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Key to symbols

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

- **Indicates approximate time needed to deliver a section**
  - 10 mins

- **Indicates the point at which a presentation slide should be shown**
  - PPT 1.1

- **Indicates a group activity**
  - In groups

- **Indicates reference to a course document**
  - Book 1.1

- **Indicates the showing of a video sequence**
  - DVD video

- **Indicates audio clip sequence**
  - Audio clip
Session 1

Equality, access and inclusion

Aims of the session

- To build awareness of the principles of inclusion and inclusive policies and practice

Resources

Presentation slides 1.1–1.4
Course document 1.1
Flipchart sheets, prepared in advance:
  - Activity 1.1 – one sheet for every five participants; each sheet divided into two columns, one headed 'Exclusion', the other 'Inclusion'
  - Activity 1.2 – three flipchart sheets, one headed 'Skills', one 'Attitudes', one 'Resources'
Large sticky notes in a variety of colours
Felt-tipped pens

Index for inclusion: developing learning and participation in schools, Centre for Studies on Inclusive Education (CSIE, 2000)

Outline of the session

Equality, access and inclusion  40 minutes
What is inclusion? an inclusive school ethos; an introduction to anti-discriminatory practice; inclusive practice
What is inclusion?

Explain that it is important to understand the meaning of ‘inclusion’ in order to understand the school’s policy.

Show presentation slide 1.1.

Presentation slide 1.1

What is inclusion?

- 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)

Explain that inclusion is more than just being concerned about pupils who are likely to be excluded from school. It is about creating a secure, accepting, collaborating and 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 all pupils. Every member of school staff, through their practice, should reflect the inclusive culture and policy of the school. Explain that support staff have an important role to play in promoting and supporting an inclusive school culture.

An inclusive school ethos

Introduce the notion of school ethos. Explain that the ethos concerns the climate and tone (culture) of the school. The ethos will determine what behaviour the school considers acceptable and unacceptable. Show participants *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 it is mainly for headteachers and teachers, there is much in it that may be of interest to support staff. Suggest they might find a copy, read through it and discuss it with their manager when they are back in school.
An introduction to anti-discriminatory practice

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

*Show presentation slides 1.2 and 1.3.*

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**Presentation slide 1.2**

*Every child has the right to live free from discrimination*


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**Presentation slide 1.3**

**Anti-discriminatory practice**

- Diversity and valuing the 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 valuing the 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 participants to turn to course document 1.1, which sets out some practical steps to moving towards anti-discriminatory practice. Suggest that participants read through this carefully after the session and discuss it with their manager back at school. If they are unfamiliar with anti-discriminatory practice, their manager should help them identify further professional development activities to address this.

### Course document 1.1

**Anti-discriminatory practice**

Moving towards successful anti-discriminatory practice involves:

- awareness 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 prejudgement 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.

Inclusive practice

Activity 1.1

Ask the participants 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? Get them to think of the feelings associated with that experience.

Ask them to work in groups of four or five. Each group should have one of the prepared flipchart sheets. Provide each participant with sticky notes and a felt-tip pen. Ask them to write on the sticky notes their feelings of a time when they experienced exclusion, perhaps from a social group, a team or a family situation.

After two minutes ask them what they found, and to stick their answers on the flipcharts under the heading 'Exclusion'.

Then ask them to do the same about their feelings of inclusion.

After a further two minutes, move to each chart, briefly summarising the key emotions (not the experiences themselves) associated with inclusion and exclusion – allow five minutes for this. After the first chart expect some overlap and deal with new material only.

Explain that inclusion is conducive to effective learning. Explain that there are three key factors that underpin successful inclusion – attitudes, skills and resources. All three need to be in place for inclusion to be successful.
**Presentation slide 1.4**

**Key factors for inclusion to be successful**

- Attitudes
- Skills
- Resources

**Activity 1.2**

Use the three prepared flipchart sheets.

Divide the group into three by assigning letter A (attitudes), S (skills) or R (resources) to each person so that group sizes are about equal, and ask them to assemble by the relevant flipchart sheet. Each group should appoint one of their members as a scribe.

Ask members of group A to consider the statement that the attitudes of adults in schools are important for inclusion to be successful, and to write down what attitudes (and subsequent behaviours) need to be in evidence to support inclusion. Ask those in group S to write down which skills are particularly important and those in group R to write down which resources may be particularly important for successful inclusion.

Allow a maximum of five minutes and then visit each chart, summarise and add key messages if needed.

**Attitudes**

Support staff should:

- have high expectations of all pupils
- work to include all pupils in school activities and, where necessary, make adjustments – ‘remove barriers to learning and achievement’ – so they can be included
- celebrate and value diversity, rather than fear it
- be aware that pupils have more in common than they have that is different
- develop ‘can do’ attitudes in pupils through appropriate degrees of challenge and support.
**Skills**

Some of the skills identified may be specific to pupils with particular needs. Support staff may feel at this stage that they don’t yet have the skills necessary to include pupils with different needs. Tell them that particular skills may be needed for supporting some pupils, for example, those with SEN and disabilities, but reassure them that they can gain such skills by further training, by watching good teachers and experienced support staff at work and by asking for support when they need it.

**Resources**

All pupils should, wherever possible, have access to the same range of resources as other pupils. Some of the resources identified may be specific to pupils with particular needs.

Explain that support staff may need to learn how to use particular resources to help certain pupils gain full access to education and the wider life of the school: for example, hearing aids and mobility aids for pupils with special educational needs and/or disabilities. Reassure them that there will be other professionals available – teachers, experienced support staff, advisers, health professionals, the minority ethnic achievement team etc. – to help them learn how to provide the support pupils need.

Tell the group that inclusion is about every pupil, eg. able, gifted and talented, ‘looked after’ children and travellers. 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 (EAL).
Session 2

Including pupils with special educational needs (SEN) and disabilities

Aims of the session

- To distinguish between special educational needs (SEN) and disabilities, and develop an understanding of how the needs of pupils with SEN and disabilities are met
- To raise awareness of how support staff might contribute to the inclusion and achievement of pupils with SEN and/or disabilities

Resources

- Presentation slides 2.1–2.11
- Course documents 2.1–2.3
- Audio clips 2.1–2.5
- Flipchart sheets and a felt-tipped pen per group
- Flipchart, projector and screen or whiteboard
Outline of the session

Introduction  5 minutes

Special educational needs  45 minutes

The SEN code of practice  30 minutes

Disabled pupils  10 minutes

Working with pupils with SEN and disabilities  25 minutes
Introduction

Show presentation slide 2.1.

Presentation slide 2.1

Objectives

The session is designed to help you answer the following questions:

• What are special educational needs (SEN)?
• What is the difference between SEN and disability?
• How can we contribute to inclusion and the achievement of pupils with SEN and/or disabilities?

Explain that the session will include terms and phrases specific to this quite complex area of education, and that while some of the words may be familiar to participants others may be new. Some terms will be explained in the session but, if participants are in doubt about any of the terms used, they should ask for clarification. They may also want to make a note of any key words or ideas either for future reference or to find out more about how they relate to practice in their school by talking to their manager, the special educational needs coordinator (SENCO) in their school or the relevant teacher.

It is very important for support staff to remember that decisions about SEN and disability are normally for the SENCO or teachers in their school, and that they should make sure they always work with relevant staff.

Why include pupils with SEN and disabilities?

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 there are strong educational as well as social and moral grounds for educating pupils with SEN and/or disability with their peers, and that this is an important part of building an inclusive society. It is about making the curriculum accessible for all according to their needs and developing abilities. While there will be a continuing role for special schools in the future, it may be different from that of the past. They will be involved in greater
partnership with mainstream schools and also serve as centres of expertise in SEN and disability. Increasingly, specialist provision is now made within or alongside mainstream schools.

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**Special educational needs**

**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 group 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 could 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

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Explain that everyone has a responsibility to make the school a welcoming environment for all and to promote a positive atmosphere.

Tell participants that they are going to listen to some short audio clips in which support staff in different roles talk about how they consider the needs of pupils with SEN.
Introduce clip 2.1 from Marion, a librarian in a large primary school, and play audio clip 1. A transcript of this clip is available in course document 2.1 in the Inclusion section of the support staff file. Play audio clip 2.1.

Audio clip 2.1 – Including pupils in the library

I have been trying to get more books for children with special needs, for instance large print books, talking books. Some of the children have mobility problems, so they are helped with that. There is a lot of space in the library. The bookcases are at floor level, there is nothing too high up for them. There are book boxes that, if the children can’t actually walk around, they can sit on the floor or they can crawl from one to another and everything is very accessible to them.

Explain that clip 2.2 is from Julie, a business manager in a secondary school, who is overseeing the design of a new school building. A transcript of the clip is available in course document 2.1 in the Inclusion section of the support staff file. Play audio clip 2.2.

Audio clip 2.2 – Planning an inclusive school building

I’m leading on a programme whereby we will get a new school building, which will open in about two years’ time.

What we’re on to now is working closely with architects to look at exactly what goes in every single room – how will teachers teach better and how will pupils learn better in this new environment?

Our classrooms are slightly smaller than we would’ve wanted so that we can have more specialist SEN and inclusion space. We think it’s really important to have our learning support unit within school where vulnerable students can go for all sorts of reasons.

For the first time, we will have a building which will enable us to take wheelchair-bound students, students with mobility problems in general, so we will have the full hygiene unit, etc. that might be needed for that. Our swimming pool will have the hoists to get students in and out. We can’t do any of that now. We’ll have lifts, so we’ll be able to take students with a much wider range of physical mobility problems than we can at the moment.

Explain that clip 2.3 is from Mathray, a sports coach in a large primary school. A transcript of this clip is available in course document 2.1 in the Inclusion section of the support staff file. Play audio clip 2.3.

Audio clip 2.3 – Seeking advice and support and helping pupils to be as independent as possible

I’m teaching children with special needs for the first time here in this school and it is a challenge. But we’ve got people who assist me with planning. The TAs, they know the
children very well and that helps a lot, and the physiotherapists and other specialists – each of them brings so much experience, so much support that you understand the child more. They’re the best people to speak to because they know how much a child can do and the challenges that I want to prepare for them. They’re the best guides. They know if I’m pushing them too far or if I want to achieve too much.

Children with special needs need space, because they want to experience different things. If you don’t give them space, they won’t because you’re going to be hovering around them. The first time you meet them you want to be very close and, as you go along, you learn to know them and how much they can do and what they can’t do, so you start to move away a little, giving them space to move around. In sports and games and PE it’s about moving, and if you don’t give them space they won’t move.

Follow this by asking participants to share with the group as a whole some examples of how support staff in their school, other than teaching assistants, are working with pupils who have SEN and/or disabilities. What are the important principles?

Record what is said on a flipchart or whiteboard and review it with the group. Bring out the following key messages if missed by the group:

- Do not encourage dependency
- Listen to the pupil
- Do not impose your ideas
- If in doubt be sure to ask for advice and guidance from teachers or specialists

*Show presentation slide 2.3 and explain each bullet point.*

**Presentation slide 2.3**

**When pupils do not necessarily have SEN**

Pupils are not regarded as having a learning difficulty solely because:

- the language or form of language of their home is different from the language in which they will be taught
- they have a disability
- they have a medical diagnosis or condition
Explain each bullet point on the slide as follows:

- **The language or form of language of their home is different from the language in which they will be taught** – some of these pupils may have learning difficulties as well as English as an additional language.

- **They have a disability** – this covers physical disabilities, sensory impairments and learning disabilities. A disabled pupil may also, but not necessarily, have SEN. Many pupils with SEN are also disabled, but by no means all are.

- **They have a medical diagnosis or condition** – it is always the pupil’s educational needs rather than a medical diagnosis that determines whether they have SEN. There are some pupils with medical conditions which, if not properly managed, could hinder their progress and access to education.

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**The SEN code of practice**

A school’s duties towards pupils with SEN are set out in the Education Act 1996. Explain that there is a policy and procedural framework called the *SEN: 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 presentation slide 2.4 and explain the SEN code of practice.*

**Presentation slide 2.4**

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**The SEN code of practice**

The SEN code of practice gives practical guidance about providing for pupils with SEN.

When early education settings, schools, local authorities and health and social services decide how they will help children with SEN, they must always consider what the code says.

If they decide not to do what the code says they must be able to prove that what is done instead is equally as good for the individual pupil.
Participants are likely to hear staff in their schools using these kinds of description for pupils’ needs. Explain that the four areas should not be regarded as hard and fast categories. Pupils with SEN will have needs and requirements that fall into at least one of the four areas, and many pupils will have interrelated needs.

Emphasise that the basic points to keep in mind are:

- all pupils with SEN should have their needs met
- pupils’ special educational needs are normally met in mainstream (ordinary) early education settings or schools
- support for pupils with SEN will usually be in the pupil’s ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

Explain that there are many key concepts and important features of work in this area that support staff will encounter in schools. The list in presentation slide 2.6 is not exhaustive, but shows the most common ones.
Show presentation slide 2.6. Reveal each line one at a time. With each line give a brief explanation of the category listed, pause and ask the group if they have a question.

Presentation slide 2.6

**Key concepts and terms**

- Differentiation
- Graduated approach
- Statutory assessment
- Statements of SEN
- Individual education plans (or equivalent)

- **Differentiation**
  Pupils learn in different ways, and teachers tailor their approach in class to meet their pupils’ different learning needs and styles. When pupils are taught the same thing but in different ways to accommodate their own particular ways of learning, this is called ‘differentiation’. For example, if the topic is the Egyptians, some pupils would be able to find out about the pyramids from using reference books or the internet; some would need fact sheets written in simple language; and some might learn from pictures or a video and some would need fuller verbal explanations.

  The national strategies provide materials which teachers can use to help pupils learn to read and write and understand mathematics in different ways and at different speeds, including ‘catch-up’ booster classes and other kinds of support. This is all part of differentiation and is not considered to be SEN provision.

- **Graduated approach**
  The school will identify pupils with SEN and decide what extra or different help they need, taking into account the guidance in the SEN code of practice. The school will arrange help for pupils with SEN on a step-by-step basis, known as ‘the graduated approach’, which recognises that pupils learn in different ways and can have different kinds or levels of difficulty. A pupil might need help through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

  Pupils making slower progress or having particular difficulties in one area may be given extra support or different lessons to help them succeed. The help could be a different way of teaching certain things, some help from an extra adult (perhaps in a small group), use of particular equipment like a computer or a desk with a sloping top, or support at playtimes. This is called ‘school action’. It is help provided by the school or setting.
Sometimes a pupil’s special educational needs require support outside the classroom, perhaps at playtimes or during the lunch hour. It is then important that the relevant support staff are made aware of the pupil’s needs and what they should do to help. In such cases the class teacher or SENCO (check all know what this role is; if not, explain briefly) should discuss this with the support staff concerned.

If a pupil does not make enough progress, the teacher or SENCO can, with parental agreement, ask for advice from other people outside the school or setting. They can draw on local authority support services and other outside advisers. They might want to ask for help from, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals. This kind of help is called ‘school action plus’. Again, support staff in the school may be asked to help.

- **Statutory assessment**
  For a very few pupils the help given at school action plus does not enable them to access the curriculum and make adequate progress. A detailed analysis of needs follows. This is a ‘statutory assessment’, and is only necessary if the school or early education setting cannot provide all the help that the pupil needs. After the assessment the local authority may decide it is necessary to write down all the information it has collected in a document called a ‘statement of special educational needs’ (usually just called a ‘statement’).

- **Statement of special educational needs**
  The local authority will usually make a statement if it decides that all the special help a pupil needs cannot be provided from within the resources normally available to the school. These resources could include money, staff time, special equipment and advice from support services. The local authority must check the pupil’s progress and make sure that the provision described in the statement continues to meet their SEN. It must review the pupil’s statement at least once a year; this is called an ‘annual review’.

- **Individual education plan**
  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 an individual education plan (IEP), although IEPs are not statutory.

  Explain that IEPs (or equivalent) are 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 his or her parents/carers should be involved in identifying short-term targets and strategies and reviewing the outcomes.
Disabled pupils

Show presentation slide 2.7.

Presentation slide 2.7

Legal definition of ‘disability’

- People have disabilities if they have any mental or physical impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Explain that if a pupil has difficulties with mobility, sight or hearing, learning, mental health problems, epilepsy, Aids, asthma or diabetes, or a progressive condition such as muscular dystrophy, they may be considered disabled, according to the Disability Discrimination Act 1995 (DDA). Emphasise that it is against the law for schools to discriminate against pupils just because they are disabled. Schools must not treat disabled pupils less favourably, without justification, than pupils who are not disabled.

Show presentation slide 2.8.

Presentation slide 2.8

A duty not to discriminate

Disabled pupils must not be treated less favourably than other pupils in relation to:
- admissions and exclusions
- education and associated services including:
  - the curriculum
  - teaching and learning
  - the serving of school meals
  - school sports
  - school trips
Explain that a school must not treat pupils ‘less favourably’ for a reason related to their disability unless it can justify the treatment. For example, admission to a school cannot be refused just because a child is disabled.

A school can also be accused of disability discrimination if it does not take ‘reasonable steps’ to avoid putting a disabled pupil at a substantial disadvantage in relation to pupils without disabilities at the school. This is known as the ‘reasonable adjustments duty’. To make sure that discrimination does not happen, it is likely that support staff will be told about the pupil’s disability and how to work with that pupil.

Ask participants to turn to the case study in course document 2.2 in the support staff file. Tell them that the case study illustrates what ‘reasonable adjustments’ means in practice.

Course document 2.2 – Case study

A pupil with autism goes to the front of the dinner queue. A midday meals supervisor tells him not to push in. The pupil becomes anxious but doesn’t move. The midday meals supervisor insists he take his place in the queue and the pupil becomes so agitated he hits her and is subsequently excluded from school. His reaction is related to his disability (his autism) because he has difficulty in understanding the concept of queuing and figurative language like ‘push in’.

Reasonable adjustments that the school might have made to try and prevent this happening could have included training for support staff about autism and how it may affect pupils’ behaviour, and training in strategies to prevent difficulties, such as avoiding negative instructions such as ‘Don’t push in’. The school could also help the pupil to develop strategies for coping with queuing and ways of letting staff know he is upset or confused.

Tell participants that the Code of practice for schools, published by the Disability Rights Commission, explains a school’s duties in relation to avoiding disability discrimination. It shows schools how they might carry out the duties that apply to them and gives practical guidance on how to avoid discrimination against current and prospective pupils with disabilities.

Working with pupils with SEN and disabilities

Explain that it is important to remember that all support staff are part of the whole school team seeking to support pupils with SEN and/or disabilities and although, depending on their role, the amount of contact they have with pupils with SEN and/or disabilities may vary, taking time to find out how to support pupils with SEN and/or disabilities pays dividends in the value support staff can add to the school.
Confidentiality and awareness

Activity 2.1

Ask the participants to work in groups of up to 10 people. Ask one group member to scribe and to write the headings ‘Confidentiality’ and ‘Awareness’ on separate sheets on their flipchart. Ask the others to share what they think these two words mean for them in relation to their role in working with pupils with SEN, eg. how they should or should not behave, actions they might take, people they might work with or talk to.

Give them three minutes for each word and then take the outcomes from each flipchart in turn – after the first chart expect some overlap and deal with new ideas only. Allow about 10 minutes for this. Follow up with a general question to all participants about why these two things are so crucial.

Emphasise the following key messages if missed by the groups:

- **Confidentiality** – the information in a statement or an annual review is confidential. If a teacher gives support staff confidential information about a pupil, it must not be shared with others. There are very strict legal rules relating to statements.

- **Awareness** – support staff will almost certainly come into contact with many of the pupils outside class time. Whatever their role, they have a responsibility, as part of the school team, not to ignore a pupil who appears to be having difficulties. They should inform a member of staff as soon as possible. It is best to start with the pupil’s form or class teacher or the SENCO to talk over concerns and find out what the school thinks. The SENCO may say that the school has already identified the pupil and not shared this with support staff, as it was not felt to be relevant and was, of course, confidential. If no one else but you has had concerns then it is likely that the class teacher, SENCO or headteacher will either be able to reassure you, or will investigate further to see if the pupil does indeed have SEN. Working together will often sort out any problems or worries about a pupil which may or may not result in SEN support proving necessary.

Tell the group that they are going to hear a very short audio clip from Carl, a learning mentor in a secondary school, talking about what he did when he was concerned about a pupil. A transcript of the clip is available in course document 2.1 in the Inclusion section of the support staff file. If any participants have done the support staff Promoting positive behaviour module, they may have heard Carl talking about this pupil before.

*Play audio clip 2.4.*

**Audio clip 2.4 – Awareness**

It’s very important to be observant of students. Any student that comes in that I mentor, or that are in the support unit, or generally around school, we will keep an eye on them. It might be that they’re just unusually withdrawn – it might be their behaviour.
There was one student, he wasn’t a loud student at all, very quiet, withdrawn. But he would constantly rip his work up and throw it and start crying and storm out of the room. So we met with him and he just didn’t want to know at all. No eye contact. He literally looked like the world was on his shoulders. So, slowly I just met with him, at break times, lunchtimes, just got him to open up a bit. And I might not talk about school at all. I might just talk, in an informal way, about football. I might use humour, stuff like that.

And it took a few weeks, then he started saying, he finds the work hard, he found it hard to read and write. Through chatting with him about the way he felt, we was able to access support from the SEN coordinator. And she was able to do a test with him and it turned out he had mild dyslexia, which hadn’t been picked up before. So he was able to get the relevant support for that.

After they have heard the audio clip, emphasise the following points:

- Carl is always alert to any pupils who may be having difficulties
- When Carl was talking to the pupil and thought that the pupil might have a learning difficulty that had not previously been diagnosed, he referred the problem to the appropriate member of staff so the pupil could receive the help he needed.

**Giving support**

*Show presentation slide 2.9.*

**Presentation slide 2.9**

What factors influence learning?

- Support
- Task
- Pupil
- Environment
Tell the group that the slide shows the factors that work together to influence learning.

Emphasise that support staff 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, teaching assistant or member of the support staff should work with pupils at the right level and pace, showing sensitivity to their needs
- Pupil’s abilities, motivation and physical and emotional well-being can vary and affect how they learn
- The learning 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 2.10 for this activity.

**Activity 2.2**

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 the group 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 them to turn to course document 2.3 in the *Inclusion* section of the support staff 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 (the same two images from the secondary *Inclusion* module), 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.
Show presentation slide 2.10.

Presentation slide 2.10

Doing something hard

1. kxqfwn
2.  

When you show the presentation slide, allow 10 seconds for responses, then show the second image for a few seconds, and also 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 them 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 to 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 group that, in their work, it is really important that they notice the way a 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 might you do?”

Encourage answers and record them on a flipchart, projector and screen or whiteboard.

The answers may vary but should include:

- ask for advice (expand by saying that the teacher or 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
- differentiate or personalise the task by making it easier or harder.

Tell the group that they are going to hear a short audio clip from George who is the site manager of a mainstream primary school. At lunchtimes he provides support for a nine year-old deafblind pupil called Samir. Samir also has problems with his hands. He is included in the school with the help of two intervenors (teaching assistants for deafblind pupils).

Play audio clip 2.5.

Audio clip 2.5 – Supporting a disabled pupil

I've known Samir since the first day he started school. Sometimes, to give the interveners or the teacher a break, I take Samir outside, play with the other children at break times, but I do have him all the time at dinner times. I take him to the toilets, help him wash his hands.

When Samir first came to school, he just wouldn't eat. All he used to eat was just crisps and one day I turned round and said, “That's it, you're a big boy, we need to start eating properly”. I started eating the school meals, and I got Samir eating. He always loves to know what I'm having for my dinner. If it's peas he loves to find out how many peas I've got on my plate. He always asks what other children have got and we introduce different varieties and he's eating well now.

He likes to touch the food. I thought that the school knives and forks are pretty big, and I spoke to the dietician and our mobility officer. Because his hands are small, we got a special knife and fork for him and a spoon. They've got good grips on them and also the fork is like an L-shape, so when he's actually using his fork he doesn't have to bend his elbow – it can go straight to his mouth, which is marvellous.

I also let him clean his teeth and he's been to the dentist and the dentist has said his teeth is improving, so that's another target. And when I hear about this I think, at least I'm achieving something and it's really good.
When Samir first came to school he didn’t have any confidence. You see the little lad now; he will just do what any other child will do now. I think he’s improving more and more each day.

Ask participants how George’s actions contribute to Samir’s inclusion and achievement. Bring out the following points:

- George knows Samir well. He knows his needs and targets
- He has helped to improve Samir’s health by introducing him to a wider variety of foods and encouraging him to wash his hands and clean his teeth
- He liaises with other professionals to secure the reasonable adjustments that Samir needs to eat. By encouraging Samir to use a knife, fork and spoon, George is teaching him valuable social skills
- With the support of George and other staff, Samir has gained in confidence and can join in all school activities with his friends. He is becoming more and more independent.

End the session by drawing attention to useful sources of further information, showing presentation slide 2.11. Tell them that the publications mentioned should be in school so they should try there first. Their manager should be able to help locate them if they have difficulty.

Presentation slide 2.11

**Useful sources of further information**

**SEN code of practice**
Available at www.teachernet.gov.uk/docbank/index.cfm?id=3724 or free from the DfES publications centre on 0845 6022260. However, you might like to start by looking at the *Guide for parents and carers*, which is a shorter, more accessible introduction to SEN and the SEN code

**The DRC code of practice for schools**
Available at www.drc-gb.org or free from the Disability Rights Commission on 08457 622633. A *guide for parents*, also available from the DRC, is a short pamphlet that explains in simple language what schools need to do for pupils with disabilities
Session 3

Including pupils who are learning English as an additional language

Aims of the session

- To raise awareness of how ethnic diversity influences the learning of English
- To give participants an awareness of how pupils acquire English as an additional language (EAL)
- To enable participants to learn ways in which all support staff can help pupils and parents/carers learn English as an additional language

Resources

- Presentation slides 3.1–3.5
- Course documents 3.1–3.3
- Video sequences 3.1–3.4
- Flipchart, projector and screen or whiteboard

Outline of the session

Introduction 10 minutes

Considering identity 10 minutes

Factors important for learning English as an additional language 15 minutes

Welcoming newly arrived pupils: induction and inclusion 15 minutes

Outside the classroom 10 minutes
Introduction

Show presentation slide 3.1.

Presentation slide 3.1

Aims of the session

Participants will gain:
- an awareness of how ethnic diversity influences the learning of English
- an awareness of how pupils acquire English as an additional language
- knowledge of the ways in which all support staff can help pupils and parents/carers learn English as an additional language

Explain that this session takes a case-study approach to illustrate issues of identity, English language acquisition and the induction of newly arrived pupils into school.

Pupils learning English come from a variety of language backgrounds. There are many settled bilingual communities in the UK whose children speak a home language before they come to school and then acquire English rapidly in the early years of their education.

Other pupils start school speaking the language of their country of origin having recently arrived in England. If they are very young, starting school in a nursery setting or a reception class, they will usually acquire English successfully in the language-rich environment of the foundation stage and key stage 1 classroom. Older pupils arriving in key stages 2, 3 or 4 pose a greater challenge to ensure that they learn English and make progress in curriculum subjects at the same time.

Tell the participants that they will come across pupils with different language experiences. The range of these is illustrated in the language stories given in course document 3.1 in the Inclusion section of the support staff file. Ask the participants to read these later.
Show presentation slide 3.2.

Presentation slide 3.2

"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"

Show presentation slide 3.3.

Presentation slide 3.3

"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"
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."
Considering identity

Activity 3.1

Explain that names are an important part of who we are. Family names can indicate regional origins, religious faith or ethnic group. Given names sometimes link us to our forebears or to an era.

Ask the participants to work in pairs and to tell each other a story about their name – its meaning, childhood memories associated with it, changes or anything that comes to mind.

After five minutes invite one or two people to tell their story.

Show video sequence 3.1 – Speaking from experience.

In this sequence Maria Kamal describes her experiences at school as a speaker of Greek. She considers ways in which schools can help to support a pupil’s first language and how this also helps them to learn English.

Ask participants to consider the issues raised by Maria in relation to valuing pupils’ culture and identity. Ensure that the following are covered:

- What steps are taken in the participants’ schools to ensure names are respected and pronounced correctly?
- What support do the administrative officers/receptionists get in their schools in gathering relevant information about pupils’ names, languages, religion and culture?

Explain that a school’s admissions policy can help to ensure that every pupil is welcomed into the school and that as much background information as possible is available to all staff.

Factors important for learning English as an additional language

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

- the percentage of pupils who are learning English as an additional language
- the majority languages spoken
- any demographic changes in the local area
- the organisation of provision for ethnic minority achievement.
Explain that:

- children are good language learners
- pupils learning English as an additional language may already be fluent in one language by the age of six
- if certain conditions are in place, pupils will not have a problem acquiring a second language.

Explain that more than 20 years ago three conditions were identified (by Professor Steven Krashen) that make the process of language acquisition easier. These are given in presentation slide 3.4.

*Show presentation slide 3.4.*

**Presentation slide 3.4**

**Promoting language acquisition**

The three conditions necessary to promote language acquisition are:

- comprehensible input – where meaning is made clear through the use of context clues (body language, visual support)
- a stress-free environment – where the learner is able to ‘take risks’ and learn from mistakes as well as successes
- the right to be silent – where the learner is allowed time to listen and tune in to the language before attempting to speak

Explain that support staff encountering pupils with EAL need to be aware of these. Tell participants that Professor Krashen tells a story about a four-year-old Japanese child learning English. He describes how she spoke only when she was ready to do so. She needed time and encouragement to listen, tune in and make sense of the language being used.

*Show video sequence 3.2 – English language acquisition.*

Professor Stephen Krashen describes the importance of listening in learning English. Classroom sequences show pupils supported in class, and the final sequence shows support staff working with parents/carers at an after-school club.
The voice-overs in the video sequences run as follows:

- (sequence showing science lesson in Plumstead Manor school) Krashen’s three conditions are important, but there is more to do to promote fluent English language learning. In schools, we create a language-rich environment in which pupils develop their English language skills while learning the curriculum. This applies as much to older pupils as to younger children. The language of the curriculum is learned through active participation in lessons and opportunities to talk alongside English-speaking peers.

- (sequence showing year 6 literacy lesson) the structure of English is taught explicitly through the national strategies and in English lessons, sometimes with the support of specialist staff.

- (sequence showing Turkish book club) everyone in schools has a part to play in developing pupils’ English language. Support staff at this infant school work with parents in an after-school reading club where they are encouraged to read dual-language books.

Ask the participants to consider what helped pupils to learn English inside and outside the classroom.

*Show presentation slide 3.5 to help bring out relevant points.*

**Presentation slide 3.5**

**A language-rich environment**

- Schools create a language-rich environment where:
  - the language of the curriculum is taught through active participation
  - pupils work alongside English-speaking peers who act as good models of the language
  - pupils new to English take a full part in literacy lessons, ideally with specialist support
  - pupils’ home languages are valued and encouraged

**Activity 3.2**

Explain that this activity involves doing a language quiz.
Inclusion

Presentation slide 3.6

**Parcio a Theithio**

Presentation slide 3.7

**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
These slides show some examples of different languages. Some of the information is missing from each example. Ask participants to name or guess what each language is and what it means. Also ask them to consider what additional support they would need to make sense of each one.

Take feedback.

Show presentation slides 3.10–3.13 and explain that these include the words missing from the slides they have just seen. Ask for guesses or translations of the words shown, using as clues the illustrations, translations and contexts.
Instructions for installing the output tray

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
Presentation slide 3.12

Presentation slide 3.13
Welcoming newly arrived pupils: induction and inclusion

This session focuses on the wide range of background circumstances experienced by pupils who need to learn English as an additional language.

Explain that in the British education system, not all pupils start school in nursery or reception classes. Some arrive in any one of the later years. Pupils may arrive in the catchment area of a school for a variety of reasons – which include being a refugee or asylum seeker. The work of all staff in school is to ensure that all pupils feel safe, settled and valued and have a sense of belonging so that they can learn effectively.

The next sequence tells the story of one pupil (Giang) who arrived in this country as a young refugee. She recalls her reasons for leaving, the journey itself and what it was like to arrive in England and then in school.

Ask participants to turn to course document 3.2 in the Inclusion section of the support staff file.

Course document 3.2

Giang’s journey

How does Giang feel?

How does my school support pupils like Giang?
**Show video sequence 3.3 – Giang’s story, part 1.**

This sequence tells the story of Giang Vo’s experiences coming to England from Vietnam in 1979.

Ask the participants, while they are watching the sequence, to note down on their copies of course document 3.2 the feelings and concerns Giang had about her experience.

Ask participants to share the feelings they noted down. Then ask them, in pairs, to note the actions taken in their schools to make pupils like Giang feel safe, settled, valued and ready to learn.

Take feedback on a flipchart or whiteboard. Share the answers provided.

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**Outside the classroom**

Tell the participants that in the last video sequence, Giang reflects on her experience at school in this country and the people she remembers.

**Show video sequence 3.4 – Giang’s story, part 2.** Depending on the time available, you may wish to show only a part of this sequence, or may skip it altogether.

Giang is now a teacher and she reflects on her experience of school and the role played by support staff to help her settle in school and learn English.

Participants could be asked to share their experiences of learning English at school and the role played by support staff, if appropriate.

Tell participants that they have seen and discussed the ways in which some schools welcome and enable pupils to settle successfully into school.
Show presentation slide 3.14 and refer to the points on it.

Presentation slide 3.14

Some school systems that support pupils learning English

- Good admissions policy
- Access to interpreters for parent/carer interviews
- Access to translators for home/school communications
- ‘Buddy’ system for newly arrived pupils
- Inclusive approach to curriculum teaching and learning
- Monitoring of progress in English language acquisition
- Family literacy

Ask participants if they know any others and how they can contribute to the process. Take feedback and share suggestions on a flipchart or whiteboard.

Show presentation slide 3.15.

Presentation slide 3.15

Ways in which support staff can help pupils learning English

- Make opportunities to greet and promote conversation with pupils and parents
- Involve pupils in playground activities
- Be aware of the school’s policy for dealing with bullying and recording racist incidents
- Encourage friendship or ‘buddy’ systems at break times
- Be available
- Smile
Activity 3.3

Remind everyone that a friendly greeting is always welcome. Tell them that this activity provides an opportunity to start to build up a dictionary of foreign words for ‘hello’, ‘goodbye’ and ‘well done’.

Ask how many different ways we say these in English.

Ask if they know how to say ‘hello’ or ‘goodbye’ in any other languages.

Ask participants to turn to course document 3.3.

Ask them to work in groups of four or six and to write down in course document 3.3 variations in English, as well as in other languages.

Course document 3.3

A friendly greeting is always welcome. This activity provides an opportunity to start to build up a dictionary of words for ‘hello’, ‘goodbye’ and ‘well done’.

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!

<table>
<thead>
<tr>
<th>Language</th>
<th>Hello</th>
<th>Goodbye</th>
<th>Well done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Buenos días</td>
<td>Adios</td>
<td>Muy bien</td>
</tr>
<tr>
<td></td>
<td>Hola</td>
<td>Hasta la vista</td>
<td></td>
</tr>
<tr>
<td>Albanian</td>
<td>Hej</td>
<td>Ndarje</td>
<td>Mire bërë</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Take feedback.

Ask participants to turn to the post-sessional activities in the Inclusion section of the support staff file and explain, briefly, what this asks participants to do.

Post-sessional activity

1. In your school, find out:
   - how many pupils are learning English as an additional language
   - how many languages are spoken
   - what the main languages spoken are
   - who the staff responsible for teaching English as additional language are.

2. Regularly engage some EAL pupils in conversation about their work and interests. Look for opportunities to talk with them individually, and possibly as a group outside ‘formal’ lessons, such as during break times. Remember that your language will provide a helpful model of spoken English. Listen carefully and build on their response.

3. Find out more from the minority ethnic achievement website (www.standards.dfes.gov.uk/ethnicminorities/) which also contains useful information on supporting traveller pupils.
The TDA is committed to providing accessible information. To request this item in another language or format, contact TDA corporate communications at the address below or by e-mail: corporatecomms@tda.gov.uk
Please tell us what you require and we will consider with you how to meet your needs.

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