

Unit 2: Effective Strategies for Inclusion

a) Good inclusive practice

Wherever possible, LAs should respond positively to parental requests for a mainstream placement at four or five years of age, rather than prejudging the likelihood of a successful placement using preschool assessment information.

Children with DS should attend a local school to allow the development of friendships and community links. To minimise the number of transfers, a JMI school is generally preferable to separate infant and junior schools.

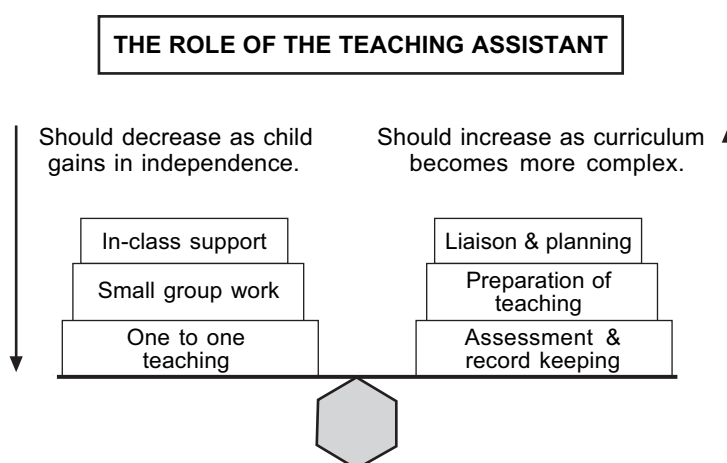
Most children who successfully reach year 6, should be able to benefit from a mainstream secondary placement. Prior to secondary transfer, close liaison should be established with the secondary school of the parents' choice, to allow for thorough planning and preparation, to overcome natural anxieties and ease transition.

Unless there are compelling reasons for keeping children in a nursery or reception class for an extra year, children with DS should be placed in age appropriate classes and moved up with their peer group each year.

Under no circumstances should children be separated from their friends by keeping them back part way through their school career. Where there are concerns about curriculum access, schools should seek advice on differentiation.

Between 15 and 25 hours teaching assistant support are recommended in the early years, with direct support being reduced gradually as the child becomes more independent. In exceptional cases, for example, where the child is not yet toilet trained or is at risk of injuring themselves or others, full time support may be necessary.

As direct support is reduced, more time should be given by the teaching assistant to planning with the class teacher and to the preparation of differentiated teaching materials.



LAs should ensure that all staff working with a child with DS have access to high quality training and ongoing support.

Schools should ensure that every child receives direct input from a qualified teacher on a regular basis. Under no circumstances should total responsibility for a child's teaching programme be left to a teaching assistant.

To foster independence, teaching assistants should be encouraged to offer flexible support across the classroom. Help should be offered only when required and children taught to solve their own problems, seeking help only when they really need it.

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Outside the classroom, individual help should be kept to a minimum and the assistance of peers encouraged. Where safety is an issue, supervision should be offered but at a distance.

Wherever possible, support should be offered in the classroom. If a pupil is withdrawn for an intervention, it is important that pupil progress is assessed regularly and the intervention is evaluated. If the pupil is not making expected progress, another intervention or approach needs to be considered.

Regular access to advice from a qualified speech and language therapist should be available to all schools catering for a child with DS. In most cases termly visits, backed up by a structured language programme, should be sufficient.

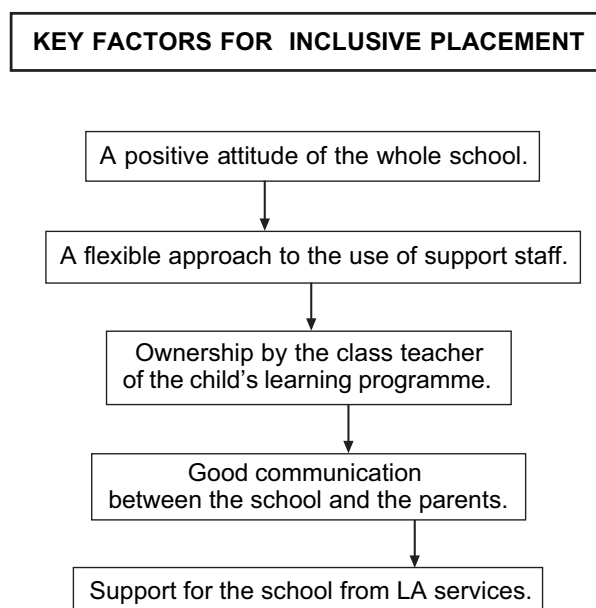
Where direct therapy is required, this should be offered in school to allow staff to learn appropriate ways of working and to encourage joint planning between the class teacher, the therapist and the teaching assistant.

Schools should have access to support and advice through their Educational Psychologist, an advisory teacher or a special school outreach teacher. Where outreach is provided by staff from a special school, they should be trained in good inclusive practice. It is also helpful for schools to be aware of and to have contact with similar schools in their area who have experience including students with DS.

Schools should work closely with parents and ensure that effective forms of communication are in place. Where concerns are expressed by school staff, parents should be informed at the earliest stage and efforts made to resolve the problems cooperatively.

A special school placement should only be considered when all other options, including a change of mainstream school, have been explored.

b) Creating an inclusive school



Inclusive schools welcome diversity and are committed to improving outcomes for all pupils. They have a 'can do', problem solving approach and are led by Senior Leadership Teams who believe in enabling all pupils to reach their full potential.

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The inclusive school is one where:

- The classroom climate is as important as the curriculum.
- The environment is warm, positive and accepting.
- All students are made to feel good about themselves.
- Students learn respect and tolerance of one another.
- Students learn ways of working together so everyone can participate.

Every teacher in an inclusive school:

- Accepts responsibility for the learning of all students in their classes.
- Has accurate assessment information on each pupil in their class.
- Has a thorough knowledge of each pupil and understands how they learn best.
- Works towards the full participation of all pupils.
- Involves the peer group in meeting the needs of individual pupils.
- Celebrates the achievement of all pupils.

As schools work towards developing inclusion further, SLTs need to:

- Assess the quality of learning for pupils with SEN and/or disabilities and their progress.
- Assess how effective the provision is and the impact this has on pupils.
- Use and analyse accurate assessment to support learning.
- Ensure value for money by considering the way additional support is used throughout the school.
- Ensure that the school has a Disability Equality Scheme which is embedded in the school culture.

Friendships with peers are often the key to a student's sense of self-identity and emotional security. To foster the development of friendships:

- Provide ample opportunities for students to interact normally.
- Encourage the use of peer tutoring or buddy systems.
- Use circle time to explore feelings.
- Establish circles of friends to support individual students.

c) Classroom planning and IEPs

In developing an inclusive timetable for the student with DS, teachers need to combine information they receive from parents, colleagues and other professionals with observation of the student in the classroom, their response to the teaching programme offered and the results of any more formalised assessment procedures.

By using all four sources of information, the class teacher should be able to build up a picture of:

- The student's language and communication skills.
- Their gross and fine motor skills.
- Their literacy skills.
- their numeracy skills.

In addition they should be aware of:

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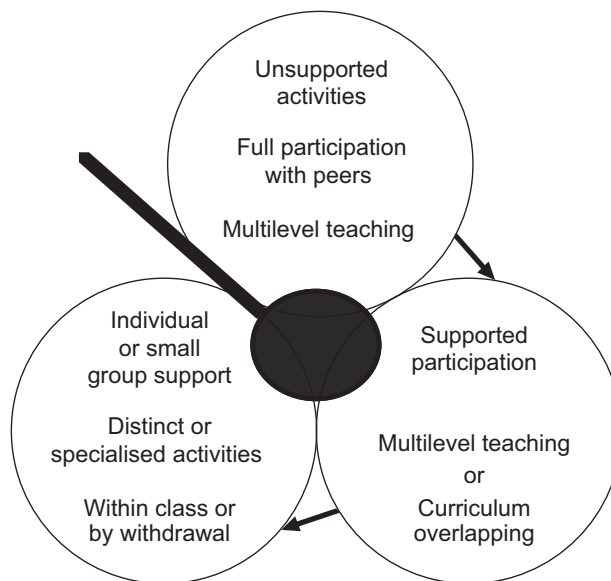
- The student's individual learning style.
- Their ability to function independently.
- Their social skills and ability to form relationships.
- Their level of inclusion in the life of the school.

This information should then form the basis of the student's IEP, with SMART (Specific, measurable, attainable, relevant, timed) targets being selected from the areas described above.

In drawing up an IEP, care should be taken to set targets and design appropriate objectives to cover times when the student is:

- Involved in class activities without individual support.
- Participating in differentiated activities with in-class support.
- Working individually on specifically designed programmes of work.

DEVELOPING AN INCLUSIVE TIMETABLE



All adults involved in delivering the student's programme, parents and the student should be involved in drawing up and reviewing the IEP.

The information and targets on the IEP will only be effective in meeting the individual needs of the student if they are shared and used by all staff involved with the student.

At regular intervals the IEP should be reviewed to ensure that:

- The targets are still appropriate and the interventions still effective.
- Attention is being paid to social as well as curricular goals.
- The student is becoming more independent as well as more skilled.
- Staff are becoming increasingly confident in meeting the student's needs.

While each school or LA will have its preferred model for IEPs, some examples are appended which may prove useful.

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SEN *action record* individual education plan and review

Child's name: Year F2 Action: EYA/EYAP/Statement

Details of any funded support 15 hours weekly	Details of support services/other agencies involved SALT. Down's Syndrome/Complex Needs support service	Name of SENCo and/or person completing this form: Start date of this IEP: Date of next review:
Child's strengths and interests D..... is a sociable child who enjoys the company of children and adults. She has strong visual learning skills and will copy and take her cue from other children.		
Target and criteria for success	Strategies, activities and resources to support this target	Monitoring arrangements
D will choose between 2 items	Opportunity of lots of choice - use "choose" sign - between 2 things initially. Offer activities, games, books, food which D enjoys. Offer as much as possible incidentally as she plays.	Kay B and Senco
D will understand big - she will indicate the "big" item when asked.	Lots of contrast play - adult talking about and showing what is big.	Kay B and Senco
D will understand and use 5 new verbs	Acting out verbs using dolls, toys, children and adults. Looking at Color cards and books. In descriptive commentary focus on what D is doing (2 word phrases including verb). Incidentally as much as possible when she plays.	Kay and Senco
		Review of progress towards target

Review

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My Individual Education Plan

Primary School:
Child's name:
Year:
Stage:

Things I
find difficult



My Targets



What do I need
to do?



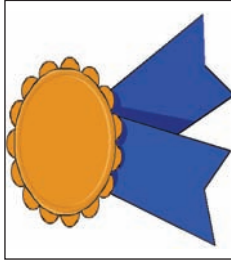
What do I need to
help me?



Who's going to help
me and when?



How did I get on?
Review Date:



Sitting at carpet time

I will sit on the carpet for
10 minutes in Literacy
4 out of 5 times.

Sit on the carpet without
getting up or taking off
my shoes.

My carpet square.

Mrs Bray to sit to my side
and in front and to sign
to me when I need it.

I can sit on the carpet
quietly when I sit on my
carpet square.

Writing my name

I will be able to write my
name on my own.

Write my name
independently on my
white board.

My white board and felt tip.
My template if I need it.

Mrs Bray to get me started.

I can write my name on
my own but sometimes
need my template to copy.

Counting 10 objects

To count up to 10 objects
accurately with good
one-one correspondence
4 out of 5 times.

My number line, my
dinosaurs or teddies, my
see through counting pot.

Mrs Bray to get me started.

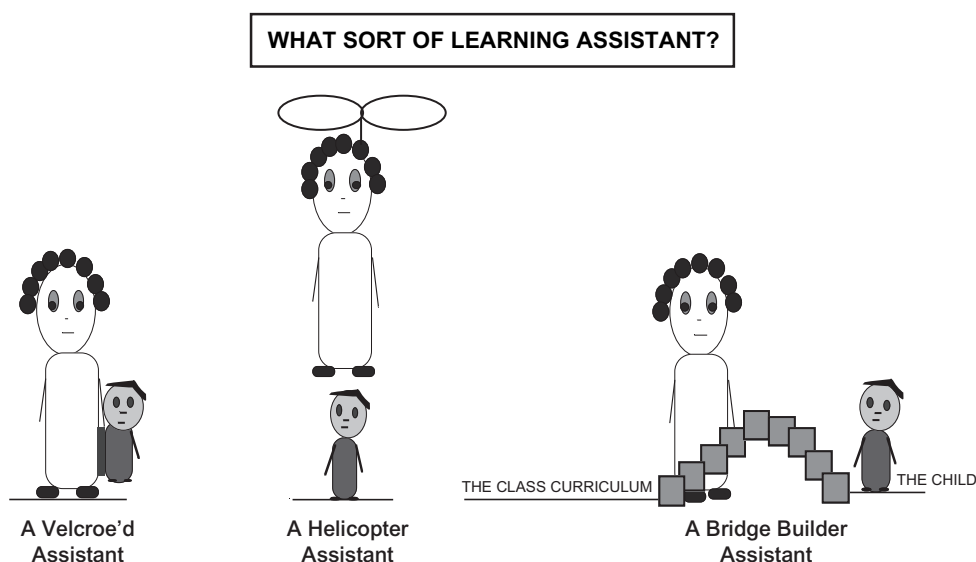
I can count objects
accurately to 10.
Extend to 12.

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d) Using additional adult support effectively

TAs, working in partnership with class teachers/subject teachers, should consider the following:

- In order to ensure high quality teaching, it is important that TAs receive appropriate training and support before teaching new skills.
- In partnership with the class teacher/subject teacher, TAs should encourage cooperative learning and the involvement of more able peers to provide good role models.
- They should act as a bridge between the student and the mainstream curriculum, rather than providing different work.
- They should liaise regularly with the class teacher/subject teacher and provide feedback on the student's response to the curriculum.
- To encourage the development of age-appropriate behaviour, teaching assistants should ensure that students with DS spend most of their time with typically developing peers of a similar age.
- In partnership with class teachers/subject teachers, TAs should have high expectations and refuse to accept silly or immature behaviour. To overcome memory problems, they should remind the student regularly about school and class rules.
- Interactions with peers providing good models of behaviour should be fostered and other students encouraged to tell the student when they don't like their behaviour.
- To facilitate the formation of friendships, TAs should give the student opportunities to interact without close adult supervision.
- TAs should work alongside the CT/Subject teacher to encourage befriending and support from the peer group.
- In partnership with SLTs, Class teachers/subject teachers, TAs should give the student the opportunity to take part in the whole range of school activities including school trips.
- To help the student become more independent, TAs need to allow students to make mistakes and then try to solve their own problems before seeking help.
- They should avoid being a helicopter, hovering over the student in case they have any problems.
- TAs should work alongside class teachers/subject teachers to give the student responsibilities within the classroom and the opportunity to be seen as independent by their peers.



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