



In The Know!

News & Updates for Inclusive Practice in Schools

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Dear Reader,

Welcome to our latest newsletter, keeping you up-to-date on matters of inclusive practice in primary schools. Keeping up to speed with everything in SEND and wider aspects of inclusive practice can be pretty challenging for busy school practitioners.

We hope our newsletter goes some way towards helping you to wade your way through what is current, relevant and highly useful to schools at present.

We are delighted to announce new Forum venues in Lancashire and Cumbria, as well as Essentials versions of the Forums in Wakefield, St Helens and Cheshire.

We are also taking initial bookings for the Inclusive Learning Online Portal – see right for details!

All the best,
Zena and Steve
Inclusive Learning North

Inclusive Learning Online Portal

Giving Every Teacher the Confidence to be the Teacher of SEND

Imagine if an online portal existed with a wealth of guidance, tools and access to advice for SENCOS. Imagine if it were a place where teachers could have unlimited access to High Quality First Teaching Strategies, giving every teacher the confidence to be the inclusive teacher of all pupils, allowing access and participation by all and ensuring excellent pupil progress.

Imagine if it included a wealth of evidence-based intervention strategies targeting specific objectives of the curriculum that children have not yet mastered. Imagine if it was offered at a price that any school could afford – large or small!

Visit: www.inclusivelearningnorth.co.uk/gft-portal for more information

RESOURCES AND CPD

The **National Autistic Society** has films, assemblies, teaching and follow-up activities. Children can meet the Trummies – six colourful characters who help celebrate difference for primary pupils. And, for early years, there is a circle time film and activities. Everything is **free to download**.



The Communication Trust provide a detailed **primary curriculum for speech, language and communication** Years 1 to 6. The National Curriculum is very sparse in the area of speaking and listening, so this document, along with its assessment tools, allows teachers to provide a meaningful curriculum in speaking and listening and benchmark children's attainment and progress against national age-related expectations. Frequent visitors to the Inclusion Forum will be either using this curriculum or are aware that it can be downloaded from **The Communication Trust website**.

However, you may not be aware that you can also order hard copies of this valuable document, free of charge, from the Communication Trust. Simply email enquiries@thecommunicationtrust.org.uk stating the name of your school and delivery details and requesting 'Communicating the Curriculum'. All schools may request up to 20 copies free of charge. Orders above 20 copies will be subject to delivery charge.

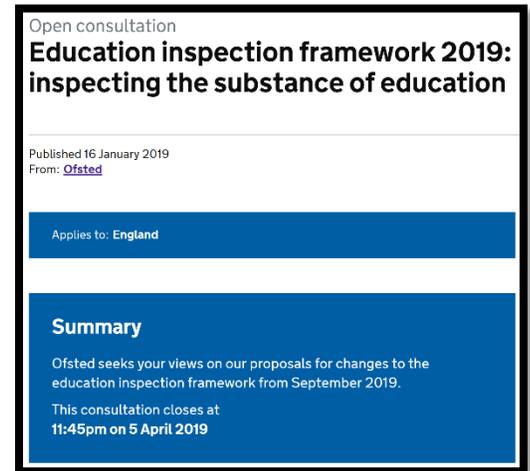


The Evidenced-based Practice Unit, along with UCL and the Anna Freud National Centre for Children and Families has now produced the **Well-being Measurement Framework for Primary Schools**. It is free to access and may help in providing some level of measurement of social and emotional well-being of pupils. This may be particularly welcome for measuring the impact of social, emotional and mental health interventions.

STRATEGY AND POLICY

The closing date has now passed for the [OFSTED consultation](#) on the proposed changes to school inspections. While we're waiting for the results, the key proposals for consultation include:

- a new 'quality of education' judgement, with the curriculum at its heart
- looking at outcomes in context and whether they are the result of a coherently planned curriculum, delivered well
- no longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good



Issues of particular relevance to equalities, diversity and inclusion are:

- *Narrowing of the curriculum* – highlighting concerns that the curriculum has come second to performance measures and preparation for tests and examinations. In many cases, this means that too many learners, often the disadvantaged and those with special educational needs and/or disabilities (SEND), are not given access to a broad, rich and deep curriculum. This can result in unlawful discrimination, contrary to the Equality Act 2010. These issues relating to the narrowing of the curriculum are affecting learners across the spectrum.
- *Some learners not having equal access to high-quality education* – highlighting concerns that the current system leads to schools placing pressure on parents to remove low-attaining pupils from the school roll in order to protect the school's progress scores and examination results. In early years, the concern is that nurseries are deterred from taking on children with SEND, thereby depriving them of the same opportunities for education that are available to others. These practices are likely to disproportionately affect the most disadvantaged, including those with SEND.

According to [TES](#), Adoption UK has called for the Timpson **review of school exclusions** to look at the position of **adopted children**, who it said were disproportionately affected by being removed from schools. It said around half of children excluded from schools had special needs and adopted children were over-represented in this group. Official exclusions might be "only be the tip of the iceberg", it said as 12 per cent of adopters said they were told the only way for their child to avoid exclusion was to change school. According to Adoption UK, adopted children are:

- Five times more likely than other children to be temporarily excluded from school.
- Twenty times more likely to be permanently excluded.

The charity also wants Mr Timpson to support the inclusion in initial teacher training of attachment and trauma-informed training looking at the specific needs of looked after and adopted children. It says that this should carry on into continuing professional development.

RESEARCH

Parental engagement in any subject is key to academic success - some studies show a probability increase of more than 50% for children who are supported by parents in their learning to achieve top grades versus children who receive little or no support. This short, accessible and helpful blog: [7 steps to help parents support their children's Maths learning](#), draws on current research and the author's experience of primary school mathematics teaching.

The Education Endowment Foundation has launched a new email series designed to support teachers in changing classroom practice to improve pupils' metacognitive skills – in short, their ability to plan, monitor and evaluate their own academic progress so they become better at learning and studying. The content is drawn from the EEF's guidance report, '[Metacognition and Self-Regulated Learning](#)', published last year. [Sign up here](#) to receive the emails.



A HIDDEN GEM!

[Swiggle](#) is a child-friendly search engine from the Online Safety experts at SWGfL. Designed to make searching the internet for images or content safer for children, without the need for IT support, Swiggle can help you with your first steps on the road to better online searching. Swiggle can be used on computers in school, and at home.



INCLUSION FORUMS

Summer Term 2019 morning CPD Course:

Girls and Autism

Understand how autism can present in girls and how teachers and other practitioners can support them.



Traditionally autism has been seen as affecting more males than females but we are now realising that girls may present differently in their autism characteristics.

- Lynn McCann and Emma Turver from Reachout ASC will deliver this interactive course which will help you understand the full range of autism characteristics, what to notice in girls and how to help and support them from the early years through their education and beyond. We will look at self-esteem, emotional development, social relationships and realising potential in learning.
- Lynn and Emma are both ASC specialist teachers and consultants and Lynn is an author of three



books about supporting autistic children in primary and secondary schools, and has contributed to a book about educating girls on the autistic spectrum to be published this summer.

Summer Term 2019 afternoon SEND Forum:

Effective Teaching Assistant Deployment

Models of deployment that can optimise the impact of teaching assistants on pupil progress and well-being

Teaching assistants still account for the highest pupil premium spend of any support and intervention nationally and is where the majority of high needs funding goes for children with EHC plans in mainstream schools. This session explores how teaching assistants can be deployed in different contexts to maximise impact on pupil progress and well-being, promote pupil independence and develop professionally through structured interventions. Informed by recent guidance and evidence from the Education Endowment Foundation and example models from schools, this session will be an opportunity to reflect on the effectiveness of your school's TA deployment.

Plus all the usual features including **'SEND updates'** and **'Next steps in SEND'**

We now work alongside Eleanor Hick to deliver this training across Cumbria and Lancashire (including the Fylde & Blackburn with Darwen).

For more details, venues, dates and how to book please go to:

www.eleanorhick.co.uk/training

For details of this training, venues and dates the wider northern UK visit:

<https://inclusivelearningnorth.co.uk/inclusion-forums-2018-2019/>

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