

Inclusion Development Programme

guidance document



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What is the Inclusion Development Programme?

National Strategies is responsible for taking forward the commitment made in 'Removing Barriers to Achievement' by providing a four-year programme of Continuing Professional Development (CPD). This is designed to increase the confidence and expertise of mainstream practitioners in meeting a higher incidence of SEN in mainstream settings and schools.

The aim of the Inclusion Development Programme (IDP) is to support schools and Early Years settings in delivering Quality First Teaching (QFT) through web-based materials which are currently available on the National Strategies website. These include:

- teaching and learning resources
- training materials
- guidance on effective classroom strategies
- models of good practice for multi-disciplinary teams
- information about sources of more specialist advice.

In 2008, the IDP focused on dyslexia and Speech, Language and Communication Needs (SLCN). In 2009, the focus was on supporting pupils on the autism spectrum. The resource supporting pupils with behaviour, emotional and social difficulties is the most recent to be launched (2010). All three have accompanying Early Years resources.

The process of embedding the IDP within schools begins with a self evaluation audit for staff to complete. This will provide a baseline of confidence and skills in addressing the needs of identified learners. Included in this guidance are simplified versions as well as the original version of the audit and you can choose the most suitable version for your needs.

When the audit has been completed, the senior leadership team is encouraged to collate this data in order to develop an IDP action plan. This will identify appropriate CPD modules for staff to work on. It will be up to the school to decide upon approaches to delivery. It is recommended that the CPD identified in the action plan takes 1-2 terms to complete.

This guidance document has been created to support schools in the implementation of the ASD and BESD resources as we await the update of the dyslexia/SLCN resource.

Any further enquiries regarding the IDP should be addressed to:

elaine.stone@wiltshire.gov.uk

Page	Title	Sub headings/description
Introduction		
1	What Are BESD?	Brief outline
2	What does this course cover?	<ul style="list-style-type: none"> • How do BESD develop? • How can I improve outcomes for pupils with BESD in the classroom? • How can I support Individual pupils with BESD effectively? • What are the other sources of support?
3	What's in it for me?	Select tab appropriate to your role-CT TA
4	Meet the practitioners	Introduction to the people featured in the scenarios throughout the programme
5	Meet the pupils	Introduction to the pupils featured in the scenarios throughout the programme
6	Which pupil has BESD	Consider list of indicators
7	Meet the experts	Introduction to two professionals with behaviour background
Section 1 How do BESD develop?		
1	Introduction to Leanne	Case file for Leanne Teacher concerns outlined
2	Causes of Leanne's BESD	Multiple choice questions
3	Leanne's needs	Multiple choice questions
4	Causes of BESD	Practitioners views
5	Leanne's resilience level	Multiple choice questions
6	Leanne's disturbing behaviour	Teacher's view - Video clips
7	Explaining Leanne's behaviour	Multiple choice questions
8	BESD and other SEN	Select a heading – SLCN and ADHD
9	Assessment Tools	Information on Goodman (SDQ); Boxall; NFER
10	Summary	Review of above
Section 2 How can I improve outcomes for pupils with BESD?		
1	Zoe's story	Zoe is an NQT who is finding Josh's behaviour a challenge
2	Zoe and Josh in lessons	Sets the scene for a lesson
3	Reflect on Zoe's teaching	Reflects on Zoe's teaching style Multiple choice questions
4	Our emotional responses	Expert advice is given at a local cluster meeting. Sound clips
5	Responding to Josh	Responding to Josh-different approaches considered
6	What should Zoe do now?	Multiple choice questions
7	Positive measures	Views from a class teacher and school leader
8	Quality First Teaching	Alan explains QFT to the cluster
9	QFT helps pupils with BESD	QFT helps pupils with BESD
10	Differentiation for Josh	Multiple choice questions
11	Using QFT	Practitioners views-sound clips

12	QFT in practice	2 video clips – teacher using AfL and school leader
13	Using positive communication	Sound clip from Barbara
14	Communicating positively	Multiple choice questions
15	Routines help pupils with BESD	
16	Helping pupils to cope with change	Multiple choice questions
17	Zoe improves the classroom environment	Select an image to see how Zoe has improved the classroom
18	Improving the environment	Select a practitioner to hear their view
19	Adapting your classroom environment	Video clip of a class teacher describing her classroom environment
20	Summary	
Section 3 How can I support individual pupils with BESD more effectively?		
1	Beth	Introduction to TA Beth and case file for Daniel
2	The triggers for an emotional outburst	Analysing a classroom scenario
3	Dealing with an emotional outburst	Dealing with outbursts- multiple choice questions
4	Dealing with an emotional outburst	Questions with feedback
5	Helping pupils manage their emotions	What some schools do
6	Beth's relationship with Daniel	Sound clip of TA discussing her relationship with Daniel
7	Maintaining relationships	Multiple choice questions with feedback
8	How to build positive relationships	Practitioners' views
9	Whole school approaches	
10	Raising concerns	Select a heading. Key routes for raising concerns
11	The role of the SENCO	Headings: Assessments; Arranging additional provision; Communicating action; Advice; Review
12	Provision management	Video clip featuring SENCO and TA discussing provision
13	Delivering the curriculum flexibly	Read Daniel's case file and choose appropriate options for provision
14	The flexible curriculum	Video clips featuring head teachers view and TA view on using resources
15	Meeting Daniel's needs outside the classroom	Sound clip from behaviour expert
16	Unstructured time in the school day	Review the case file and choose from multiple choice questions
17	Providing for Daniel in unstructured time	Outline of provision throughout the day considering good practice
18	Provision for unstructured time	Select an image to find out more from four options: Risk Providing a safe haven Approach Lunchtime activities
19	Easing important transitions	Three practitioners views looking at different transitions
20	Transition activities	Select an image to find out more:

		Transition group Transition meeting
21	Summary	
Section 4 What are the other sources of support?		
1	Steve	Introduction to pupil (Wayne) case file and class teacher
2	What's being done?	Sound clip outlining problems and the support that Steve requires
3	Communication between professionals	Interview with Head teacher of a PRU
4	Requesting support	Multiple choice questions looking at the support Steve should be requesting
5	Enrichment activities	Interviews with a pupil who has experienced enrichment activities and with the enrichment coordinator
6	Multi-agency teams	Introducing the CAF. Select a tab to find out more about: Behaviour Support Team; Educational Psychology Service; Local Authority; CAMHS and attendance
7	Multi-agency	Select heading to find out about: supporting substance abusers Tackling anti-social behaviour Mental health provision
8	Pastoral support programme	Items that may be referred to in a PSP
9	Risk of exclusion	PARE- pupils at risk of exclusion. Select an image to find out more about PARE forum; dual registration with PRU
10	Working with parents and carers	Reference to material in library section- 'building partnerships with parents and carers'
11	Barriers	Scenario referred to as discussion point
12	Why might it be difficult to engage parents?	Select a heading to find out more: communication & perception; practical barriers; cultural & community; family
13	How can the school engage parents	Select options that apply
14	Working with parents and carers	Three practitioners views
15	Supporting parents and carers	Select an image to find out more: positive messages; finding support for families; parenting courses; liaising with parents; working with the community
16	Summary	

Contents:

What's in it for me?

This opens a page that provides an introduction and sections called:

- How long will it take?
- Aims.
- Key themes.

Check what I know

This is a self evaluation sheet that relates to all eight units and asks two questions to identify knowledge and adjustment to practice. It can be completed online or printed off and is intended to be used before and after the completion of the programme.

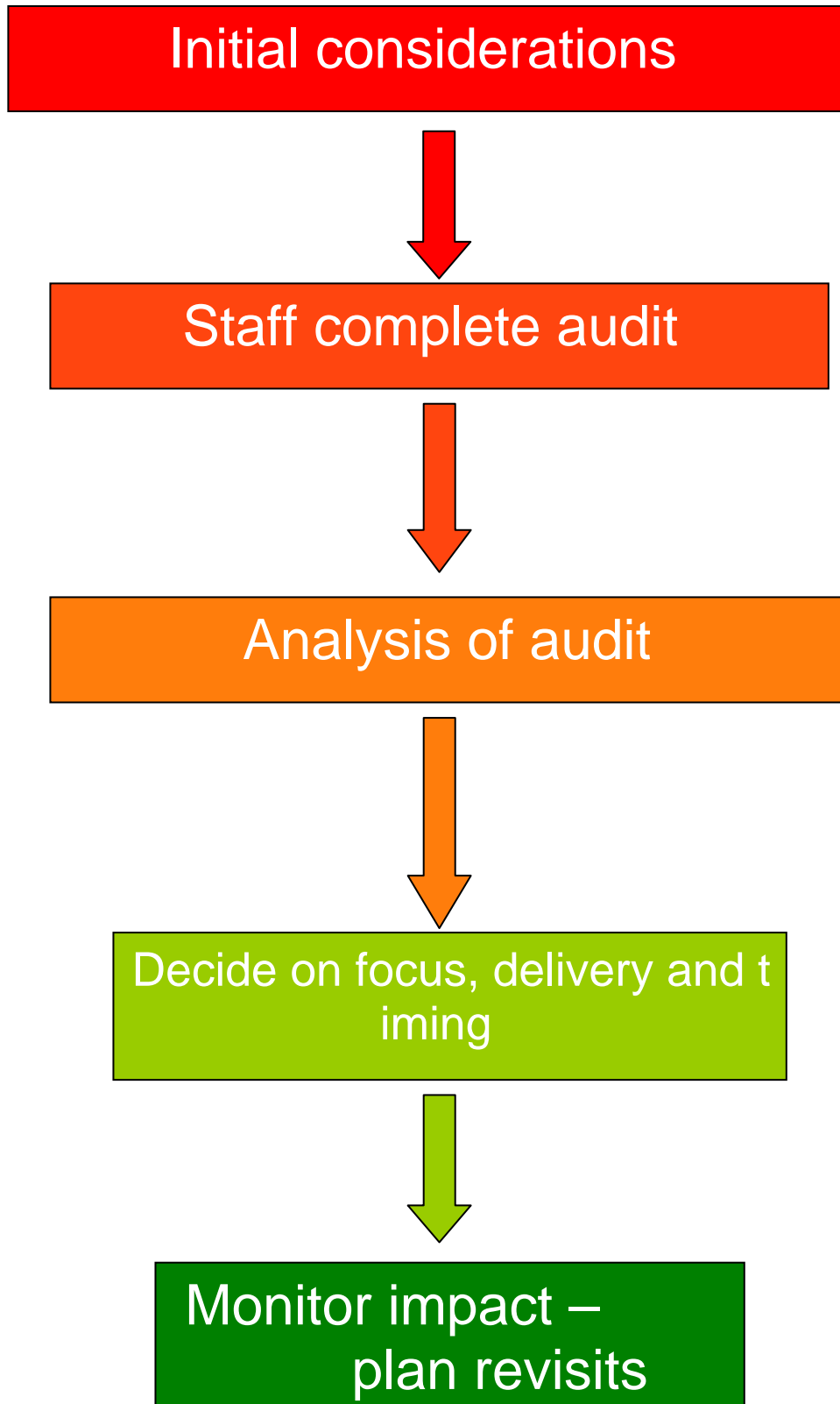
Section 1 What is the autism spectrum	
1	Two video clips.
2	Myth busters.
3	Key developmental areas.
4	Diversity.
5	Falling over in your mind –a hidden condition.
6	Reflection.
7	Diagnosis.
8	Issues relating to diagnosis.
9	Reflections.
10	Challenges.
11	Challenges in school.
12	Anxiety.
13	Engaging and involving parents, carers and families.
14	Difference not deficit.
15	Summary
Section 2 Social and emotional understanding	
1	The social game.
2.	What would you say
3	Knowing the rules.
4	Understanding the rules.
5	Reflections
6	Child development – What is it we learn to do.
7	Progression of social and emotional understanding.
8	Behaviours
9	Emotions
10	Reflections
11	Teasing and bullying.
12	Strategies in action
13	Outcomes.
14	Success on the pitch.
15	Friendships
16	Raising peer awareness.
17	Benefits of support.
18	Benefits of peer awareness – three video clips.
19	Reflections.
20	Summary.

Section 3 Communication and language	
1	What do you mean?
2	Reasons for communication.
3	Effective communication skill.
4	Understanding different forms of communication.
5	Expressive and receptive language skills.
6	Verbal communication and echolalia.
7	Reflections.
8	Do you mean what you say?
9	A literal interpretation.
10	Repetitive questioning.
11	Benefits of effective communication.
12	How do emotions affect communication?
13	Challenging behaviour.
14	Challenging behaviour at home and at school.
15	Other ways to communicate.
16	Ways you can help.
17	Summary.
Section 4 Flexibility of thought and behaviour	
1	An unforeseen situation.
2	Think flexibly.
3	Unpredictability causes anxiety.
4	Break and lunch time.
5	Resistance to change.
6	Changes creates challenges.
7	Ritualistic and checking behaviours.
8	Special interests + view point.
9	Reflections.
10	Aiding flexible thinking.
11	Making choices.
12	Special interests.
13	Using special interests to motivate.
14	Motivation.
15	Moving school, class or new teacher.
16	Transition to a new school – views before the transition
17	Transition to a new school – views after the transition
18	Reflections.
19	Summary.
Section 5 Sensory perception and responses	
1	A hidden difficulty.
2	The sensory profile.
3	The five senses.
4	Two more senses.
5	Four case studies.
6	Sensory profile of a pupil.
7	Reflections.
8	Visual stimuli.
9	Auditory stimulation.
10	Auditory strategies.
11	Responses to smell.
12	Responses to taste.
13	Different tactile experiences.
14	Sensitivity to touch.
15	Proprioception + body awareness.

16	The vestibular system: movement and balance.
17	Summary.
Section 6 Know the pupil	
1	Everyone is different.
2	The uneven profile.
3	Reasons and consequences.
4	Areas for assessment.
5	Taking action.
6	Case study Matthew.
7	Matthew's passport.
8	Case study Joe.
9	Joe's passport.
10	Reflections.
11	Who should you ask?
12	A week in the life.
13	Other strategies.
14	How can information be shared?
15	Reflections.
16	Summary.

Section 7 Curriculum priorities and inclusive practice	
1	A scenario.
2	Why did he do that?
3	Getting to know Josh.
4	Art and humanities
5	The sciences.
6	PE and games.
7	Flexibility in the curriculum.
8	Understanding instructions.
9	Understanding instructions visual timetables.
10	Pre-tutoring.
11	Homework.
12	Revision
13	Examination and tests.
14	Reflections
15	What does success look like?
16	Reflections
17	Key features of an inclusive school.
18	Benefits of mainstream inclusion.
19	Summary.
Section 8 Sources of support	
1	A poetry exercise.
2	Sources of support.
3	Sources of information and support.
4	External agencies.
5	In the loop.
6	Parents or carers.
7	Importance of home school communication.
8	The home school book.
9	Consistency across settings.
10	Self advocacy.
11	Deployment of staff: teaching assistants.
12	Preparing pupils for adult life.
13	Reflections.
14	Whole school practice.
15	Sharing the workload.
16	You and your colleagues.
17	Summary.
18	Self evaluation.

Getting started on the IDP



Self-evaluation checklist for the learner

(Taken from the National Strategies Inclusion Development Programme Resource 2009)

Codes used: K – knowledge A – adjustment to practice

My knowledge and understanding of the autism spectrum and adjustments to practice		Rate 1–4			
		1 = not very confident 4 = very confident			
		1	2	3	4
Unit 1: What is the autism spectrum?					
1K	I know the main areas affected in pupils on the autism spectrum.				
2K	I have some knowledge of the early development of pupils on the autism spectrum.				
3A	I take action to find out how a pupil on the autism spectrum is affected in these areas.				
4A	I alter my approach in the light of this information.				
Unit 2: Social and emotional understanding					
5K	I know why social interaction with peers and adults is hard for a pupil on the spectrum.				
6K	I know that the pupil has difficulty in being aware of and understanding his or her emotions and those of others.				
7A	I adjust my communication style to facilitate interactions with pupils on the autism spectrum.				
8A	I use strategies to facilitate the social inclusion of pupils on the autism spectrum.				
Unit 3: Communication and language					
9K	I know some of the ways in which the communication of pupils on the autism spectrum differs from typical pupils.				
10K	I know some of the specific difficulties in the understanding and use of speech and non-verbal language (e.g. gesture, facial expression) that pupils on the autism spectrum experience.				
11A	I use additional forms of communication when working with a pupil on the autism spectrum.				
12A	I adjust my language to help the pupil understand spoken instructions.				

Unit 4: Flexibility of thought and behaviour				
13K	I know that a pupil on the autism spectrum has great difficulty with change and in predicting what might happen next.			
14K	I know that pupils on the autism spectrum have difficulty in knowing what to do at break and lunch times.			
15A	I show pupils clearly what is to happen within the day, within the classroom and within a task.			
16A	I put structure and predictability into unstructured times such as break, lunch and free-choice times.			
Unit 5: Sensory perception and responses				
17K	I know that pupils on the autism spectrum may be oversensitive or under-sensitive to sights, sounds, taste, smell and touch.			
18K	I know that sensory issues in school can create serious challenges and barriers to some pupils on the autism spectrum.			
19A	I assess both the sensory environment and a pupil's responses to sensory input.			
20A	I modify the sensory input and challenges to pupils on the autism spectrum, where necessary.			
Unit 6: Know the pupil				
21K	I know that the profile and skills of an individual pupil on the autism spectrum is very uneven and can vary a great deal between pupils on the spectrum.			
22K	I know that it is important to involve the pupil, parents and carers in obtaining information on a pupil's needs, strengths and interests.			
23A	I engage parents and carers in compiling a profile of the pupil's strengths and needs.			
24A	I engage the pupil on the autism spectrum in compiling a profile of the pupil's strengths and needs.			

Unit 7: Curriculum priorities and inclusive practice				
25K	I have knowledge of how pupils on the autism spectrum might be affected across subject areas or within my own subject area.			
26K	I know the key features which make for inclusive practice for pupils on the autism spectrum within a mainstream school.			
27A	I make adjustments to enable a pupil on the autism spectrum to access the subject areas I teach.			
28A	I work to inspire an inclusive ethos in school in relation to the attitudes of other pupils and my work with parents and carers.			
Unit 8: Sources of support				
29K	I know the people within school from whom I can get advice and support regarding pupils on the autism spectrum.			
30K	I know some sources of information, external to the school, on the autism spectrum.			
31A	I read and contribute to the information about pupils on the autism spectrum which is shared with colleagues in the school.			
32A	I can list the ways in which I include parents and carers in supporting their children in school.			
Total score out of 128				

Adapted self-evaluation checklist for the learner

(Taken from the National Strategies inclusion development programme resource 2009)

Codes used: K – knowledge

A – adjustment to practice

My knowledge and understanding of the autism spectrum and adjustments to practice		Yes=1 No=0
Unit 1: What is the autism spectrum?		
1K	I know the main areas affected in pupils on the autism spectrum.	
2K	I have some knowledge of the early development of pupils on the autism spectrum.	
3A	I take action to find out how a pupil on the autism spectrum is affected in these areas.	
4A	I alter my approach in the light of this information.	
Unit 2: Social and emotional understanding		
5K	I know why social interaction with peers and adults is hard for a pupil on the spectrum.	
6K	I know that the pupil has difficulty in being aware of and understanding his or her emotions and those of others.	
7A	I adjust my communication style to facilitate interactions with pupils on the autism spectrum.	
8A	I use strategies to facilitate the social inclusion of pupils on the autism spectrum.	
Unit 3: Communication and language		
9K	I know some of the ways in which the communication of pupils on the autism spectrum differs from typical pupils.	
10K	I know some of the specific difficulties in the understanding and use of speech and non-verbal language (e.g. gesture, facial expression) that pupils on the autism spectrum experience.	
11A	I use additional forms of communication when working with a pupil on the autism spectrum.	
12A	I adjust my language to help the pupil understand spoken instructions.	
Unit 4: Flexibility of thought and behaviour		
13K	I know that a pupil on the autism spectrum has great difficulty with change and in predicting what might happen next.	
14K	I know that pupils on the autism spectrum have difficulty in knowing what to do at break and lunch times.	

15A	I show pupils clearly what is to happen within the day, within the classroom and within a task.	
16A	I put structure and predictability into unstructured times such as break, lunch and free-choice times.	
Unit 5: Sensory perception and responses		
17K	I know that pupils on the autism spectrum may be oversensitive or under-sensitive to sights, sounds, taste, smell and touch.	
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19A	I assess both the sensory environment and a pupil's responses to sensory input.	
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Unit 6: Know the pupil		
21K	I know that the profile and skills of an individual pupil on the autism spectrum is very uneven and can vary a great deal between pupils on the spectrum.	
22K	I know that it is important to involve the pupil, parents and carers in obtaining information on a pupil's needs, strengths and interests.	
23A	I engage parents and carers in compiling a profile of the pupil's strengths and needs.	
24A	I engage the pupil on the autism spectrum in compiling a profile of the pupil's strengths and needs.	

Unit 7: Curriculum priorities and inclusive practice		
25K	I have knowledge of how pupils on the autism spectrum might be affected across subject areas or within my own subject area.	
26K	I know the key features which make for inclusive practice for pupils on the autism spectrum within a mainstream school.	
27A	I make adjustments to enable a pupil on the autism spectrum to access the subject areas I teach.	
28A	I work to inspire an inclusive ethos in school in relation to the attitudes of other pupils and my work with parents and carers.	

Unit 8: Sources of support		
29K	I know the people within school from whom I can get advice and support regarding pupils on the autism spectrum.	

30K	I know some sources of information, external to the school, on the autism spectrum.	
31A	I read and contribute to the information about pupils on the autism spectrum which is shared with colleagues in the school.	
32A	I can list the ways in which I include parents and carers in supporting their children in school.	
Total score out of 32		

Self-evaluation resource for the learner

(Taken from The National Strategies Inclusion Development Programme Resource 2010)

Codes used:

K – knowledge

A – possible adjustment to practice

My knowledge and understanding of behavioural, emotional and social difficulties (BESD) and adjustments that can be made to practice		Rate 1–4 1= not very confident 4= very confident			
		1	2	3	4
Introduction: Understanding BESD					
1K	I know the official definitions of BESD				
2K	I understand the factors that create BESD				
3K	I appreciate the difference between ‘acting out’ and ‘acting in’ and that both can indicate the presence of BESD				
4K	I know that BESD often overlap with mental health problems				
5A	I understand that my own emotions and practice can decrease or increase pupils’ BESD and I take appropriate action				
Module 1: How BESD develop					
6K	I know that some physical and emotional childhood needs, if neglected, can lead to BESD				
7K	I have some understanding of ‘attachment theory’ and its relevance to BESD				
8K	I have some understanding of the development of the brain and how this can link to different types of behaviour				
9K	I have some understanding of risk and resilience factors that can help to explain BESD				
10K	I am aware of the overlap between BESD and some pupils’ other special or additional needs				
11K	I have some understanding of the overlap between BESD and mental health problems				
12K	I am aware of some assessment tools used to indicate and monitor BESD				
Module 2: Provision that promotes the inclusion of pupils with BESD					
13K	I am aware of the importance of whole-school approaches that value, respect and address the emotional and social needs of all pupils				
14K	I know how SEAL can help to lessen the negative impact of BESD				
15A	I understand how quality first teaching can help to lessen the impact of BESD				
16A	I understand the importance of Assessment for Learning for pupils with BESD				
17A	I know how to review my practice to provide a more personalised approach that focuses on the strengths of pupils with BESD and builds their self-esteem				
18A	I know how to review my practice to ensure that my classroom routines are consistent, thereby helping to support pupils with BESD				

My knowledge and understanding of behavioural, emotional and social difficulties (BESD) and adjustments that can be made to practice		Rate 1–4 1= not very confident 4= very confident			
		1	2	3	4
19A	I understand how use of positive language and other forms of positive communication is important when working with pupils with BESD				
20A	I know which physical aspects of my classroom to adjust to promote better behaviour				
Module 3: Helping individual pupils with BESD					
21A	I am aware of factors that develop and maintain positive relationships with pupils with BESD				
22A	I am aware of factors that support pupils with BESD through emotional stress or 'tantrums'				
23K	I understand the importance of maintaining a good 'provision map' and its management to pupils with BESD				
24K	I have a good understanding of how the SENCO can help me to work effectively with pupils with BESD				
25K	I know my school's procedures for raising concerns (e.g. safeguarding issues)				
26A	I know that a flexible curriculum helps to personalise learning for and engage pupils with BESD				
27A	I know the importance of structure, predictability and support at break and lunch times				
28K	I know the importance of supporting pupils with BESD through important transitions (e.g. into a new class or school)				
Module 4: Support from colleagues, other agencies and parents/carers					
29K	I know the range of support available within the school to help me with pupils with BESD (including pastoral support programmes)				
30K	I am aware of the role of agencies beyond the school in helping include pupils with BESD				
31K	I understand the factors that might make it difficult for my school to engage with parents, families and carers				
32K	I can list the strategies that can be used to engage with the parents of pupils with BESD				
Total score out of 128					

Adapted self-evaluation checklist for the learner

(Adapted from the National Strategies 2010)

Codes used:

K – knowledge

A – possible adjustment to practice

My knowledge and understanding of behavioural, emotional and social difficulties (BESD) and adjustments that can be made to practice		Yes =1 No =0
	Introduction: Understanding BESD	
1K	I know the official definitions of BESD	
2K	I understand the factors that create BESD	
3K	I appreciate the difference between 'acting out' and 'acting in' and that both can indicate the presence of BESD	
4K	I know that BESD often overlap with mental health problems	
5A	I understand that my own emotions and practice can decrease or increase pupils' BESD and I take appropriate action	
	Module 1: How BESD develop	
6K	I know that some physical and emotional childhood needs, if neglected, can lead to BESD	
7K	I have some understanding of 'attachment theory' and its relevance to BESD	
8K	I have some understanding of the development of the brain and how this can link to different types of behaviour	
9K	I have some understanding of risk and resilience factors that can help to explain BESD	
10K	I am aware of the overlap between BESD and some pupils' other special or additional needs	
11K	I have some understanding of the overlap between BESD and mental health problems	
12K	I am aware of some assessment tools used to indicate and monitor BESD	
	Module 2: Provision that promotes the inclusion of pupils with BESD	
13K	I am aware of the importance of whole-school approaches that value, respect and address the emotional and social needs of all pupils	
14K	I know how SEAL can help to lessen the negative impact of BESD	
15A	I understand how quality first teaching can help to lessen the impact of BESD	
16A	I understand the importance of Assessment for Learning for pupils with BESD	
17A	I know how to review my practice to provide a more personalised approach that focuses on the strengths of pupils with BESD and builds their self-esteem	
18A	I know how to review my practice to ensure that my classroom routines are consistent, thereby helping to support pupils with BESD	
19A	I understand how use of positive language and other forms of positive communication is important when working with pupils with BESD	

My knowledge and understanding of behavioural, emotional and social difficulties (BESD) and adjustments that can be made to practice		Yes =1 No =0
20A	I know which physical aspects of my classroom to adjust to promote better behaviour	
	Module 3: Helping individual pupils with BESD	
21A	I am aware of factors that develop and maintain positive relationships with pupils with BESD	
22A	I am aware of factors that support pupils with BESD through emotional stress or 'tantrums'	
23K	I understand the importance of maintaining a good 'provision map' and its management to pupils with BESD	
24K	I have a good understanding of how the SENCO can help me to work effectively with pupils with BESD	
25K	I know my school's procedures for raising concerns (e.g. safeguarding issues)	
26A	I know that a flexible curriculum helps to personalise learning for and engage pupils with BESD	
27A	I know the importance of structure, predictability and support at break and lunch times	
28K	I know the importance of supporting pupils with BESD through important transitions (e.g. into a new class or school)	
	Module 4: Support from colleagues, other agencies and parents/carers	
29K	I know the range of support available within the school to help me with pupils with BESD (including pastoral support programmes)	
30K	I am aware of the role of agencies beyond the school in helping include pupils with BESD	
31K	I understand the factors that might make it difficult for my school to engage with parents, families and carers	
32K	I can list the strategies that can be used to engage with the parents of pupils with BESD	
	Total score out of 32	

Wiltshire Support Services

<p>Local Education Team North District Unit A6, Danlers Business Centre Bumper's Farm Industrial Estate Chippenham SN14 6NQ 01249 659223</p>	<p>Local Education Team Salisbury District Wiltshire Council P.O. Box 2281 Salisbury SP2 2UX Admin 01722 438168</p>
<p>Local Education Team Kennet District Browfort Bath Road Devizes SN10 2AT 01380 735750</p>	<p>Local Education Team West District County Hall East Trowbridge BA14 8JQ 01225 713791 (BSS and EPS) 01225 785695 (LSS)</p>
<p>Social Communication Intervention Team (SoCIT) Primary Charter Primary 01249 447223 The Manor Primary 01225 700150 Woodford Valley 01722 782361</p>	<p>Social Communication Intervention Team (SoCIT) Secondary Rowdeford School 01380 850309</p>

Key Wiltshire SEN Documents

The main SEN web page:

www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/.htm

contains a range of information and links to a wide variety of key documents including:

The Primary SENCO Handbook

This handbook has been designed to complement existing guidance such as The Code of Practice (2001); SEN toolkit and the Wiltshire Indicators and Provision Document (see below) and should be read in conjunction with these documents.

There is a wide range of information in the document set within eleven broad sections.

- Wiltshire policies and guidance documents
- Understanding the role of the SENCO

- The Disability Discrimination Act and Disability Equality Scheme
- Individual education plans/provision maps and measuring success and monitoring provision
- Inclusion strategies
- Teaching assistants
- Key roles and Services in Wiltshire
- Common Assessment Framework
- Statutory Assessment of SEN processes
- Working with an SEN Governor
- Glossary of terms

It includes clear signposting to other sources of valuable information including web references and details of resources and publications.

www.wiltshire.gov.uk/primary-senco-handbook.pdf

The Wiltshire Indicators and Provision Document (WIPD)

This document should be viewed as good practice guidance (how to identify Early Years Action/School Action, Early Years Action Plus/School Action Plus of Code of Practice) and provision (strategies, actions and support) for children and young people with SEN in Wiltshire. Schools and early years settings are expected to use this document.

www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/seninfoforschools/senindicatorsandprovisiondocument.htm

The Special Educational Needs and/or Disabilities Self Evaluation Tool

This document is designed to complement and support schools' own self-evaluation and to guide Headteachers, SENCOs and governors in conducting an audit of provision and outcomes for pupils with SEN and /or disabilities.

www.wiltshire.gov.uk/sen-self-evaluation-tool.rtf

School Age Transition Liaison Document

Guidance document for the transition of pupils with SEN from KS1 to KS2, and from Primary to Secondary education

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/seninfoforschools/sentransitionguidance.htm>

Social Communication Difficulties - Secondary Teachers' Toolkit for Including Young People

Guidance document includes strategies and ideas to help secondary schools to include young people with SCD (including ASD/Asperger Syndrome)

Guidance document includes strategies and ideas to help primary schools to include children with SCD (including ASD/Asperger Syndrome)

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/seninfoforparents/senleaflets/directoryofsenpublications.htm>

WESFORD - Wiltshire Early Screening for Dyslexia

File 1 - a screening tool for KS1 pupils

File 2 - resources and strategies to support teaching and learning

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

Strictly confidential

Wiltshire Primary Behaviour Support Service Audit

(Adapted from the QCA behaviour criteria scales

'Supporting School Improvement – Emotional and behavioural development' 2001)

Pupil's name

D.O.B.

School

Completed by.....

Date completed.....

**Please complete all sections (circling the appropriate figure).
Use the following scoring guidance**

1. Not at all
2. Rarely
3. Sometimes
4. Fairly often
5. Always

The information gathered should be passed to the Behaviour Support Teacher (BST) for analysis and can be used to: identify areas of difficulty; devise behaviour targets; measure progress over time.

1: Learning behaviour/ attention and motivation					
He/she can give appropriate attention to an adult (good listening skills)	1	2	3	4	5
He/she can start their work straight away	1	2	3	4	5
He/she can ignore distractions	1	2	3	4	5
He/she can stay on task without a lot of adult reminders	1	2	3	4	5
He/she can actively participate in lessons	1	2	3	4	5
2: Learning behaviour/ organisation skills					
He/she can manage their own things: drawer; equipment; lunch box	1	2	3	4	5
He/she can follow regular routines	1	2	3	4	5
He/she can move to the next activity without support	1	2	3	4	5
He/she can work at a reasonable pace	1	2	3	4	5
He/she can present work neatly	1	2	3	4	5
3: Learning behaviour/ communication skills					
He/she can alter their tone of voice/volume appropriately	1	2	3	4	5
He/she makes appropriate eye contact	1	2	3	4	5
He/she can speak clearly	1	2	3	4	5
He/she can follow instructions	1	2	3	4	5
He/she can use and respond to body language appropriately	1	2	3	4	5
4: Learning behaviour/ group work skills					
He/she can work with others in a small group without adult supervision	1	2	3	4	5
He/she can work with a partner	1	2	3	4	5
He/she can listen to what other children have to say	1	2	3	4	5
He/she can accept disappointment if they are not chosen by others in the class	1	2	3	4	5
He/she can wait for a turn	1	2	3	4	5
5: Learning behaviour/ seeking help skills					
He/she can work independently until the work gets difficult	1	2	3	4	5
He/she can put up their hand to get help if they need it	1	2	3	4	5
He/she can wait for help without distracting other children	1	2	3	4	5
He/she can make good choices about how to access help when they are stuck	1	2	3	4	5
1: Conduct behaviour/ approach towards adults					
He/she can be helpful	1	2	3	4	5
He/she can listen without interrupting	1	2	3	4	5
He/she can be polite towards adults	1	2	3	4	5
He/she can apologise without a reminder	1	2	3	4	5
He/she can accept instruction without complaint	1	2	3	4	5
2: Conduct behaviour/ approach towards pupils					
He/she can play in a large group of children	1	2	3	4	5
He/she can speak nicely to other pupils	1	2	3	4	5
He/she can be trusted not to bully other pupils	1	2	3	4	5
He/she can accept responsibility without blaming others	1	2	3	4	5

3: Conduct behaviour/ attention seeking skills					
He/she can seek an adults attention appropriately	1	2	3	4	5
He/she can allow other children to learn without disrupting them	1	2	3	4	5
He/she can wait for their turn in a group	1	2	3	4	5
He/she can work quietly without attracting attention	1	2	3	4	5
4: Conduct behaviour/ physically peaceable					
He/she can control their feelings when things become difficult	1	2	3	4	5

He/she can be calm and gentle towards adults	1	2	3	4	5
He/she can be calm and gentle towards other children	1	2	3	4	5
He/she can think about solutions to their problems	1	2	3	4	5
He/she can act as a peacemaker when other children argue	1	2	3	4	5
5: Conduct behaviour/ respect for property					
He/she can ask to borrow things	1	2	3	4	5
He/she can take care of their own things	1	2	3	4	5
He/she can respect and take care of others pupil's things	1	2	3	4	5
He she can respect and take care of school property	1	2	3	4	5
1: Emotional behaviour/ empathy					
He/she can think about other people's feelings	1	2	3	4	5
He/she displays appropriate emotions	1	2	3	4	5
He/she can help other pupils when they are upset	1	2	3	4	5
He/she can accept negative consequences without arguing with an adult	1	2	3	4	5
2: Emotional behaviour/ social awareness					
He/she can play with others of their own age	1	2	3	4	5
He/she can respect another's personal space	1	2	3	4	5
He/she can make good choices about how they join in with free activities in class	1	2	3	4	5
He/she can make friends	1	2	3	4	5
3: Emotional behaviour/ level of happiness					
Is able to identify positive aspects of school	1	2	3	4	5
He/she is happy when arriving at school	1	2	3	4	5
He/she is happy to join in with games and fun activities	1	2	3	4	5
He/she is generally cheerful in school	1	2	3	4	5
4: Emotional behaviour/ level of confidence					
He/she can give ideas to a group	1	2	3	4	5
He/she can attempt things that are new	1	2	3	4	5
He/she can take praise in front of their friends	1	2	3	4	5
He/she can be successful at most things they do	1	2	3	4	5
He/she can try things that are hard even though they may get them wrong	1	2	3	4	5
5: Emotional behaviour/ level of emotional stability					
He/she can recover quickly after being upset	1	2	3	4	5
He/she can control themselves when they are excited	1	2	3	4	5
He/she can control themselves when they are angry	1	2	3	4	5
He/she can wait for an adult to give them a reward	1	2	3	4	5
He/she can accept they will get a negative consequence when they make poor choice	1	2	3	4	5