

The Inclusion Development Programme – Mainstream dyslexia and SLCN website

The National Strategy is responsible for taking forward the commitment made in the DfES publication *Removing Barriers to Achievement*, by providing continuing professional development (CPD) to all mainstream practitioners, to increase their confidence and expertise in meeting high incidence SEN in schools. This commitment has resulted in the production of the Inclusion Development Programme (IDP) - a four year training programme.

In the first year of the IDP, the focus is being placed on identifying and addressing barriers to learning for pupils with dyslexia and also for those with speech, language and communication needs (SLCN.) Materials included in the IDP have been developed by a range of charities such as I CAN and Dyslexia Action.

Next year it is intended that the IDP will target the needs of pupils with autistic spectrum disorder. This will be followed by supporting pupils with behavioural, emotional and social difficulties and then pupils with moderate learning difficulties.

What is different about the IDP to other National Strategies interventions and resources, is the “expectation” that all school practitioners, in mainstream settings will undertake and complete it. It is however, not statutory. Although the need for additional, free and accessible training clearly exists, the IDP has been presented to schools without any additional funding to support its dissemination. Schools who wish to utilise this programme, will therefore need to squeeze it into inset days that may be already committed to other competing school improvement initiatives.

The programme is accessed through e-learning and the intention is that it is driven by Headteachers and leadership teams. The publication states; “The extent to which the IDP will be successful in a school will ultimately be determined by the degree of understanding and commitment shown by the Headteacher and the senior leadership team.” It seems that in reality, it is more likely to be decided by the stamina and capacity of the Headteacher, leadership team, SENCo and staff, to locate the time and energy to undertake this in addition to their present teaching and learning load.

Primary and secondary IDP resources have been made available on a DVD that should be provided to schools via their Local Authority. However, LAs need to apply for this—it will not simply arrive and the SENCo-forum reports delays in delivery due to lack of stock. The e-learning facility is also available online via the IDP website which is located on the Standards website or directly through <http://preview.tinyurl.com/4lruxm>

The DVD contains all the information available via the website, secondary and primary resources, video exemplifications, a glossary, library of resources, links to previous National Strategies resources linked to school improvement, as well as a range of materials published to support dyslexia and SLCN.

The IDP process begins with self evaluation audits <http://preview.tinyurl.com/5meewh> that all staff are encouraged to complete in order to assess confidence and competence in addressing the needs of pupils with dyslexia and also speech, language and communication needs. The audit uses the National Strategies four levels of judgements: focusing; developing; enhancing and establishing. The audits require evidence to be identified to justify the judgements made and it is expected that this will be a process

that is carried out over time. The accompanying publication – also downloadable from the website - suggests that “ideally, the self evaluation will be carried out as a whole school activity where staff jointly consolidate what they consider to be good evidence and establish key opportunities for collecting this.” It seems that for most schools this will be the most practical way of beginning the process.

When the audit has been completed, the Headteacher and leadership team are then “encouraged” to gather this data to develop an IDP plan that identifies the action needed to increase and evidence staff learning. The training required will be provided through information available on the IDP website and is expected to be completed in one-two terms.

The website itself is complex and wieldy to navigate. To make it easier for school staff to locate the specific identified units of value to them, the free services of TinyUrl have been utilised. This allows direct linkage to the units without having to follow the route required by the website.

IDP website units for:

Headteacher and leadership team:

1 **Introduction** <http://preview.tinyurl.com/67ptod>

2 Guidance for Headteachers and leadership teams:

Primary <http://preview.tinyurl.com/6nr6oz>

Secondary <http://preview.tinyurl.com/47au6f>

Dyslexia:

1 **What are specific learning difficulties?** <http://preview.tinyurl.com/4nbx7r>

2 **What is dyslexia?** <http://preview.tinyurl.com/6cxzu6>

3 **The barriers to learning for pupils with dyslexia.** <http://preview.tinyurl.com/63nz5h>

4 Identification of pupils on the dyslexia continuum:

Primary <http://preview.tinyurl.com/64nork>

Secondary <http://preview.tinyurl.com/565u3n>

5 Making adjustments to include pupils with dyslexia.

<http://preview.tinyurl.com/47m4u5>

6 Strategies and resources for recording and understanding knowledge.

<http://preview.tinyurl.com/4rn756>

7 The dyslexia inclusive school:

Primary <http://preview.tinyurl.com/598mn5>

Secondary <http://preview.tinyurl.com/66bln5>

8 Implications for planning: dyslexia:

Primary <http://preview.tinyurl.com/5sny87>

Secondary <http://preview.tinyurl.com/6p7per>

SLCN

1 Overview of SLCN <http://preview.tinyurl.com/55g2nl>

2 What is a SLCN <http://preview.tinyurl.com/6lykj5>

3 The barriers to learning for pupils with SLCN. <http://preview.tinyurl.com/5ke8oy>

4 Identification of pupils with SLCN:

Primary <http://preview.tinyurl.com/6qwhj4>

Secondary <http://preview.tinyurl.com/5wvImp>

5 Making adjustments to include pupils with SLCN. <http://preview.tinyurl.com/4syxx6>

6 Strategies and resources to enhance pupils' expression, demonstration and recording of understanding and knowledge. <http://preview.tinyurl.com/5mofgm>

7 The communication inclusive school. <http://preview.tinyurl.com/5ez93n>

8 Implications for planning: SLCN:

Primary <http://preview.tinyurl.com/3t4var>

Secondary <http://preview.tinyurl.com/3mvdpa>

Value to schools

Both sections of the IDP have value to schools in supporting them with the resources to ensure staff have the skills to reduce barriers to learning for pupils with high incidence SEN. However, schools will need to be very careful regarding the prioritisation of the sections from the units that will be of most value to them. Conclusions from *Special Educational Needs and Inclusion* recently completed by Ellis, Tod and Graham-Matheson from Canterbury Christ Church University, make a distinction between what teachers actually need to know and what can they be feasibly expected to know, which has relevance here. Although it is suggested that schools will be working to ensure staff achieve the top judgement of "establishing" in all areas, it appears unlikely that schools will have the capacity to achieve this in the short time frame provided and with other competing and statutory priorities.

Further details

Special Educational Needs and Inclusion: Reflection and Renewal. Prepared by Simon Ellis, Jane Tod and Lynne Graham Matheson of Canterbury Christ Church University for the NASUWT. Downloadable from the NASUWT website at http://www.nasuwt.org.uk/shared_asp_files/gfsr.asp?nodeid=75812