing impairment or visual impairment)• learning/behaviour support services• health authority staff:<ul style="list-style-type: none">– speech and language and other therapists– community paediatrician (school doctor)
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Explain that if the assistant works closely with one particular teacher, he or she is obviously likely to be the first port of call. Beyond that, the SENCO will advise and support, and possibly the year head. Other TAs with more experience can also help.

There are a number of different specialists who visit the school who can be asked for support. Give examples.

Tell them not to be afraid to ask – they are learning and learning is about asking questions. If they are to be effective, then they need to ask questions, especially:

- Is what I am doing working?
- Is the pupil settled, happy and learning?

If the answer to either is 'no', then they should seek help in getting things right.

Training opportunities

Tell participants about any locally available training and development opportunities in working with pupils with SEN and disabilities and also refer them to the *Teachernet* site (www.teachernet.gov.uk). Explain that *Teachernet* is an education site for teachers, school managers and others who work in education. It has a SEN and disability area, which aims to provide a wide range of advice and materials for teachers, parents/carers and others working with children with SEN in England. There is also an area specifically for TAs.

Action planning

Finally, refer participants to course document 2.2 in the TA file. Ask the TAs to identify:

- three things that they have learned from this session
- three things that they will do, as a result of this session, when they return to their schools.



Book 2.2

Course document 2.2

What have you learnt?	What do you plan to do when you get back to school?

Post-session activities

Activity A – Case studies

Tell TAs that there are a number of case studies in the teaching assistant file for them to discuss with their mentors back at school. Refer them to course document 2.3.

Activity B – Particular special educational needs

Remind participants that the TA file also contains descriptions of the most frequently encountered special educational needs. Ask the TAs to read these in their own time and to keep them for reference. Warn them, however, that these are just for their own understanding and that they should not use the descriptions for diagnosis but only for discussion with teachers about which particular arrangements and approaches suit particular needs. Refer them to course document 2.4.



Book 2.3

Course document 2.3 – Post-session activity

Read the following fictional case studies and then consider and note down your answers to the questions that follow each case study. Discuss each case study and your answers with your mentor back in school. Allow about 10 minutes to consider each case study. Once you have discussed them, together with your mentor, look at the suggestions that follow for how a teaching assistant might support each pupil. Add any ideas you have not considered to your notes.

Case study 2.3a – Communication and interaction

Mark (age 6)

Background

Mark has a specific language difficulty. When he started school, his teachers were concerned about his language development. He had been very quiet at playgroup - this was attributed to shyness, but as he got older it became clear that it was more than this. He has been seen by a speech and language therapist. The results of the assessment indicate that his understanding of language (receptive language skills) is delayed by about 18 months and his expressive language (vocabulary, use of language, language structure) is delayed by about two years. Mark's non-verbal skills are age-appropriate (eg. ability to do jigsaws, follow picture sequences).

Current situation

Mark is in a class of 30. He is passive in the class and does not initiate conversations with the other children. As a result, he is often left out of games and is rather isolated in the playground. He has poor self-confidence and hesitates to try anything new. He only speaks when spoken to and he uses only short phrases or sentences. His use of tenses is poor (eg. "I holded my rabbit") and he sometimes gets words in the wrong order, eg. "No, me can

do that" (I can't do that). He is finding it hard to read and only recognises a few words, eg. 'I', 'go', 'cat', 'and', 'look'. During literacy lessons he seems 'lost'. He is very good at jigsaws and he likes making Lego models. His individual education plan includes a speech and language therapy programme.

As a TA:

1. How can you support Mark?
2. How can you support Mark's teachers?
3. What skills do you need to support Mark effectively?

Case study 2.3b – Cognition and learning

Sunil (age 5)

Background

Sunil was a premature baby who was slow to walk and talk. He has been seen twice a year by doctors at the Child Development Centre at the local hospital. He has made good progress and most of his skills are at about a three-year-old year level, so he has some learning difficulties. He did not attend a pre-school. When he started school at age four, he was seen by an educational psychologist who worked with the teacher and the teaching assistant to develop individual targets for him.

Current situation

Sunil is in a class of 30 children. He is small for his age but is happy in the class group and follows classroom routines well. He does not seem to understand much when the teacher talks to the whole class. His language skills are limited. He speaks in short phrases, eg. "Go home now", "Coat off". He can follow simple instructions. He likes to play with the train set in the classroom and loves PE, following the lead of other children. He can name three colours. He cannot count. Some older children in the school tend to 'mother' him. He cannot yet recognise any words but enjoys looking at picture books. He has individual targets.

As a TA:

1. How can you support Sunil?
2. How can you support Sunil's teachers?
3. What skills do you need to support Sunil effectively?

Case study 2.3c – Behaviour, and social and emotional development

Daniel (age 10)

Background

Daniel has a disturbed background. His parents separated when he was very young and his mother cared for him and his three brothers and sisters. Because of family difficulties, the children were taken into public care by the local authority three years ago and so Daniel has been looked after by foster parents since that time. He sees his mother once a week but has not seen his father since his parents separated.

Current situation

Daniel is in a class of 33. He finds it hard to settle to work and is frequently out of his seat. He has average general ability but his reading, writing and number work are not as good as might be expected. He gets into trouble, especially at breaktime and lunchtimes, because of aggressive incidents in the playground. In class he finds it hard to concentrate during the daily mathematics lesson and the literacy hour, and he does not organise himself in readiness for work, frequently losing his pen. His books are untidy. He rarely finishes a task without a lot of prompting from the teacher. Daniel is interested in animals and supports Sheffield United Football Club.

As a TA:

1. How can you support Daniel?
2. How can you support Daniel's teachers?
3. What skills do you need to support Daniel effectively?

Case study 2.3d – Sensory and/or physical

Lisa (age 9)

Background

Lisa has mild cerebral palsy. As a result, she has little use in her left arm and her left leg is also weak. She wears splints on her arm and her leg. She is able to walk but is rather unsteady on her feet, so she uses a frame with wheels (rollator). Her speech is slow and she finds it difficult to write. She is a friendly girl who likes to be as independent as possible. She is seen regularly by a physiotherapist and an occupational therapist. Assessment by an educational psychologist shows that her reasoning ability is average for her age. She has a statement of special educational needs.

Current situation

Lisa is in a class of 32 in a mainstream school. Each day she does 15 minutes of exercises following a programme set by the physiotherapist. Because of her disability Lisa takes longer than the other children in the class to complete written work. She also takes longer to move around the school, and PE presents particular challenges. Some pupils in the school have been insensitive to her needs. Lisa enjoys reading and is making good progress. She listens well to the teacher and understands instructions. She has an individual education plan.

As a TA:

1. How can you support Lisa?
2. How can you support Lisa's teachers?
3. What skills do you need to support Lisa effectively?

Suggested responses

Case study 2.3a – Communication and interaction

Question 1: You can support Mark by:

- simplifying your own language and encouraging/prompting others to do the same (this should be based on what you know of Mark's receptive language levels), eg. chunk information into smaller sentences and use familiar vocabulary
- modelling appropriate utterances, for example if he says "I holded my rabbit", say, "Yes, you held your rabbit"
- waiting for his response after you ask a question – he may need more time to think about what has been said and to respond
- providing visual support such as symbols, drawings, a visual timetable to alert him to any changes, using personal props such as left to right arrows
- giving instructions one at a time
- giving instructions in a sequential order
- checking Mark has understood – he may not be able to monitor this himself, so ask him to tell you what he thinks you meant
- facilitating opportunities for working in pairs with other children.

Question 2: You can support Mark's teachers by:

- minimising the distractions Mark has to deal with
- monitoring the teacher's language and feeding back on what was not understood
- preparing Mark with key concepts and vocabulary in advance of specific lessons, eg. science
- repeating and revisiting topics and vocabulary
- keeping Mark focused on the teacher and prompting him to listen for key items
- making a visual representation of the information being presented, eg. stick drawings as the story is read by the teacher and using it to jog his memory later
- monitoring the child's non-verbal cues re: understanding.

Question 3: The knowledge and skills you need to support Mark effectively include:

- understanding the structure of language, eg. the difference between receptive and expressive language
- understanding the speech and language therapy programme you are following and how to support this on a daily basis
- sensitivity and perception
- ability to modify plans according to the pupil's responses or actions and to evaluate and recognise success in relation to targets
- knowledge of specialist approaches as required, eg. colour coding, cued articulation, signing
- listening and communication skills
- creativity and ability to think on your feet.

You can get further information about ways to help pupils to communicate from I-CAN, 4 Dyer's Building, Holborn, London, EC1N 2QP. Telephone: 0845 225 4071 or at <http://www.ican.org.uk>

Case study 2.3b – Cognition and learning

Question 1: You can support Sunil by:

- reading to him, so he enjoys stories
- engaging him in playscripts (little storytelling sessions using play people)
- making sure he understands instructions
- teaming him up with a pupil with more advanced language skills
- encourage him to play counting games.

Question 2: You can support Sunil's teachers by:

- using the speaking and listening P scales to set modified learning
- setting objectives/tasks which are appropriate to his developing understanding
- preparing materials with plenty of visual images and finding appropriate concrete objects for lessons that are planned
- devising or finding games for Sunil to play with his parents/carers to develop his communication.

Question 3: The knowledge and skills you need to support Sunil effectively include:

- understanding his learning needs, ideally with the help of a speech and language therapist
- comparison: differences between home language and the language of instruction
- professional development in modifying tasks and materials
- understanding of appropriate ICT approaches to motivate Sunil to practise his language.

Case study 2.3c – Behaviour, and social and emotional development

Question 1: You can support Daniel by:

- making sure he has all his equipment with him and being prepared to provide equipment if necessary
- supporting his understanding of instructions if necessary by breaking them in 'chunks'
- working through some strategies, such as traffic lights, to help him settle calmly
- finding him a 'playtime buddy'
- supporting him through transitions in lessons or the day.

Question 2: You can support Daniel's teachers by:

- making sure he is ready to work
- supporting strategies to help him manage his own behaviour
- observing him and warning the teacher if he seems to be unhappy about anything
- being his first port of call.

Question 3: The knowledge and skills you need to support Daniel effectively include:

- the teacher's planned pattern of response to Daniel's behaviour
- understanding of attachment theory and issues of transition for vulnerable pupils
- a range of strategies to help him manage his own behaviour
- an understanding of Daniel's strengths and interests
- ideas on effective positive reinforcement
- opportunities to develop your ability to listen to him.

Case study 2.3d – Sensory and/or physical

Question 1: You can support Lisa by:

- working with the class teacher to ensure that the reward programme for the class recognises Lisa's efforts and achievements and that her group see the value she adds to their efforts
- finding ICT hardware and software that allows her to demonstrate her knowledge and understanding (Becta can advise)
- being aware of the time constraints and supporting her to complete work in time to move to the next activity or break
- discussing with her and with her physiotherapist what her needs are in subjects such as PE, so that she can make the best use of time in that lesson and be included as much as possible
- arranging physiotherapy exercises so that she is not excluded from the curriculum
- helping her set challenging and achievable targets for herself
- supporting group work where she is able to make a contribution – such as through the group recording work on a computer.

Question 2: You can support Lisa's teachers by:

- discussing Lisa's needs with the teacher and being aware what the main aims of each lesson are
- ensuring that the classroom is organised for Lisa to use a class computer adapted for her needs if she does not yet have one of her own
- facilitating group interaction so that Lisa demonstrates her abilities within the group
- bringing to the teacher's attention any particular difficulty Lisa has with access or understanding in any subject area
- discussing new areas of work and working with the class teacher to ensure the lesson is inclusive and enables Lisa to receive praise and recognition
- discussing homework activities with the teacher and looking at ways to differentiate these so that she is not overburdened.

Question 3: The knowledge and skills you need to support Lisa effectively include:

- disability equality training
- her physiotherapy needs and what they are trying to achieve
- ICT skills and how to enable her to access recording her work through IT (Becta can advise)
- the level of fatigue that she may experience and how this will increasingly affect her throughout the day and towards the end of the school week
- safeguarding training in the area of disability, with particular understanding of the ways to prevent disabled pupils being bullied.



Book 2.4

Course document 2.4

Particular special educational needs

The following pages describe briefly the special educational needs that are most frequently encountered in mainstream schools. These should give you a greater understanding of the arrangements and approaches appropriate for particular types of need. Read these in your own time and keep them for reference. Bear in mind, however, that they are just for your own understanding, and that the descriptions are not for you to use for diagnostic purposes – that is the role of specialists. They should, however, help in discussions with teachers about which particular arrangements and approaches suit pupils with particular needs, and how you might support such pupils.

In the framework described in the *Special educational needs code of practice* (revised edition 2001), which was referred to in the SEN and disabilities session, special educational needs are grouped as follows:

- communication and interaction, eg. dyspraxia, dyslexia, autistic spectrum disorders, Asperger's syndrome
- cognition and learning, eg. Down's syndrome
- behaviour, emotional and social development, eg. attention deficit hyperactivity disorder (ADHD)
- sensory and/or physical, eg. visual impairment, hearing impairment, cerebral palsy.

Children with SEN may have a range and combination of difficulties extending across more than one of these groups.

Attention deficit hyperactivity disorder (ADHD)

What is ADHD?

ADHD is a term used to describe the condition of children who have long-term difficulties in attention, hyperactivity and impulsive behaviour:

- 'inattentive' means being easily distracted, not being able to settle and being forgetful and disorganised
- 'hyperactive' means being restless, fidgety and always 'on the go'
- 'impulsive' means having a tendency to interrupt, talk out of turn or be unable to wait.

ADHD is a medical diagnosis. Difficulties should have been obvious for more than six months for a diagnosis to be made, and should be apparent before the age of seven years. Some children do not have symptoms of hyperactivity but fit the descriptions of inattentiveness and impulsiveness. These children are described as having ADD – attention deficit disorder without hyperactivity.

Sometimes doctors prescribe tablets (stimulants such as Ritalin, Concerta, Equasym or a non-stimulant such as Strattera) which help children to focus and have better impulse control.

As a result of their difficulties, pupils with ADHD find it difficult to plan and control their behaviour. They often seem to be unaware of danger and have a tendency to rush into things. With their seemingly endless talking and activity, these pupils can be extremely hard work for adults.

What are the learning implications?

Skills in concentration, paying attention and following rules are needed in school. Pupils with ADHD find these skills hard to learn. They find listening to and remembering instructions difficult. They are often out of their seats and distract others. Their classmates sometimes find them irritating.

A TA can:

- encourage and give frequent meaningful praise
- make instructions clear and simple
- use rewards to encourage good behaviour
- give immediate sanctions for poor behaviour
- be consistent and calm
- think ahead about potentially difficult situations and how they might be managed.

Where can more information be found?

- The SENCO or the local authority educational psychology service
- National Attention Deficit Disorder Information and Support Service (ADDISS),
PO Box 340, Edgware, MIDDLESEX, HA8 9HL
website: www.addiss.co.uk
- Parents/carers.

Asperger's syndrome

What is Asperger's syndrome?

Asperger's syndrome is an autistic spectrum disorder (ASD) and pupils with Asperger's display the three core impairments that characterise ASDs (see below).

Asperger's syndrome is sometimes referred to as 'high functioning autism'. Within the three core impairments, each pupil with Asperger's will be affected in different ways and some will have highly complex needs.

The three core impairments and the way they may be displayed by pupils with Asperger's are:

- **social communication**

The verbal language of a pupil with Asperger's may appear formal, often limited to set phrases. A pupil with Asperger's interprets what is said literally and this can cause problems of understanding when, for example, figurative language is used. Pupils with Asperger's may have difficulty in initiating conversation, sustaining conversations and correcting mistakes in conversations. While they will happily talk at length about subjects that interest them, they often do not take another person's interests into account. They may also find it difficult to recognise the usual rules of normal conversation, such as listening, reflecting and taking turns

- **social interaction**

Pupils with Asperger's face real difficulties in relating to others, especially other pupils, who may find them odd and awkward in their attempts at making friends. They often have to be taught specific social skills and even then they may have difficulty using those skills in different situations. Pupils with Asperger's may find it difficult to show or recognise emotions in themselves or others and to understand facial expression, eye-contact and other forms of non-verbal communication. Pupils with Asperger's will usually say exactly what they mean, and will not usually understand the need to adapt what they say because of the effect it may have on others. For example, a pupil with Asperger's might quite happily state a fact – such as that a person is fat – without realising that in saying it they may hurt that person's feelings

- **thinking and behaving flexibly according to the situation**

Pupils with Asperger's often have a restricted range of interests, and sometimes only one, which may turn into an obsession. They may prefer factual information to fictional, and while often being extremely knowledgeable on a specialist subject, can find it difficult to make up stories. If they do show an interest in fictional characters and stories, they will tend to prefer exaggerated caricatures such as cartoon stories and horror stories, where extreme emotions are overstated. Pupils with Asperger's often rely heavily on routine, such as always having to follow exactly the same route to school every day, perhaps touching certain objects along the way. Unexpected happenings and changes in routine can cause extreme anxiety. Sometimes it can be difficult to pinpoint the cause of that anxiety.

Some pupils with Asperger's display other difficulties such as clumsiness.

Some will be clumsy both in general coordination and in smaller movements, like handwriting.

What are the implications for teaching and learning?

- Pupils with Asperger's like routines and may become anxious if these are altered
- They are often unaware of others' feelings so may not be included by classmates
- As they often take things literally, they may find it difficult to understand subjects where a lot of figurative language is used, eg. in English or humanities subjects
- PE may be difficult because of their clumsiness or awkwardness
- Pupils may have an unusually accurate memory for detail and they often have good memories for facts and figures
- One idea might lead to another that seems irrelevant
- They might have trouble understanding what they read
- Particular circumstances may trigger anxiety, eg. classroom or corridor noise or bustle, or particular smells, eg. ethanol in science lessons
- Some pupils may be very precise and have problems completing tasks on time.

How might a TA give support?

- Give short, clear and precise directions allowing the pupil time to process the information and check for understanding
- Prepare the pupil for changes well in advance
- Ensure a structured timetable, daily plans and structured lessons
- Use visual prompts
- Apply rules and routines consistently

- Give meaningful praise with reference to what the pupil is being praised for
- Use stories and role-play to teach social skills
- Make use of appropriate ICT
- Ensure that all staff and classmates are aware of the characteristics of Asperger's syndrome
- Encourage inclusion in social situations by planning support.

Where can more information be found?

- Parents/carers
- The SENCO
- Local authority educational psychology service
- www.teachernet.gov.uk/asd
- The National Autistic Society, 393 City Road, LONDON, EC1V 1NG
website: www.nas.org.uk

Autistic spectrum disorders (ASD)

What is ASD?

ASD is a generic term used to describe people who have a common set of difficulties that affect communication, relationships and imagination. Individuals with ASD range from those with severe learning difficulties to those with above average intelligence or high intelligence. The latter are referred to as having Asperger's Syndrome. ASD generally means that a child has difficulties in three areas of development. These areas are:

- **social interaction**
Pupils with autism can display a marked aloofness and indifference to other people, a passive acceptance of social contact or an inappropriately stilted and formal manner of interaction
- **social communication**
Pupils with autism range from not speaking or communicating at all, by either word or action, through to understanding words but not being able to understand the hidden rules of normal conversation or the nuances of meaning

- **imagination**

Pupils with autism can have problems in the development of interpersonal play and imagination, for example having a limited range of imaginative play, possibly copied and pursued rigidly and repetitively. Some pupils may show bizarre and sometimes obsessional interest in facts and figures, such as timetables, drainage systems or motorway networks.

A diagnosis of autism will only be made if there is clear evidence of some degree of difficulty in all three areas of development. Of course, the severity of autism in a child varies considerably, and people with autism are often referred to as being somewhere on the 'autistic continuum' because of the wide range of differences between them. Although autism is found in children of all abilities, it is more often linked with either moderate or severe learning difficulties.

What are the learning implications?

- The pupil will not respond as other pupils do – they will not seek contact or seek to take part in activities the way most pupils do
- They become anxious when routines are broken
- It is hard to know how much the pupil understands
- Structured routines and approaches to learning are really important
- Activities should be planned to reduce anxiety.

How might the TA give support?

- Learn about particular approaches that are appropriate for pupils with autism
- Have a calm and consistent approach
- Provide routines and structure
- Help the pupil to communicate to the best of their ability.

Where can more information be found?

- Parents/carers
- The SENCO
- The local authority educational psychology service
- www.teachernet.gov.uk/asd
- The National Autistic Society, 393 City Road, LONDON, EC1V 1NG
website: www.nas.org.uk

Cerebral palsy

What is cerebral palsy?

Cerebral palsy is not just one condition but a group of complicated conditions that affect movement and posture, stemming from damage to or failure in the development of the part of the brain that controls movement.

The condition itself does not normally change, but the effects of the cerebral palsy on muscles and joints can change as people get older.

Many forms of cerebral palsy are now recognised. It is often described either:

1. according to the part of the body affected:
 - hemiplegia: one side of the body
 - diplegia: whole body affected; or
2. according to the way in which the body is affected:
 - spasticity: the person finds it very difficult to move their limbs so they have problems with posture and general movements
 - athetosis or dyskinetic: involuntary movements such as writhing, twitches or spasms
 - ataxia: the person finds it difficult to coordinate their muscle groups so they have problems with balance, walking, etc.

Most people with cerebral palsy will have a combination of these types and may also have associated conditions such as those indicated below. However, it is important to remember that no two children will be affected in the same way. Cerebral palsy is as individual as the child and needs should be assessed on an individual basis.

What are the learning implications?

There is huge variation between individual children. The disability can be anything from a fairly minor condition that affects the pupil's life only a little, to a major disability that comprehensively affects both the pupil's own life and that of their family.

It's important to realise that some (but not all) pupils who have cerebral palsy also have other difficulties with learning, such as:

- perceptual difficulties
- communication difficulties
- movement and control difficulties

- problems with mixing socially, because it is hard for them to communicate
- sensory impairment, affecting hearing and vision and also sensitivity to touch and food textures
- epilepsy, affecting the child through epileptic seizures and through the drugs used to control these
- behavioural problems, particularly anxiety, opposition and short attention span.

It is essential to look for every possible way for such pupils to communicate, but it is also important to keep a balance between accepting a pupil's genuine limitations and making sure they are provided with as many opportunities as possible to progress as far as they can.

Developments in ICT are able to make significant differences to the quality of life of pupils with cerebral palsy.

How might the TA give support?

- Encourage independence
- Help the pupil to move from lesson to lesson, for example by removing obstacles
- Encourage support for the pupil from classmates
- Be clear about what equipment is needed and how to use it (the occupational therapist can advise)
- Enable communication with the class teacher and with friends
- In some circumstances assist with toileting (respecting the needs of the pupil)
- Deliver a physiotherapy programme, under the guidance of a physiotherapist
- Support understanding, where needed, by using objects and pictures
- Support responses to learning by programming a voice aid or computer
- Facilitate pupil-to-pupil interaction in learning and social settings.

Where can more information be found?

- The local authority is likely to have specialist teachers or educational psychologists who can provide information or advice
- Scope – the cerebral palsy helpline, PO Box 833, MILTON KEYNES, MK12 5NY.
Tel: 0808 800 3333 (confidential freephone), e-mail: cphelpline@scope.org.uk
website: www.scope.org.uk
- Scope inclusion checklists supporting the inclusion of pupils into early years, primary and secondary settings are available from the Scope website
- Parents/carers.

Down's syndrome

What is Down's syndrome?

Down's syndrome is the most common form of learning disability, occurring once in about every 800–1,000 live births. Two babies are born with Down's every day in the UK.

Down's syndrome is a genetic condition caused at conception, due to a failure in cell division of chromosome 21. A baby born with Down's syndrome thus has three of chromosome 21 instead of the usual two, making a total of 47 instead of 46 chromosomes. In the vast majority of children, every cell in the body will have this extra chromosome (this form of Down's syndrome is called Trisomy 21). In a very small number of cases (1–2 per cent) only some of the cells will contain the extra chromosome – called 'mosaic'.

Although children with Down's syndrome do share certain physical characteristics, these vary from child to child. Most importantly, each child inherits its own family looks/characteristics.

Children with Down's syndrome have learning difficulties, but these can vary from mild to severe. They can vary as widely in their development as typically developing children and each has individual talents and aptitudes to be developed. However, generally speaking, at age five many will be functioning at roughly two years below their chronological age, while the most able children will be functioning at near average for their age. At the other end of the ability range, there are children with severe learning difficulties and/or additional problems such as autism or epilepsy.

Children with Down's syndrome develop more slowly than their peers, arriving at each stage of development at a later age and staying there for longer. The gap between pupils with Down's syndrome and their peers thus widens with age.

As with many children, progress for children with Down's syndrome is a continual but unsteady process continuing into adulthood where progress in learning new skills continues. Their progress does not decline as they get older nor, as previously thought, do they plateau in their development.

It is important to remember, however, that although Down's syndrome is due to genetic factors, environmental factors and upbringing play a **critical** role in the development, as for any child.

Certain medical problems are more common in children with Down's syndrome: hearing impairment, visual impairment, respiratory problems, coughs, colds, lower immune system and thyroid disorder. Some 40–50 per cent of Down's babies are born with heart problems and there is a slightly higher incidence of autism, leukaemia or diabetes compared with typically developing peers.

What are the learning implications?

Children with Down's syndrome are **not** just developmentally delayed – they have a specific learning profile with implications for their education, learning and styles of differentiation. A key strength is the fact that they are strong visual learners and a key weakness is the ability to listen to, process and retain speech, ie. they can be poor auditory learners. Factors in the learning profile have physical and/or cognitive implications. These factors are also seen in other pupils with learning difficulties.

Factors that facilitate learning

- Strong visual awareness and visual learning skills
- Ability and desire to learn from their peers – to imitate and take their cue from them
- Keen communicators in spite of speech and language delay
- Ability to use and learn from demonstration, sign, gesture and visual support
- Ability to read and use the written word.

Factors that may inhibit learning

(Not all pupils with Down's syndrome will have all of the following factors)

- Delayed motor skills – fine and gross
- Auditory and visual impairment
- Speech and language delay
- Poor short-term auditory memory
- Shorter concentration span
- Difficulties with consolidation and retention
- Generalisation, thinking and reasoning difficulties
- Sequential difficulties
- Avoidance tactics.

How might the TA give support?

- Encourage independence through visual timetables, peer support and targeting self-help skills
- Liaise with teaching staff over lesson plans and appropriately differentiated or modified activities
- Teach reading and use the written word to reinforce and teach new vocabulary and concepts, aid differentiation and develop speech and language skills

- Use visual/tactile materials such as pictures and concrete materials to reinforce oral work and help understanding of new concepts and vocabulary
- Speak directly to the pupil and reinforce what is said with facial expressions, sign and gesture
- Use simple and familiar language, short sentences and clear instructions
- Give the pupil time to process language and form a response
- Provide short listening activities to develop listening and auditory processing skills
- Provide additional practice to develop and consolidate skills
- Make sure the pupil understands the task
- Make sure the rules are clear and apply them to pupils with Down's syndrome alongside their classmates
- Set up regular and frequent opportunities for social communication
- Make sure the pupil is working with others who are good role models.

Dyslexia

What is dyslexia?

Dyslexia is a specific learning difficulty that hinders the learning process in relation to reading, writing and spelling. When the ability to recognise and manage numbers is affected it is sometimes called dyscalculia. These difficulties are often called specific learning difficulties.

These are lasting difficulties but do not affect all learning skills. In many cases children who have dyslexia can achieve at or above the average level in other areas.

Dyslexia may affect:

- the development of the ability to remember what is seen or heard in sequence
- the ability to identify sounds in words, eg. rhymes, similar sounds and syllables
- speed of reading and understanding
- concentration
- coordination
- the ability to put things in order, eg. letters, groups of letters, days, months, stories or information.

What are the learning implications?

Pupils with dyslexic-type difficulties make mistakes in reading and writing. For example, some letters and numbers are swapped or back-to-front. The connection between letter shape and sound is difficult to learn and remember. When they are learning to read, some of the usual ways of working out unknown words are harder for them than for others. More able readers will recognise a word through its shape, or by looking at parts of the word, letter groups, syllables or the meaning of the sentence. Dyslexic pupils often have difficulty with one or more of these methods. And when they start to write, the letters are often drawn wrongly and writing may not flow.

In addition, pupils with dyslexia can also find problems with directions, map-reading, recognising left and right, and reading music.

Dyslexia affects some pupils very little. Others find that they face real difficulties in learning, their confidence and self-esteem are affected and they lose motivation.

Pupils may find that they need help in recording what they know – for example, with the use of dictaphones, charts, diagrams or models.

How might the TA give support?

- Encourage effort
- Ensure success as far as possible in all subjects
- Amend worksheets to make them understandable
- Provide key words
- Act as scribe
- Read out questions
- Enable self-correction
- Look through materials in advance of the lesson
- Practise memory games
- Encourage use of information technology, such as word processor, dictaphone
- Plan and evaluate with the teacher and/or SENCO.

Where can more information be found?

- The local authority is likely to have specialist teachers or educational psychologists who can provide information and advice
- The British Dyslexia Association, 98 London Road, READING, RG1 5AU
website: www.bda-dyslexia.org.uk

- The Dyslexia Institute, Park House, Wick Road, Egham, SURREY, TW20 0HH
website: www.dyslexia-inst.org.uk
- Parents/carers.

Dyspraxia

What is dyspraxia?

Dyspraxia is a specific difficulty that affects the brain's ability to plan sequences of movement. It is thought to be connected to the way that the brain develops. The effects that dyspraxia has on a child's ability to function at home and at school can vary, depending on the degree of difficulty.

Difficulties may be found in some or all of the following areas:

- gross motor skills
- poor performance in sport, general clumsiness, poor balance, difficulties in learning those skills that involve coordination of body parts, such as riding a bike or swimming
- fine motor skills
- poor handwriting, often resulting from too much pressure being applied to the pencil in an attempt to control it. Conversely, the child's writing may be neat, but extremely slow, reducing the amount of work that they can complete in a given time
- self-help and organisation skills – dyspraxic children often take a long time to get dressed and to organise themselves in the morning. They may find it difficult to remember what equipment is needed when, and typically will mislay their belongings at school
- speech and language skills.

Dyspraxia can be associated with a delay or disorder in expressive language skills, such as in sequencing words within a sentence, or in controlling the movements necessary to articulate certain speech sounds.

What are the learning implications?

Dyspraxia can affect a pupil's progress in school on a number of different levels.

- Poor handwriting skills affect both the speed and quality of written work. Difficulties in self-organisation can extend to difficulties in organisation of thoughts and in planning, leading in turn to disorganised or disjointed work. Often the dyspraxic child appears to have a lot of information in their head, but cannot record that information in a logical and meaningful order. Their written work does not match their apparent verbal ability. These difficulties can lead to frustration and problems with self-esteem, which can further lead either to withdrawn behaviour or to acting out.

- Difficulties in concentration are often associated with dyspraxia, but it is sometimes difficult to say whether these are a genuinely separate difficulty, or whether they are linked to a child's avoidance of difficult tasks.
- Children with dyspraxia can appear emotionally immature, and are often awkward or clumsy in their social relationships. This can result in a degree of social isolation.

How might the TA give support?

- Encourage effort
- Boost self-esteem at every opportunity
- Ensure homework tasks are understood and not too onerous
- Provide 'line guides' for setting out work
- Know how the pupil should sit and hold the pen, and what particular equipment might help
- Help in planning, such as making lists, sequencing events, drawing up timetables
- Encourage support from classmates
- Seek advice from an occupational therapist.

Other sources of information

- SENCO or local authority educational psychology service
- Occupational therapist
- The Dyspraxia Foundation, 8 West Alley, Hitchin, HERTS, SG5 1EG
website: www.dyspraxiafoundation.org.uk
- Parents/carers.

Hearing impairment

What is hearing impairment?

There are different types of hearing loss:

- Conductive hearing loss – this means any cause or condition that affects the progress of sound into the ear canal or across the middle ear. Conductive problems can often be treated by medicine or by surgery; for example, glue ear, which occurs when fluid builds up in the middle ear, can be treated by an operation to insert a grommet
- Sensori-neural hearing loss – this means defects in the fine structure of the inner ear or sound pathways to the brain. Usually high-frequency sounds are most affected. This hearing loss is more likely to be permanent
- Mixed loss – this means both types of hearing loss. It is not enough to know that a pupil has a hearing loss; you need to know which sounds are affected and by how much.

There are also different degrees of hearing loss. Losses are often described as ranging from mild to profound and are measured in decibels (dB).

- Mild loss – is outside the normal range (greater than 20dB and less than 40dB). This would mean a pupil might have difficulty in hearing faint or distant speech, listening and concentrating in classroom or in other noisy environments, and possibly some delay in speech and language skills.
- Moderate loss – is 41 to 70dB. Most pupils with moderate hearing loss have significant difficulties with speech and language and they generally need to use hearing aids.
- Severe loss – a loss measured at between 71 and 95dB, means speech may not be understood without hearing aids or lip-reading. Speech and language are likely to be significantly affected.
- Profound loss – a profound loss (96dB and over) means no speech is heard without hearing aids.

If a pupil was born deaf, or acquired a hearing loss before learning to talk, then their speech is likely to be severely affected. If a pupil became deaf after learning to talk, their ability to talk is not lost, but their speech may be impaired because of their inability to hear their own speech. The earlier a hearing loss is recognised, the sooner its effect can be reduced by treatment or by using hearing aids. Children who have a severe or profound loss benefit from hearing aids or cochlear implants – electronic devices which by-pass the damaged inner ear to stimulate the auditory nerve directly.

What are the learning implications?

- The pupil will find it difficult to know where sound is coming from and a high level of background noise will make things worse
- The pupil will need to be close to the teacher to be able to hear and, if necessary, lip-read effectively, but will also need to be able to see other members of the class
- The pupil may not always have understood the task
- The pupil may find it difficult to communicate with classmates
- Signs of frustration often accompany hearing impairment because of difficulties in communication
- Certain aids and technological support are needed for the pupil to gain maximum access to the curriculum

How might the TA give support?

- Give the pupil time to process information and respond
- Give plenty of encouragement
- Ensure the pupil is sitting where he or she can see the teacher clearly
- Make eye contact and get the full attention of the pupil before speaking
- Use lively gestures and facial expressions
- Be clear about how to use any aids
- Encourage social communication with classmates
- Check understanding.

Where can more information be found?

- The local authority is likely to have specialist teachers of the deaf and educational psychologists who can provide information, advice and support
- The National Deaf Children's Society, 15 Dufferin Street, LONDON, EC1Y 8UR
website: www.ndcs.org.uk
- The Royal National Institute for Deaf People, 19-23 Featherstone Street, LONDON, EC1Y 8SL
website: www.rnid.org.uk
- The British Association of Teachers of the Deaf; website: www.batod.org.uk
- Parents/carers.

Visual impairment

What is visual impairment?

There are a number of different terms that are used to describe visual impairment:

- Partial sight – partially sighted pupils have enough vision to manage school tasks but may need the help of special teaching methods and materials to compensate for their visual difficulties
- Low vision – pupils with low vision have severely restricted vision but can make some use of their sight. They may be able to see work or general mobility in close-up, with the aid of good lighting, careful positioning and low vision aids such as magnifiers. They may or may not use a tactile code such as Braille
- Educationally blind – pupils who are educationally blind are unable to learn through sight and have to be educated mainly by non-sighted methods, using touch and hearing only – for example, using Braille.

Being 'registered blind' involves a medical definition and means that an individual is likely to function in their daily lives mainly through touch and hearing. It does not necessarily mean that they have no useful sight at all.

A significant number of children with visual impairment also have additional needs such as a learning difficulty, hearing impairment or physical disability.

What are the learning implications?

The impact of visual impairment varies considerably between individuals according to the nature and severity of their sight loss and their ability to manage it. For example, a pupil who has been totally blind from birth is likely to experience significantly greater difficulties than one with partial sight who has a good understanding of the visual world around them.

To a greater or lesser degree, the following may apply:

- Visual impairment may affect a pupil's ability to do detailed and careful physical movements. Without visual stimuli the usual motivation to explore may be reduced, and so physical skills and confidence can be slow to develop. Children with impaired vision often have less opportunity to move about independently and to imitate others, and thus develop a poor body image. They may find difficulty with skills that involve the senses and be poor in coordinating movements – for example, they may find it difficult to pour liquids
- Speech and language usually develop normally, but may sometimes be delayed if the pupil has fewer experiences that help develop language and understanding

- Because pupils with poor vision can't learn by watching, they may need tasks to be reinforced for them on an individual basis by additional explanation or modelling. They may not be able to do schoolwork as quickly as other pupils, because it will often be harder for them to access the necessary information
- Because they are not able to learn the messages of body language or facial expression that other children learn without realising it, they may also find difficulties in relating socially with other pupils
- Because those around a pupil with a visual impairment may be tempted to over-protect them, this can combine with all the other things to affect their self-esteem and confidence.

How might the TA give support?

- Encourage the pupil to develop independence and social skills
- Modify worksheets and adapt tasks in consultation with teachers
- Encourage the peer group to include and support the pupil
- Give assistance as necessary in situations where safety is an issue or reinforcement is required
- Develop skills in working with equipment and resources
- Undertake specialist training as necessary, such as in the use of Braille.

Where can more information be found?

- The local authority is likely to have specialist teachers or educational psychologists who can provide information and advice
- Royal National Institute of the Blind, 105 Judd Street, LONDON, WC1H 9NE
website: www.rnib.org.uk

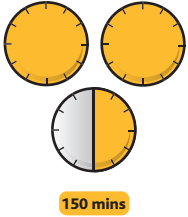
Post-session activities

Activity A – Case studies

Discuss the case studies in course document 2.3 with your mentor. What can you learn from these case studies that you can apply to your own practice?

Activity B – Particular special educational needs

Course document 2.4 contains descriptions of the most frequently encountered special educational needs. Read through these and keep them for reference. Remember, these notes are just to support your own understanding and to help you have well-informed discussions with teachers about which particular arrangements and approaches to use to meet pupils' particular needs. They should not be used for diagnosis.



Session 3

Including pupils for whom English is an additional language

Aims of the session

- To explain the main factors that enable pupils to acquire English as an additional language (EAL)
- To make clear the role of the teaching assistant in helping and supporting EAL learners in the classroom
- To enable teaching assistants to feel confident to work in multilingual classrooms

Resources

Presentation slides 3.1–3.14

Course documents 3.1–3.13

Video sequences 3.1–3.6

Flipchart, projector and screen or whiteboard.

Copies of the 'agree–disagree' chart

Extra copies of course document 3.5

Scissors (see page 95)

Coloured highlighter pens

Café-style room layout

Outline of the session

Language acquisition, identity and inclusion 85 minutes

Introduction and the local context 10 minutes

Considering identity 15 minutes

Inclusion and language learning 10 minutes

Current practice: making inclusion a reality 10 minutes

Learning English as an additional language 40 minutes

Language and curriculum access 65 minutes

Language activity 10 minutes

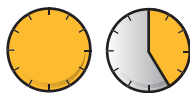
Supporting EAL learners in the classroom 35 minutes

- Planning for the inclusion of pupils acquiring English 15 minutes

- Implementing plans in the multilingual classroom 20 minutes

Monitoring progress in English language acquisition 10 minutes

Supporting EAL learners beyond the classroom 10 minutes



85 mins



10 mins

Language acquisition, identity and inclusion

Introduction and the local context

Explain that this session will provide support and guidance to all TAs who work with pupils who are learning English as an additional language (EAL). Some TAs are employed specifically to support pupils from minority ethnic groups through the ethnic minority achievement grant (EMAG), but many of those who are not will still come into contact with EAL learners in the ordinary course of their work. All TAs are there to help pupils achieve to their best of their abilities, whatever their level of proficiency in English.

Tell teaching assistants that a key objective of this session is to make them 'language aware'. They need to understand that they are in a very strong position to support the teaching and learning of EAL in the many and various encounters they have with pupils in the normal course of their work. This is because valuable opportunities for language learning occur whenever they are engaged in communication with the pupils, within and outside lessons. As the population of our schools becomes increasingly linguistically and culturally diverse, 'language awareness' is becoming an important skill for everyone involved in the education of young people. Staff who are themselves bilingual will have a great deal of experience to draw on.

Explain that time does not allow a wide range of work in different subjects to be covered in the session. However, it is important for TAs to understand that all subjects of the curriculum have considerable potential for motivating pupils to learn EAL. For example, the vocabulary and use of language associated with mathematics, science and art offer rich opportunities for developing pupils' English.

Tell TAs that, to avoid unnecessary repetition and to make best use of the limited time available for training, some of the approaches advocated for supporting teaching and learning are picked up in more detail in other modules. For example, key ideas such as 'scaffolding' are covered in more detail in the English and mathematics modules.

Note: It is assumed in this session that TAs will be familiar with the terminology and practice of teaching English and mathematics, either through having attended the relevant induction modules or from their previous experience.

Different pupils learning English as an additional language

There are nearly 300,000 pupils in maintained secondary schools in England for whom English is an additional language (EAL). TAs can support EAL learners in many of the same ways in which they support other pupils, but these pupils also have distinct and additional needs.

EAL learners are not a homogenous group. Many were born in this country and start nursery or school speaking the language of the home but aware of English as the language of the country. Many of these pupils make rapid progress, particularly in acquiring spoken English. However, it takes many years to become fully fluent in English. Research suggests that it

takes, on average, five to seven years to become fully competent in an additional language. Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts, containing unfamiliar cultural references, and write the academic language needed for success in coursework and examinations takes much longer.

Older pupils arriving in the country face significant challenges. They need to learn to speak, read and write in English at the same time as maintaining their curriculum learning, which is also through the medium of English. It is vital for these pupils that their schools know about their previous schooling to ensure that they receive the most appropriate support.

Explain that, as we can see from the above, pupils learning English as an additional language have very different experiences and needs. Refer participants to course document 3.1 for a variety of statements from different pupils learning EAL.



Book 3.1

Course document 3.1

Language stories

"My name is Layla. I am 11 years old. I have just arrived in England from Somalia. I used to go to the Italian school in Mogadishu and my favourite subject is history. I am looking forward to starting secondary school in September."

"My name is Ercan. I was born in Turkey and I started school when I was six years old. I moved to Germany when I was eight and learned to speak, read and write in German during my two years at school there. I have just come to England and am learning to speak English. I find it easier to use Turkish and English in class activities, but I find it easier to write in German."

"My name is Ahmed. I am 12 years old and I came to England to join my family when I was 10. I can read and write in Bengali and I also speak Sylheti. I enjoy maths and I'm very good at it but sometimes I can't show what I can do because I can't read the questions."

"My name is Kiran. I am seven years old. I was born in England and my family all speak Gujarati. When I went to nursery, I didn't speak any English, but I was used to hearing it in shops, in the street and on television. Now I can speak English, and read and write in English, but I still speak Gujarati at home."

"My name is Abraham. I come from Ghana. My family language is Twi, but we all speak English because English is the language of education in my country. I am 16 years old and I was a successful student at my school in Ghana. When I came to England I was surprised to find that the English spoken here is quite different from the English spoken in Ghana. I am also finding the school is very different from the schools I have been accustomed to."

"My name is Boris. I am Russian. I came to England a year ago when I was six. I had never been to school before, but I had been to kindergarten. My mother has taught me to read and write in Russian. Now I can read English as well. My favourite book at the moment is *The worst witch*."

"My name is Dido. I am 14 years old and I have just arrived in England from Zaire. I speak Lingala and French. I went to a French-speaking school in Zaire for a little while but we had to leave the country suddenly and I've missed a lot of school. I would like to return to my country one day, but I have no one to look after me there."

Local context

Give the local context for pupils learning English as an additional language in your LA. This will include:

- the percentage of pupils who are learning EAL
- the majority languages spoken
- any demographic changes in the local area
- the organisation of provision for minority ethnic achievement.

One way of presenting this information is to ask questions that allow TAs to share prior knowledge and feedback from their pre-course activity, for example:

- How many different languages are spoken by pupils in your school?
- What are the majority languages spoken?
- Has the school population changed over the last few years?
- How is support organised for pupils speaking English as an additional language in your school?

Explain the main aims of the session.



Presentation slide 3.1

Aims of this training

By the end of the training module, participants should begin to:

- know the main factors that enable pupils to acquire EAL
- know how to help and support EAL learners in the classroom
- feel confident to work in multilingual classrooms

Explain that the training will be a mix of talk, activities and video examples.



Considering identity

Share a personal (light-hearted) anecdote about your own name.

The following are examples of the kind of anecdote that is appropriate, and may be used as well.

"Before I married I had a name that no one could pronounce. So I was glad to take my husband's name. Recently, I discovered that my old family name has links with a famous person in history. Suddenly the name doesn't feel so bad..."

"My name, Vasant, means 'spring' in Hindi. My birthday is in August! I was born in Kenya, where there are no seasons as such."



Ask participants to share their own anecdotes with the person sitting next to them (allow 5 minutes).

Ask for three or four volunteers to share their stories with the group, encouraging contributions from different cultural perspectives where possible.

Draw out that there is clearly a link between our name and our sense of who we are.



Show video sequence 3.1: *Speaking from experience*. (Some TAs may have seen this sequence in the NLS training for supporting pupils who speak English as an additional language.) Invite participants to comment on the experience of Maria, the TA in the video.

Draw out the following points:

- A pupil's language, name and sense of identity are closely linked
- It is important to respect and value pupils' languages and cultural heritage
- Pronouncing a pupil's name correctly is a simple but effective way of giving the message that the school is a welcoming environment.



Inclusion and language learning

Explain that it is important for EAL learners to feel part of the class and to be included in all activities as far as possible. Participants may well have found that this point featured in the school policies that they were asked to look at before this training session.

Show presentation slide 3.2.



Presentation slide 3.2

Important factors for learning

For EAL learners we must think about ways in which:

- they can acquire English through interaction with peers and adults in the school
- the classroom environment can support all learners
- activities can be planned to support language acquisition
- the curriculum can be presented to ensure access for all

Tell the participants that provision for EAL learners has changed over time.



Presentation slide 3.3

Changes in the nature of language provision

- Language centres were established in many local authorities
- Language centres were phased out and the teachers went into schools
- Language support teachers taught in partnership with class and subject teachers
- Language specialist and mainstream teachers plan the inclusive curriculum together. TAs support implementation in the classroom

Expand very briefly on the points on the slide.

- Language centres were established in many LAs to teach pupils some English before they went into full-time schooling. English was taught out of context and did not prepare pupils for curriculum content. Pupils were socially and linguistically isolated from their English-speaking peers.
- Language centres were phased out and the teachers went into schools to offer some English language teaching on site, either in the mainstream classrooms or in withdrawal groups. There were time constraints as the teachers had to travel between schools. English language support was not necessarily linked to the curriculum.
- Language support teachers worked in partnership with class and subject teachers, planning the curriculum delivery together to enhance the access of EAL learners to subject knowledge, as well as developing their acquisition of the English language. Partnership helped class and subject teachers plan inclusively for pupils' learning without relying on the presence of a support teacher. This approach worked well in schools where time was available for joint planning. It required language support teachers to develop their subject knowledge, especially at secondary level.
- Now, language specialist and mainstream teachers plan an inclusive curriculum together. TAs support implementation in the classroom. For this to be effective, TAs need to feel confident to support pupils' English language acquisition and curriculum learning. They need to be deployed effectively, with full access to lesson plans.

Draw the participants' attention to the timeline and summary of key legislation and reports that appear in the TA file as course documents 3.2 and 3.3. Ask the TAs to read these documents later, in their own time.



Minority ethnic achievement and English as an additional language

Provision and practice – a brief history

Language centres established – pupils new to English withdrawn from mainstream lessons	Language centres phased out – E2L teachers support pupils in school – both within mainstream and in withdrawal groups	Language support teachers work in partnership with mainstream class and subject teachers	Language specialist (EMA) and mainstream teachers plan the inclusive curriculum together. TAs support implementation in the classroom
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1966	Section 11 of Local Government Act
1975/6	Race Relations Act Bullock Report <i>A language for life</i>
1981	Rampton Report <i>West Indian children in our schools</i>
1985	Swann Report <i>Education for all</i>
1988	Calderdale ruling Education Reform Act National curriculum introduced
1993	Private Member's bill concerning funding support for minority ethnic pupils
1999	Introduction of ethnic minority achievement grant (EMAG) MacPherson Report
2000	Curriculum 2000 Statutory inclusion statement Race Relations Amendment Act <i>Learning for all</i>
2002	All schools produce a race equality policy
2005	In schools with significant numbers of bilingual or ethnic minority learners, EMAG finances additional specialist teachers and support staff to address the specific needs of EAL learners. In mainly monolingual areas, specialist LA staff undertake advisory visits, short-term placements or peripatetic support. Focus on developing mainstream expertise to provide for the needs of EAL learners.



Course document 3.3

Summary of key legislation

1966 Section 11 of the Local Government Act 1966 provides additional funding for local government for English language teaching, and is principally geared to teaching children arriving in UK schools from the New Commonwealth.

1975 The Bullock Report, a major report on the teaching of English, promotes the importance of language across the curriculum. It states: "No child should be expected to cast off the language and culture of the home as (s)he crosses the school threshold."

1976 The Race Relations Act 1976 makes racial discrimination open to legal challenge.

1981 The Rampton Report attempts to address growing concerns about race relations among parents and communities. It introduces the notion of institutional racism and promotes a programme of 'multi-cultural' education.

1985 The Swann Report focuses attention on linguistic and other barriers that prevent access to education. It implies that the use of separate language centres may be discriminatory in effect as they deny children access to the full range of educational opportunities available.

1988 In the report of a formal investigation in Calderdale local education authority, the Commission for Racial Equality (CRE) states that Calderdale's policy of separate English language tuition for minority ethnic pupils cannot be justified on educational grounds and amounts to indirect racial discrimination.

The national curriculum states that all pupils are entitled to a broad and balanced curriculum.

1993 A Private Member's bill extends Section 11 funding to include support for all minority ethnic pupils.

1999 The ethnic minority achievement grant (EMAG) replaces Section 11 funding and places the responsibility for the achievement of minority ethnic pupils on schools.

The Macpherson Report, following the enquiry into the murder of Stephen Lawrence in 1993, emphasises the need to address institutional racism. It requires all LAs, other branches of local government, and the police to make their actions to counter racial discrimination explicit.

2000 The national curriculum is revised and the duty to ensure teaching is inclusive is made statutory: "Teachers have a duty to plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively."

Ofsted institutes training for all inspectors in the evaluation of educational inclusion, with a strong emphasis on race issues.

The Race Relations Amendment Act 2000 requires all public bodies to produce a race equality policy by 31 May 2002, and to have explicit means of reporting, monitoring and challenging racial harassment.

The CRE publication *Learning for all* sets out the standards for race equality in schools.

2005 In some schools, the EMAG finances additional specialist teachers and support staff, including EAL and EMA teachers or coordinators, bilingual teaching assistants, higher level teaching assistants, teaching assistants, community language teachers and instructors, and nursery nurses, as well as other staff who address the specific needs of pupils learning English as an additional language. Specialist staffing is limited largely to schools with significant numbers of bilingual or minority ethnic learners. In mainly monolingual areas, specialist consultants, teachers and support staff are likely to be employed by the local authority and may undertake only advisory visits, short-term placements or peripatetic support in schools. Recent government initiatives focus on raising the achievement of pupils from minority ethnic groups and developing mainstream expertise in providing for the needs of EAL learners. For example, the primary national strategy has produced *Excellence and enjoyment: learning and teaching for bilingual pupils in the primary years*.



10 mins

Current practice: making inclusion a reality

Preface the next video sequence by emphasising that TAs are central to making inclusion a reality in the classroom. The sequence demonstrates some of the ways in which TAs work in all the phases of schooling. When watching the video, participants should consider the questions on presentation slide 3.4, which should be left up during the video.

Show presentation slide 3.4.



PPT 3.4

Presentation slide 3.4

Making inclusion a reality

- How does the TA help to develop the pupils' English language acquisition?
- How does the TA support the pupils' understanding of the lesson?
- In what ways do primary and secondary schools differ when settling in a newly arrived pupil?



Show video sequence 3.2: Pupil induction and inclusion.

After the sequence, ask the TAs to discuss briefly in their groups what they saw in relation to the questions they were asked to consider (allow five minutes for this) then take brief feedback from each group.

Show presentation slide 3.5, drawing attention to any points that were not raised by the participants.



Presentation slide 3.5

Making inclusion work

TAs are central to making inclusion work in schools by:

- getting to know the pupils
- familiarising newly arrived pupils with school life and classroom routines
- facilitating pupils' acquisition of the English language
- acting as an advocate for pupils from a knowledge of their strengths and skills



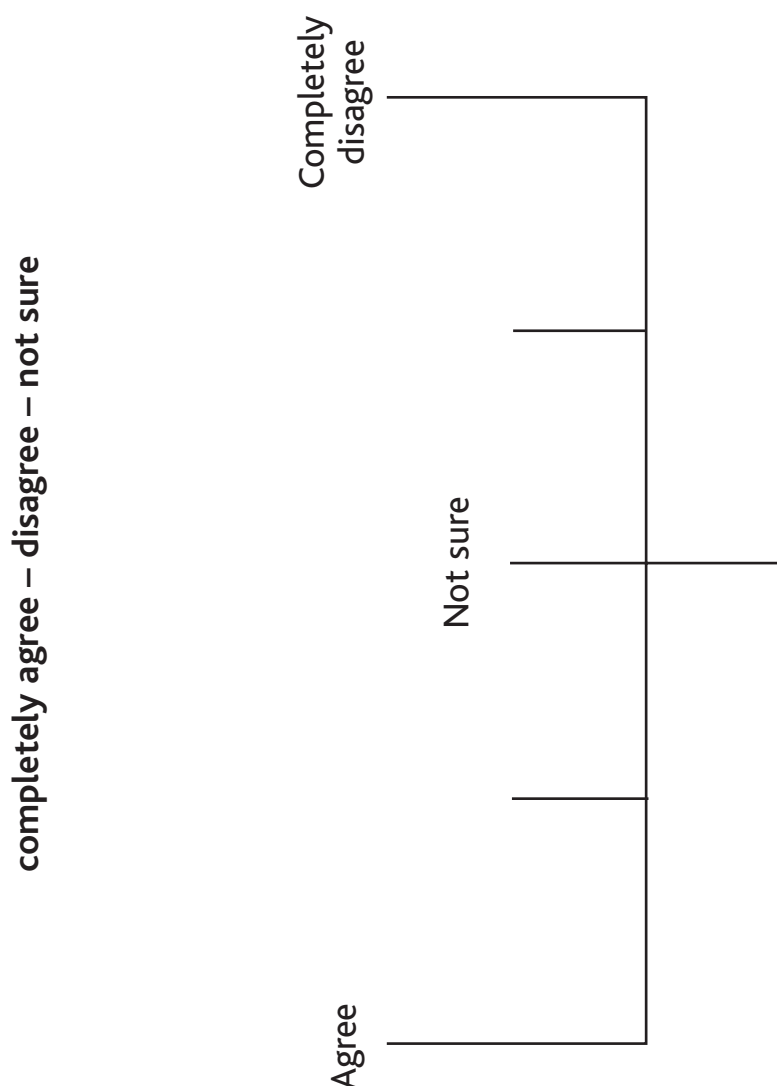
40 mins



In groups

Learning English as an additional language

This activity requires each group of four or six participants to be given a simple 'agree–disagree' chart (see below) and to use a copy of course document 3.4. You may wish to enlarge the chart on a photocopier on A3 paper or otherwise produce your own version. Distribute one copy to each group. The eight statements in the course document are to be cut up. You could either ask participants to remove and cut up the copies in their TA files, or distribute photocopies in advance.





Book 3.4

Course document 3.4

When pupils are learning a language it's normal for them to be silent for a while.

Pupils learn languages more easily if they are not afraid of making a mistake.

It's very important to have opportunities to talk and work with others when learning a new language.

It's very important to correct pupils' mistakes when they are learning a language.

Pupils learn languages more easily if they work through grammar exercises.

Pupils learn languages most easily when they have a real need to communicate with other people who speak the language.

Once pupils can communicate in English they don't need additional support in lessons.

Children in this country have to learn English – their home language is of no use to them any more.

Ask participants, in groups of four or six, to arrange the eight statements in course document 3.4 on a continuum from 'agree' to 'completely disagree'. Each group should try to come to a consensus decision for each statement. Give them two or three minutes, then take feedback from the groups about statements at either end of the continuum, but do not comment. Tell the participants they can move the statements about during the input if they wish.

Explain that, unless there is a significant learning difficulty, all children are fluent in a language by the time they start school at the age of five.

Before discussing learning English as an additional language it is worth considering how all language is acquired because the basic principles are the same.

Ask the participants to think about how adults support very young children in language learning. (If relevant, ask any parents in the group to reflect on their own experiences with babies and young children.)

Take feedback and note the responses on a flipchart. Draw out the point that language-learning activities in the home normally take place in a stress-free environment.

Show presentation slide 3.6.



Presentation slide 3.6

A stress-free environment

First language learning normally takes place in a stress-free environment:

- through interaction with adults who care
- when every attempt at speaking is praised
- when the rules of the language are modelled naturally
- when there are interesting things and events that stimulate language
- when gesture and body language, including facial expression, reinforce the spoken word

Expand on the slide by making the following points:

- Within a family context, adults talk to the children in the here and now, and expand the child's utterances. They also use songs and rhymes.
- The child feels secure and encouraged to speak because adults always respond positively.
- The child hears language used, in context, by fluent speakers and actively seeks out the rules of the language.

Explain that there are several ways in which schools can create a stress-free language learning environment:

- All pupils need to feel safe and valued and that they are protected from harassment, racial or otherwise.
- In the classroom, adults encourage the learner to talk about what they are doing. For example, in the last video sequence we heard the TA say "Where's Dad going?" Samiya replied "Work" and the TA responded: "He's going to work." The TA might then have asked the child to answer the question again by repeating the full sentence "He's going to work" because extending the child's one-word utterances is an important step in early language learning.
- In the classroom, EAL learners need positive encouragement to take risks when speaking English.
- In the classroom, EAL learners need to have opportunities to work alongside peers and adults who model English well.

Emphasise that it is important that parents/carers and pupils are encouraged to maintain and develop pupils' first language because this provides a basis for the learning of English as an additional language.

The process of acquiring English as an additional language involves engaging with the four closely related aspects of English: speaking, listening, reading, writing.

Show presentation slide 3.7.



Presentation slide 3.7

Speaking and listening

EAL learners:

- need to listen and tune in to English being used in context
- may be silent for a time
- need lots of opportunities to talk

Pupils acquiring English need time to acclimatise to the sounds and aspects of the language as well as the surroundings in which it is used. This is commonly known as the 'silent period', although considerable learning activity is taking place. For example, the learner will be intent on listening to get a sense of the language, to understand words and conversational exchanges between adults and children, and to match what they are hearing to what they already know about English.

Some pupils will very quickly attempt to speak, learning from their mistakes through feedback from peers and adults. Others may be more cautious, waiting until they are fairly certain that they will be understood.

Opportunities for different types of talk need to be planned; for example, paired work, group talk, role-play and recounting stories, events and experiences. TAs can contribute powerfully to English language learning by telling stories, reading from books and sharing books with pupils so as to bring together the spoken and written word.



Remember that learners will always be able to understand more than they say.

Ask the participants to divide into pairs and to share with their partners their own earliest

memories of stories or books (allow five minutes). Draw out the link between story-telling, being read to and gaining knowledge of print in the home and the environment.

Show presentation slide 3.8.



Presentation slide 3.8

Reading and writing

- Some pupils will be literate in their first language, others will not
- Most pupils will be learning to read and write in English at the same time as they are learning to speak
- All pupils will need specific support with writing in English
- Pupils who are already literate in a language will already know a lot about reading and writing as a process

Develop the points on the slide:

- Pupils who are literate in a language other than English will already know many of the conventions of reading. They may look for cues and use books as a medium for learning.
- Some pupils, who may have had a fractured schooling, will take longer to develop literacy in English and will need specific support. In secondary schools TAs are well placed to provide additional support for reading.
- All early learners of English benefit from fiction texts with:
 - a strong story line
 - good illustrations
 - repetition
 - universal appeal (humour, relationships, traditional tales).

It is not always easy to find fiction texts that are age- and language-appropriate for older EAL learners. However, TAs should avoid using books designed for much younger children with older early stage learners of English.

- Non-fiction texts need to be well organised and attractively illustrated. This is particularly important at secondary schools where the majority of texts used are information texts. Shared text can be made accessible to pupils learning English by using visual supports such as props, pictures or video or by focusing on extracts from the text. Directed activities related to 'bits' of the text can be helpful.
- Oral fluency in English is normally in advance of literacy development. It is important, therefore, that pupils are monitored beyond the early phase of English language acquisition. This will ensure that appropriate provision is made to support their continuing language and literacy development in English. The use of writing frames, prompts and grids can help pupils organise their ideas. Word banks and dictionaries can support spelling and vocabulary.
- Written work is best corrected through rereading – Does it sound right? – and redrafting together:

"I didn't enjoyed the food because it wasn't taste nice."

"I didn't enjoy the food because it didn't taste nice."

Making corrections to written work without the pupil present is less effective than correcting work together.

Refer back to the agree–disagree line. Ask if any participants have moved any statements while they have been listening to the above points. Are there any statements they would like to discuss?

Refer the participants to course document 3.5, where they will find comments on the statements they were asked to place on the agree–disagree line.



Course document 3.5

Statement	Comments/rationale
When pupils are learning a language it's normal for them to be silent for a while.	An initial silent period, which may last for a very short time or up to a few months, is a natural stage when learning a language. It is a time for listening, and tuning into the language and routines of the lessons.
It's very important to have opportunities to talk and work with others when learning a new language.	Pupils learn the language of the curriculum through talking and working collaboratively with English speakers, who act as role models.
Pupils learn languages more easily if they work through grammar exercises.	Grammar exercises can reduce relevance, purpose and content, all of which are crucial to enhance the learning of languages.
Once pupils can communicate in English they don't need additional support in lessons.	Oral fluency in English is usually ahead of literacy development. Appropriate provision needs to be made to ensure continuing language and literacy development.
Pupils learn languages more easily if they are not afraid of making a mistake.	We cannot learn a language without making mistakes. It is important to create a safe environment that allows pupils to practise the language without worrying about these mistakes.
It's very important to correct pupils' mistakes when they are learning a language.	Pupils benefit from good models of the language that is being learned, and from sensitive error correction. Over-correction of mistakes will inhibit learners from 'having a go', slowing down the process of language learning.
Pupils learn languages most easily when they have a real need to communicate with other people who speak the language.	To learn a language it is necessary to use it in a meaningful way.

Children in this country have to learn English – their home language is of no use to them any more.

It is essential for children in this country to continue to use their home language as they are learning English. Their first language gives pupils a sense of identity, and research shows that it also improves their progress in English and raises achievement. Being bilingual is a very useful attribute, which should be encouraged. It is not as easy to maintain and develop proficiency in your first language as is often assumed.



In groups

Ask participants to look at course document 3.6. This has two sections corresponding to presentation slides 3.7 (Speaking and listening) and 3.8 (Reading and writing). Ask the participants in their groups of four to six to discuss ways in which TAs can support pupils, and to write appropriate strategies in the boxes. Allow 10 minutes for this activity.



Book 3.6

Course document 3.6

Ways in which TAs can support EAL learners

Speaking and listening

Reading and writing

Now ask the TAs to look at course document 3.7 for some ways in which they can provide support.



Book 3.7

Course document 3.7

Ways in which TAs can support pupils who are learning English as an additional language

Speaking and listening

- Welcome and show a positive attitude to bilingualism
- Engage the pupils in conversation and encourage as much spoken response from them as possible, inside and outside the classroom
- Sit with them and act as a mediator
- Speak to them directly and help them join in with class and group activities
- Help them to contribute to group discussion
- Provide models of English language use in different contexts.

Reading and writing

- Tell stories and share books
- Discuss texts and illustrations
- Share useful additional material which 'explains' texts or tasks
- Act as a scribe occasionally to record their ideas
- Help run reading, homework and other clubs.



65 mins



10 mins



PPT 3.9

Language and curriculum access

Language activity

Show presentation slide 3.9.

Presentation slide 3.9

Language quiz

Parcio a Theithio	Stap 2 – Plaatsing van de opvanglade 1. Haal de opvanglade uit haar plastic omhulsel 2. Zet de geleiders op de opvanglade gelijk met de groeven op de printer 3. Duw de lade erin en vergrendel eerst de linkerkant en daarna de rechter 4. Breng de lade naar beneden, in haar horizontale stand
KIBRIS TURK HAVA YOLLARI	歡迎光臨

The slide shows four signs in different languages. Ask participants to name or guess what language each sign is in and what it means. Also ask them to consider what kind of support they would need to make sense of each one.

Ask the participants to discuss this activity and take feedback.

Ask for a translation or guesses at the meaning of the words displayed.

Ask participants what helped or would help them to understand the words shown.

Draw out the following points:


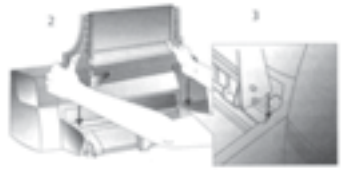

- visual support – pictures, diagrams, symbols
- context – where might you see this word? (eg. in a car park, at the front of a hotel)
- translation – written or spoken.

Show presentation slide 3.10.



Presentation slide 3.10

Language quiz answers



Parcio a Theithio Aberystwyth	Plaatsing van de opvanglade
	
Park and Ride	

Show presentation slide 3.11.



Presentation slide 3.11

Language quiz answers

	歡迎光臨 WELCOME TO
KIBRIS TÜRK HAVAYOLLARI CYPRUS TURKISH AIRLINES	 西安钟楼酒店 Bell Tower Hotel Xian



Supporting EAL learners in the classroom

The feedback from the language activity leads to focusing on language acquisition and learning within the curriculum. This section explores ways in which language learning takes place in context.

Explain that pupils learn English as they engage with the curriculum, as will be seen in the video sequences.



Planning for the inclusion of pupils acquiring English

Ask the participants to consider the following points, which come from a discussion between a headteacher of one school and the headteacher and deputy of a neighbouring school that they will see in the following video sequence.

Show presentation slide 3.12.



Presentation slide 3.12

Management of teaching assistants

Points made by senior managers:

- TAs need to be well managed by senior management
- Time should be allocated for TAs to plan and review alongside the teacher
- Good continuing professional development needs to be provided for teachers and TAs



Show video sequence 3.3: Senior managers talking.

Repeat the final quote from one of the headteachers:

"The teacher plans and the teacher outlines things and clearly communicates them to the teaching assistants. They are briefed well and the difference they make has been amazing."

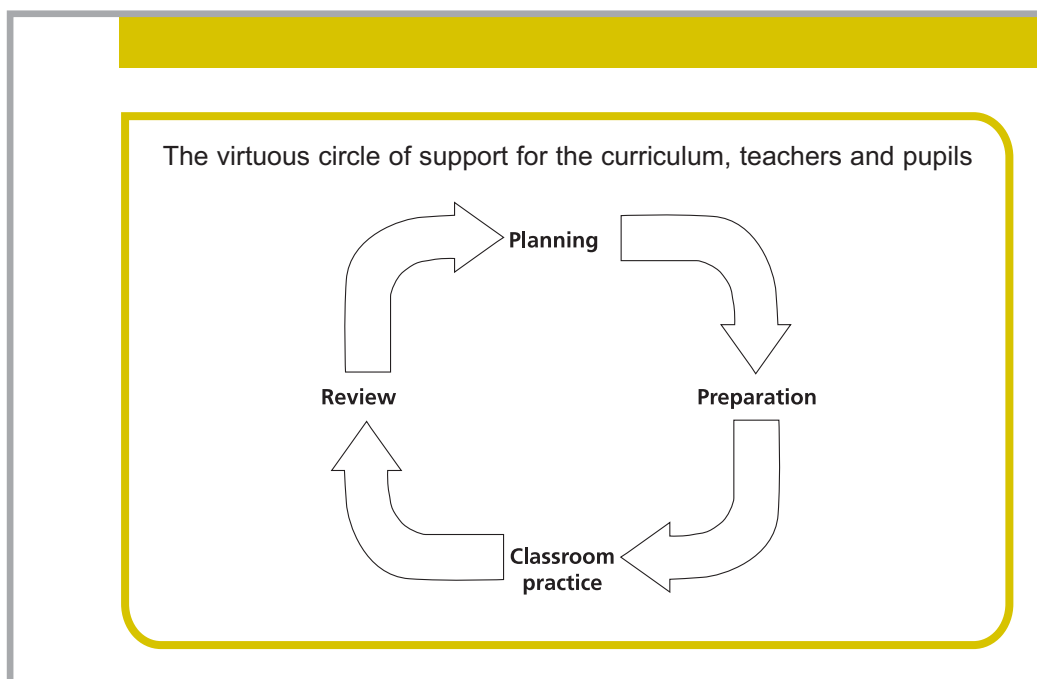
Remind the participants about the planning cycle, which they may have come across in other TA induction training modules.

Show presentation slide 3.13.



PPT 3.13

Presentation slide 3.13



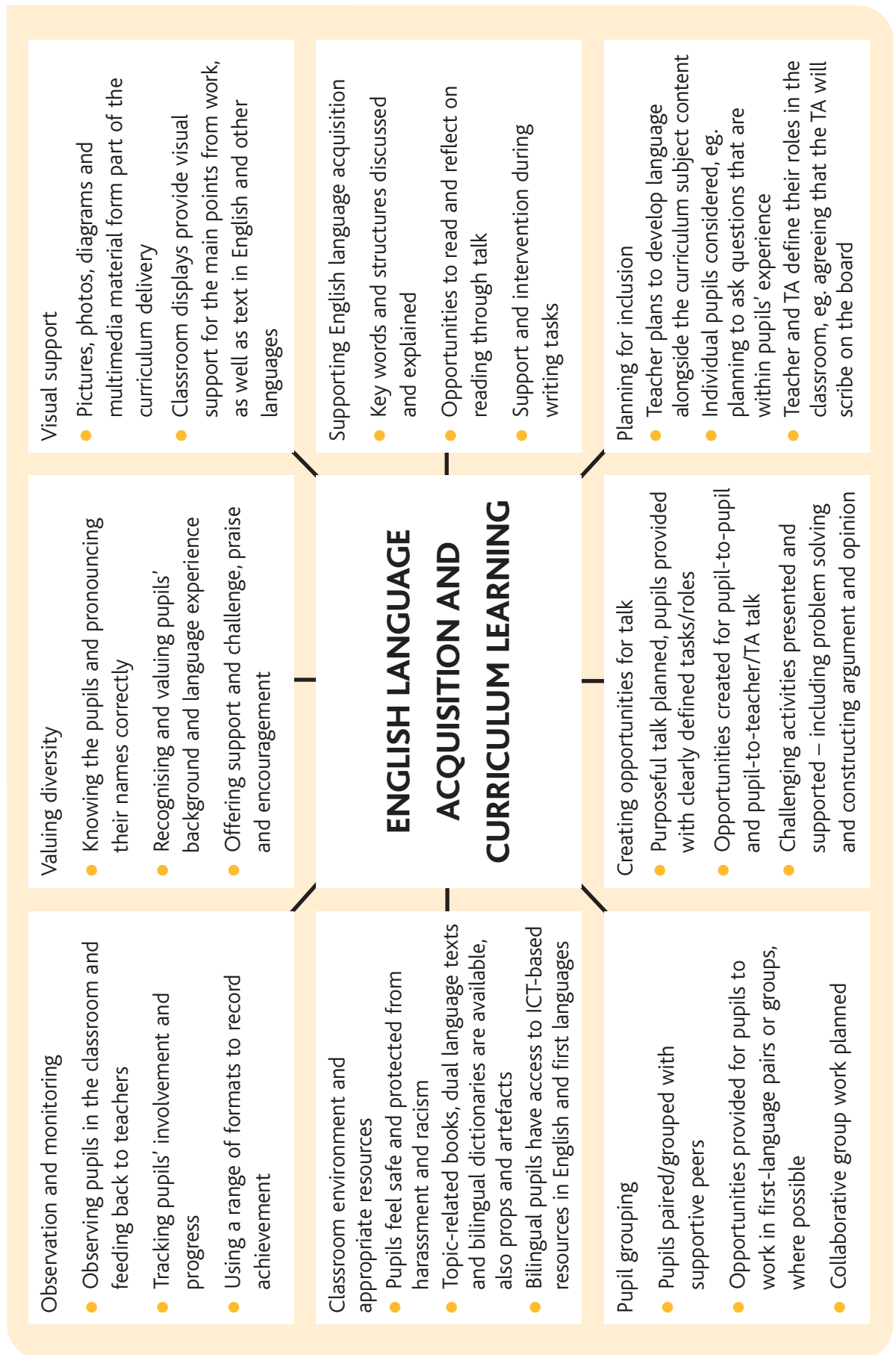
20 mins

Implementing plans in the multilingual classroom

Explain that the following video sequence shows a year 6 class teacher sharing her planning with the TA. The teacher knows that the topic (hunting) is a controversial one and she wants her pupils to understand the importance of a balanced argument.

The class has been examining the use of persuasive language, particularly emotive words which support the argument for foxhunting. In this lesson they are focusing on the arguments against hunting.

Before showing the video sequence, ask participants to open the TA file to course document 3.8, *English language acquisition and curriculum learning*. Give them a moment or two to familiarise themselves with it. Tell them that, while watching the video, they should highlight those features of the document that can be seen on the video. They may also make a note of any other supportive features they notice. (Reassure them that not all aspects of the document will be covered.)





Show the video sequence 3.4: Planning for inclusion.

Take feedback from the participants on the features listed in the course document that they saw in practice in the video.

These should include:

- teacher shares structured planning
- individual pupils considered
- teacher and TA define their individual roles in the classroom
- challenging activities presented and supported (pupils are asked to read out 'for' and 'against' statements, understand the point being made in each and place them in the appropriate column)
- pupils grouped with supportive peers (the fluent English speaker acts as a model/mentor to pupils learning English as an additional language)
- opportunities to read and reflect on reading
- key words discussed and explained
- classroom displays
- pupils' work celebrated (the pupils' work on 'for' and 'against' arguments is displayed centrally for all pupils to see)
- praise and encouragement offered.

Ask the participants whether there is anything they would have done differently.

Point out that an important part of the planning cycle is to review the lesson to inform future planning. TAs supporting individuals or groups of pupils have an important role to play in observing and monitoring how pupils engage in the work and how they progress. They may do this in a number of ways:

- observing whole-class sessions and tracking the involvement of individual pupils
- working with small groups and noting pupils' understanding and ways in which a task is carried out
- giving one-to-one attention to a pupil, and feedback to both the pupil and the teacher.

Explain that the next video sequence shows work in a year 9 class. Ask the TAs to highlight features, as before, in a different coloured pen, on course document 3.8.



Show video sequence 3.5: Review, planning and practice.

Take feedback and draw attention to the areas covered, which should include:

- TA feeding back from observing pupils in the classroom
- classroom display
- photos and slides providing visual support
- support and intervention during writing task (the TA writes key words and notes on the board and uses a prompt sheet/writing frame as support for writing a diary entry).

Ask the participants whether there is anything they would have done differently.



10 mins

Monitoring progress in English language acquisition

Inform the participants that, as well as progress with curriculum content, teachers also assess pupils' English language development.

The Qualifications and Curriculum Authority (QCA) has produced a set of descriptors which extend the national curriculum English scale to describe EAL learners' development in English to stages before level 1. This enables teachers to track the progress of EAL learners in speaking, listening, reading and writing, and sets out a series of steps that pupils will move through in reaching level 1 in English. The scheme is available to all schools that want to use it (www.qca.org.uk/2933_500.html). Draw participants' attention to course document 3.9, which gives the extended scale descriptors. Participants may find it useful to be guided through it. Alternatively, you could supply the scheme in use in your own LA.



NATIONAL CURRICULUM ENGLISH

Level 2

Level 1 Secure

Listening In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	Speaking Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.	Reading Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	Writing Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.
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Level 1 Threshold

Listening With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	Speaking Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.	Reading Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	Writing Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
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W
Working towards
Level 1
No longer applies to pupils acquiring English as an additional language

Step 2

Listening Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.	Speaking Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is intelligible.	Reading Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	Writing Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
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Step 1

Listening Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	Speaking Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	Reading Pupils participate in reading activities. They know that, in English, print is read from left to right, and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	Writing Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
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Explain that although TAs are not expected to make detailed language assessments alone, they can contribute a great deal to ensure that teachers' monitoring and assessment procedures are as informed as possible. This area is addressed in detail in the follow-up activities to this training.

Draw participants' attention to course document 3.10, which contains an extract from QCA's *A language in common: assessing English as an additional language* that focuses on the principles of assessing EAL.



Book 3.10

Course document 3.10

The assessment of English as an additional language should follow the same principles of effective assessment of all pupils. It should:

- recognise what pupils can do and reward achievement
- be based on different kinds of evidence
- be a valid reflection of what has been taught or covered in class
- be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results
- be manageable, both in terms of the time needed to complete the task and in providing results which can be reported or passed on to other teachers.

In addition, teachers assessing pupils' learning should:

- be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims
- be sensitive to the pupil's first or main other language(s) and heritage culture
- take account of how long the pupil has been learning English
- assess in ways that are appropriate for the pupil's age
- focus on language, while being aware of the influence of behaviour, attitude and cultural expectations
- recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

A language in common: assessing English as an additional language (QCA, 2000)



10 mins

Supporting EAL learners beyond the classroom

Make the point that TAs have a range of knowledge, skills and experience that they can use to support pupils learning English as an additional language outside the classroom.



DVD video

Show video sequence 3.6: Beyond the classroom.

Show presentation slide 3.14.



PPT 3.14

Presentation slide 3.14

Knowledge, skills and experience

- Experience of developing own children's language
- Experience of learning an additional or second language
- Being bilingual
- Knowledge of local community

Point out that these are some of the things participants may have to offer, and that there are probably many others they could add. Ask the participants to think back over the session, discuss in groups other knowledge, skills or experience they might add and note these on the grid provided in course document 3.11.



Book 3.11

Course document 3.11

My skills that are being used at present	What else I can offer

Take feedback and draw attention to the list of knowledge, skills and experience that TAs might have in the TA file, course document 3.12.



Book 3.12

Course document 3.12

Knowledge, skills and experience that TAs can offer

- Experience of developing own children's language
- Experience of learning an additional or second language
- Being bilingual or multilingual
- Knowledge of the local community
- Links with parents/carers
- Listening skills
- Story-telling skills
- Understanding of a pupil's view of a situation/experience

- Contributing to planning and feeding back to class/subject teacher
- Working with a group of pupils
- Working with individual pupils
- Supporting reading
- Running homework clubs
- Observing/tracking pupils' involvement and progress
- Preparing resources
- Making displays
- Giving administrative support

To end the training session, ask the participants to think of how to say "hello", "goodbye" and "well done" in as many languages or dialects as they know. Ask them to work in their groups and to start filling in the grid in course document 3.13, with an aim to developing this further for use in their schools. Point out that there are many different ways of greeting and complimenting people in every language. Sometimes use varies according to the context.



Book 3.13

Course document 3.13

Add to this grid as you work with EAL learners. You can get information for it from dictionaries and phrase books, but the best source of expertise is the pupils themselves. They will be more than pleased to help you with pronunciation!

Language	Hello	Goodbye	Well done
Spanish	Buenos días Hola	Adios Hasta la vista	Muy bien
Albanian	Hej	Ndarje	Mire bëreë

Explain that the rest of this session consists of a series of tasks to be performed over two terms. It is constructed around observation schedules and guidance notes for the TAs to build up a portfolio or case study of an individual pupil, showing their English language development over time.

Further activities

This section of the file consists of the school-based training part of the EAL session. It contains:

- guidance on the activities
- background notes
- pupil profile recording sheets
- samples of completed pupil profile recording sheets.

The training consists of four activities. These activities focus on the progress of an individual pupil who is in the early stage of English language acquisition. The purpose of this focus is to observe and reflect on the way in which individual pupils learn to use English in school and how the adults in school promote pupils' language and curriculum learning. You should receive guidance from your mentor in carrying out these activities.

Activity 1: Pupil profile – preliminary statement

In order to provide the most appropriate support, it is important to know as much as possible about a pupil who is acquiring English as an additional language.

Most of the information should be available from school records but sometimes it is difficult to obtain details during an admissions interview and it may be necessary to ask the pupil or parents/carers for additional facts. It may take time to gather all the information. In the first instance, use data that is easily available and add to it over time if you can. When gathering evidence it might prove helpful to speak to ethnic minority achievement (EMA) staff in your school. They may have information that helps you understand the pupil's perspective and background experiences.

Languages spoken: some pupils speak more than one language outside school. For example, their parents/carers may speak different languages; the family may speak one form of a language but read and write it in another form (such as people who speak Sylheti and read and write in Bengali); some members of the family may speak English; the pupil may use yet another language for religious purposes; and some pupils have lived for a time in a third country before arriving in the UK and have picked up the language there.

Previous schooling: if the pupil has attended school in another country they will have age-appropriate literacy experience which will affect the rate of their English language and literacy development. Previous schooling will also affect the pupil's approach to curriculum learning and their expectations of school. A fractured schooling in the country of origin and/or changes of school in the UK may adversely affect the way in which the pupil settles into school.

Community school: where communities are well established there are usually supplementary schools where community languages, history and culture are taught. It is useful to know whether a pupil is attending such a school as, if so, they will be learning to read and write in the community language at the same time as they are learning in English at school.

To complete the preliminary statement, read through the QCA descriptors for speaking and listening in *A language in common: assessing English as an additional language* (see Recommended further reading, section 3 of this part of this file, and course document 3.9). This should be readily available in your school but is also available at (www.qca.org.uk/2933_500.html). Based on your existing knowledge of the pupil, make an informal assessment of their level of English language acquisition. Then add any information about their academic and social progress in school that you think is relevant to the pupil profile.

Activity 1: Pupil profile – preliminary statement

Pupil's name:

Date:

Information

Date of birth:

Boy/Girl:

Year group:

Languages spoken:

Languages pupil can read:

Languages pupil can write:

Date of arrival in UK:

Date admitted to school:

Previous schooling
(UK and elsewhere):

Community school:

Please comment on your focus pupil's level of English language acquisition using the QCA descriptors in *A language in common: assessing English as an additional language*, which extend the national curriculum English scale for speaking and listening.

Activity 1: Pupil profile – preliminary statement (example)

Pupil's name: Ayse

Date:

Information

Date of birth: 13/9/92

Boy/Girl: *Girl*

Year group: 4

Languages spoken:

Turkish and Kurdish

Languages pupil can read:

Beginning to read in Turkish

Languages pupil can write:

Writes own name, copies words in English

Date of arrival in UK:

May 2000

Date admitted to school:

*June 2000*Previous schooling
(UK and elsewhere):*2 years in Turkey*

Community school:

No

Please comment on your focus pupil's level of English language acquisition using the QCA descriptors in *A language in common: assessing English as an additional language*, which extend the national curriculum English scale for speaking and listening.

Ayse has settled into the class and has made two or three close friends.

Although Ayse is very quiet in class, she listens attentively and follows instructions well. She says more when she is working in a small group where she feels comfortable. She sometimes asks another Turkish speaker for help, but mostly seems determined to use English in class.

Ayse enjoys listening to stories and loves books – her favourite is *Winnie the witch*. She takes dual-language books home to read with her family.

I think that on the QCA scale, Ayse is at level 1 threshold for speaking and listening.

Activity 2: Reading observation

The inclusion of pupils acquiring English as an additional language in the literacy hour (primary) and the structured lesson (secondary) is a fundamental principle of the literacy strands of the primary national strategy and secondary national strategy for school improvement. Experience has shown that all EAL learners benefit from taking part in whole-class and group activities where there are clearly defined objectives, interactive teaching approaches, opportunities to listen to and join in planned talk, and where the meaning of texts is made clear through the use of visual support and oral explanation.

Pupils who are literate in a language other than English will already know the conventions of reading and will actively search for cues, such as the relationship of letters to sounds. They will also seek contextual and picture clues to meaning. For these pupils books provide a powerful medium for learning English, and they usually make rapid progress in English language acquisition and literacy.

Pupils who have not yet learned to read and write in their first language will need to have the early reading experiences that all learners undergo in the process of becoming literate. Hearing texts read aloud and talking about the story, the characters or the topic of an information book is an invaluable part of the process. Early learners of English may not be able to have this experience at home in English, so reading or sharing books with a TA as individuals or in small groups, in addition to taking part in literacy work in lessons, will greatly enhance their language and literacy development.

This activity requires you to spend some time with your focus pupil in an individual reading or book-sharing session. Your mentor may have to discuss the timing of the session with the class or subject teachers so that it takes place at a time that is convenient to them.

Make notes on the reading observation sheet, either during or immediately after, the reading or book-sharing session. Then comment on where you think the pupil's reading fits on the QCA extended scale for English (see activity 1), or whether they are already beyond level 1.

Choose a book to share with your focus pupil. Depending on the pupil's experience in reading, either read the text aloud, encouraging them to join in, or ask the pupil to read to you, supporting them with unfamiliar words where necessary. Talk about the story and characters (fiction) or the topic (non-fiction), and any illustrations.

Pupil's name:	Year group:									
Date:										
Title of book: ● familiar ● unfamiliar										
Overall impression of pupil's reading										
Strategies used: ● phonic ● graphic ● syntactic ● contextual										
Pupil's response to text										
Support for further development/ experiences needed										
Using the QCA descriptors for reading make an informal assessment of your focus pupil's reading level	<table border="1"> <tr> <td>Level 1 Secure</td> <td></td> </tr> <tr> <td>Level 1 Threshold</td> <td></td> </tr> <tr> <td>Step 2</td> <td></td> </tr> <tr> <td>Step 1</td> <td></td> </tr> </table>		Level 1 Secure		Level 1 Threshold		Step 2		Step 1	
Level 1 Secure										
Level 1 Threshold										
Step 2										
Step 1										

Activity 2: Reading observation (example)

Choose a book to share with your focus pupil. Depending on the pupil's experience in reading, either read the text aloud, encouraging them to join in, or ask the pupil to read to you, supporting them with unfamiliar words where necessary. Talk about the story and characters (fiction) or the topic (non-fiction), and any illustrations.

Pupil's name: <i>Mohammed</i>		Year group: 7													
Date: <i>February 2001</i>															
Title of book:	<i>Dinosaur dreams, Allan Ahlberg & Andre Amstutz</i>														
● familiar															
● unfamiliar	<i>Unfamiliar, but other books in the series are well known.</i>														
Overall impression of pupil's reading	<i>Enthusiastic but does not read in English accurately (Mohammed reads and writes in Arabic).</i>														
Strategies used:	<i>Mohammed read the opening lines, which are familiar, but needed support when the text became specific to this story. Used phonic cues including initial and final letter sounds.</i>														
● phonic															
● graphic	<i>Self-correcting, using the context to establish meaning.</i>														
● syntactic															
● contextual	<i>Looking at the pictures and reading the speech bubbles.</i>														
Pupil's response to text	<i>Enjoyed the story and able to re-tell events. His favourite picture is when the skeletons crash. Mohammed liked the book "because it's funny".</i>														
Support for further development/ experiences needed	<i>Maintain Mohammed's confidence and enthusiasm through use of high-interest picture books. Widen his experience through use of non-fiction texts.</i>														
Using the QCA descriptors for reading make an informal assessment of your focus pupil's reading level	<table><tr><td></td><td>Level 1 Secure</td><td></td></tr><tr><td></td><td>Level 1 Threshold</td><td>✓</td></tr><tr><td>Step 2</td><td></td><td></td></tr><tr><td>Step 1</td><td></td><td></td></tr></table>				Level 1 Secure			Level 1 Threshold	✓	Step 2			Step 1		
	Level 1 Secure														
	Level 1 Threshold	✓													
Step 2															
Step 1															

Activity 3: Pupil observation – monitoring pupil engagement in whole-class lessons and establishing support strategies

Teachers employ a number of teaching strategies to ensure the active involvement of all pupils, including those acquiring English. The whole-class session in any lesson is the time when a pupil who is new to English needs support to ensure as full an understanding as possible of the topic and lesson objectives. TAs have a crucial role to play before, during and after the lesson in providing this support.

For this activity you are asked to observe your focus pupil in the classroom and comment on their participation in the lesson, using the form 'Pupil observation 1'. After the lesson, discuss with the class/subject teacher any points you have observed where you think the pupil could have been more actively engaged. Together, decide on a learning priority for the pupil and agree support strategies to meet that priority. Then complete the feedback and planning sheet provided.

The strategies for promoting the active involvement of pupils learning English as an additional language are usually simple and effective (see 'TA roles in supporting pupils who are learning English' at the end of this activity). Sometimes it can be as easy as thinking carefully about where the pupil learning English sits, and with whom.

During a whole-class session you can sit near EAL learners in order to:

- echo the teacher's message
- explain the content of the lesson
- encourage responses to questions
- rehearse responses
- act as a talk partner
- signal to the teacher when the pupil is ready to answer.

During the following half term complete the form 'Pupil observation 2' and note any changes in your focus pupil's level of participation. Also note which strategies have proved most effective.

Activity 3: Pupil observation 1

Pupil's name:

Year group:

Date:

Some useful questions to think about when observing pupils:

- Where does the pupil sit?
- Does the pupil appear to be engaging with the content of the session?
- Does the pupil respond to questions? Are the responses appropriate?

Brief description of activity

Observation

Activity 3: Pupil observation 1 (example)

Pupil's name: *Marco*

Year group: *8*

Date: *19 April 2005*

Some useful questions to think about when observing pupils:

- Where does the pupil sit?
- Does the pupil appear to be engaging with the content of the session?
- Does the pupil respond to questions? Are the responses appropriate?

Brief description of activity

History lesson – matching evidence with source.

Observation

Marco sitting at the back of the classroom. Shuffled evidence cards but clear he did not know what to do with them. After a while was distracted, looking round the classroom at others. Matched cards by copying his neighbour. Was unsure and hesitant when asked a direct question by the teacher.

Activity 3: Feedback and planning

Pupil's name:

Year group:

Date:

Using the information from your pupil observations, identify one learning priority and decide what strategies you intend to use, or strengthen, to increase the pupil's engagement in the lesson.

Learning priority

TA support strategies

Activity 3: Feedback and planning (example)

Pupil's name: *Marco*

Year group: 8

Date: *19 April 2005*

Using the information from your pupil observations, identify one learning priority and decide what strategies you intend to use, or strengthen, to increase the pupil's engagement in the lesson.

Learning priority

- *Marco to understand the demands of the task and carry out the activities.*
- *Marco to listen more attentively and indicate where he does not understand.*

TA support strategies

- *Change Marco's seat to one where he can see the whiteboard and the teacher more clearly.*
- *Greater TA/pupil interaction. TA to check understanding of task, give reinforcement and support, provide positive encouragement to use first language where possible.*
- *Pair Marco with a supportive buddy to work with in the initial stages of each activity rather than leave him to struggle and then be distracted by others.*

Activity 3: Pupil observation 2

Pupil's name:

Year group:

Date:

Comment on any significant changes in your focus pupil's level of engagement in whole-class lessons. Also list any strategies that you feel were particularly useful.

Pupil engagement

Successful strategies

Activity 3: Pupil observation 2 (example)

Pupil's name: *Marco*

Year group: *8*

Date: *24 May 2005*

Comment on any significant changes in your focus pupil's level of engagement in whole-class lessons. Also list any strategies that you feel were particularly useful.

Pupil engagement

- *Changed attitude, much more focused and keen to do well.*
- *Tries to work out what to do as instructions are given out.*
- *Makes notes of what he doesn't understand.*
- *Ready to answer without prompting.*

Successful strategies

- *TA attention to ensure Marco's understanding of tasks.*
- *Seating arrangement. Marco now sitting with supportive peer and can see whiteboard clearly.*
- *Acting as talk partner.*
- *Introducing Marco to online first language dictionary to support his work in subject areas.*

TA roles in supporting pupils who are learning English

Planning

- Being aware of lesson objectives
- Discussing access strategies for focus pupil
- Contributing ideas based on knowledge of pupil's progress
- Having clear expectations of TA roles within the lesson
- Where appropriate, being aware of the role/intervention planned for by the teacher, as stated in the short-term plan.

Preparation

- Ensuring appropriate visual aids/props are available
- Ensuring a dictionary is available
- Preparing any specific resources required by focus pupils.

Delivery

In a whole-class session, sitting near pupil in order to:

- echo the teacher's message
- explain the teacher's message
- encourage engagement
- rehearse responses
- act as a talk partner, or facilitate pupil working with another pupil as talk partners.

In group/individual work:

- encouraging talk and acting as a role model of English
- explaining key words
- demonstrating/supporting the task
- supporting reading
- supporting writing through talk, scaffolding (ie. writing frames/sentence starters) re-redrafting or scribing.

At any time during the lesson the TA can observe a group or individual pupil's engagement with the teacher's presentation or the group's or pupil's approach to any task/activity.

Review

- Discussing successful/less successful aspects of the lesson in relation to focus pupil
- Feeding back specific detail on focus pupil's progress within the lesson.

Activity 4: Pupil profile – summative statement

The purpose of this activity is to reflect on the progress in English language acquisition made by your focus pupil. Over the two terms you may have learned more about your pupil's language use at home and at school. You have also had the opportunity to become familiar with the QCA's extended scale for English, which helps to monitor progress in the early phase of English language acquisition.

Reflect on your contribution to the pupil's language and curriculum learning and discuss with your mentor the ways in which TAs can be best used within your school to support pupils acquiring English as an additional language.

Activity 4: Pupil profile – summative statement	
Name:	Year group:
Languages spoken:	
Do you have any further information about the pupil's home language use, literacies and identity?	
Comment on the pupil's progress in: <ul style="list-style-type: none">● speaking and listening● reading● engagement in whole-class lessons.	
Reflecting on your work with this pupil, what do you think has contributed to his/her progress in English acquisition?	

Activity 4: Pupil profile – summative statement (example)

Name: *Taner*

Year group: *Reception*

Languages spoken: *Turkish and English*

Do you have any further information about the pupil's home language use, literacies and identity?

Taner's mother is attending ESOL classes and the whole family are using English as well as Turkish at home.

Comment on the pupil's progress in:

- speaking and listening

At first Taner found it difficult to interact with either children or adults – he didn't even answer the register. Now, although still not totally confident with adults, he is conversing with and understanding his peers. He joins in during whole-class lessons and shows he understands what is going on.

- reading

Taner has always loved the book corner. He has progressed from imitating the teacher to sharing texts with adults, commenting on pictures and stories. He is moving towards independence, developing his phonic skills well.

- engagement in whole-class lessons

Taner's confidence has blossomed and he loves taking part in all activities. He enjoys role-play and acting out stories. He is also keen to take part in all practical activities.

Reflecting on your work with this pupil, what do you think has contributed to his/her progress in English acquisition?

I always make sure I am near Taner when the class is sitting on the carpet and encourage him to answer questions.

I have built up a relationship with Taner and we talk about anything and everything that interests him.

I have learned to say 'hello' and 'well done' in Turkish.

Finally, give details of any follow-up sessions, or support and further training available locally. Say farewell and thank you to the participants in some of the ways that have come out of the last activity.

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