

SPEECH, LANGUAGE AND COMMUNICATION NEEDS

UNIT 16

SUPPORTING TEACHERS TO PLAN AND TEACH INCLUSIVE LESSONS FOR PUPILS WITH SLCN

Learning outcomes

Trainees should have:

- A critical understanding of the most effective teaching, learning and behaviour management strategies for pupils with a range of SLCN. Including how to select and use specific and targeted approaches that personalise learning to provide opportunities for learners with SLCN to achieve their potential.
- An extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas (TDA Professional Standards 2005)
- An understanding of why it is important to assess the effects of a pupil's environment on their speech, language and communication development and skills (SLCN Framework Enhanced B7)
- Knowledge of a range of approaches, strategies and references to support colleagues' development of planning for inclusive teaching of pupils with SLCN

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech,

language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:
www.education.gov.uk/lamb/slc/inclusive-lessons/intro

Briefing notes

Trainees will be aware of the barriers to learning encountered by pupils with a range of SLCN and be familiar with the sections on “Barriers to Learning” and “Overcoming Barriers” in the [IDP SLCN](#) and with the [TDA Self Study Task 10 \(Special Educational Needs and/or disabilities Training Toolkit\)](#), which provide a wide range of useful information for lesson planning.

Further advice on strategies and approaches for specific age groups and SLCN can be found in the “Universally Speaking” materials, which can be downloaded from www.hello.org.uk.

It is suggested that you consider using these materials to support colleague/s you are working with in the tasks that follow.

Research on inclusive assessment

The European Agency for Development in Special Needs Education project “Assessment in Inclusive settings” began in 2005 and was conducted in 2 phases.

This publication presents the main findings from the first phase of the Agency Assessment project. It is based on information describing assessment policy and practice provided by 23 countries. More information is contained in unit 4, Assessment

(<http://www.european-agency.org/publications/ereports/assessment-in-inclusive-settings-key-issues-for-policy-and-practice/assessment-in-inclusive-settings-key-issues-for-policy-and-practice>)

The main focus for the project was upon assessment that informs teaching and learning in primary inclusive settings. This report considers issues relating to legal frameworks and policies for assessment in inclusive settings and how these direct assessment practice. It also considers the key question of how to move assessment procedures away from a 'deficit' approach (or medical model) towards an educational approach. Overall, the report considers how assessment in inclusive classrooms can inform decision-making about teaching and learning in the best possible ways. Read Section 4, which contains recommendations for inclusive assessment with particular reference to classroom teaching.

In preparation for the tasks you will need to:

- Re-familiarise yourself with the “Pillars of Inclusion”

http://webarchive.nationalarchives.gov.uk/20111218081624/http://www.tda.gov.uk/teacher/developing-career/sen-and-disability/sen-training-resources/nqt-itt-resources/~media/resources/teacher/sen/induction/e5_nqt_pillars.pdf

- Make notes in your learning log about how you will advise your colleague/s on how to incorporate opportunities for formative assessment in their lesson plans – some examples might be:
 - evaluation of progress towards learning objectives and next steps
 - tally of pupil responses to questions,
 - pupil's understanding and use of target vocabulary
 - pupil's engagement with tasks
- Make notes in your learning log about how you will advise your colleague/s on the differentiation of intended learning outcomes for pupils with SLCN using formative assessment, e.g. “Must, Should Could” model based on Vygotsky's Zone of Proximal Development. (The Unit on Personalised Learning has information about Vygotsky).
- Make notes in your learning log about how you will advise your colleague/s to differentiate spoken and written questions and information to ensure that pupils with SLCN understand and can contribute.

Tasks

This unit contains three tasks that relate to preparation of lessons that include pupils with SLCN. You will support a colleague or colleagues in using a lesson from their own context to plan how to remove barriers for a pupil with speech, language and communication needs.

You could also use this activity to encourage collaboration between a group of colleagues.

Task 1

Work with your colleague(s) to:

- 1) Choose a lesson they plan to teach that will include a pupil with SLCN.
- 2) Use this pupil description table to set down a brief description of the pupil with SLCN that they have chosen for this activity.

Pupil's details	
Name	
Year group	
Code of Practice intervention level	
Preferred communication mode/ any recommendations on communication	
Result of any assessments of speaking/listening or reading levels	
Result of any assessments of working memory	

3) Recording your own learning

This activity is a chance for you to reflect on your own ideas of planning for pupils with SLCN as well as supporting your colleague(s).

We suggest that as a focus for this, you use the template below.

Action	Reflection	Record of reflection
1. Read through the lesson plan and the sketch of the pupil	What are my immediate thoughts about the barriers this pupil will face in the lesson?	
2. Check through the TDA subject booklet appropriate to	What are the most important approaches that the teacher could	

the lesson	use to support the pupil?	
3. Check any information you have on the pupil's communication needs and preferences	What are the most important preparations the teacher (and the TA, if applicable) could make to facilitate the pupil's communication with adults and other pupils?	
4. Read European Agency for Special Needs Education (2007)	Given the pupil's communication needs, what could the teacher do to support them in formative assessment?	
5. Check the pupil's strengths and interests as recorded in the notes you have	Are there any motivators that the teacher could build into the lesson plan that support this pupil?	

Video Task

1. Watch both the videos "SLCN Effective Approaches" and "SLCN Implementing Effective Interventions" In two columns make notes on the difficulties the children with SLCN in the videos face and the specific strategies the teacher and the SLT employ to help them.

See these clips:

www.education.gov.uk/lamb/slc/inclusive-lessons/effective-approaches-video

www.education.gov.uk/lamb/slc/inclusive-lessons/effective-interventions-video

Watch the clips again with the SLT in your school and use your list as a basis for developing advice on the strategies that could be used with all classes. With the SLT show one or both videos and present your strategies at a staff meeting.

Task 2

Ask **colleague/s** to fill in the second column of the lesson plan table below, to create a short description of their lesson. The headings follow an **introduction, group work, plenary model** but the table can be used flexibly. Colleagues can move sections, leave some out or add new ones to fit their planned lesson.

For example, if they will not have support from teaching assistants in their lesson, they can leave out those questions.

	Your lesson		Your ideas
Scope for including ideas relating to the pupil's strengths and interests?		What might you incorporate in the lesson that relates to the pupil's strengths and interests?	
Presentation of learning outcomes		How, if at all, would you differentiate the lesson's intended learning outcomes for your pupil?	
Introductory/ reminder activities		How would you ensure your pupil can contribute to the	

		<p>discussion?</p> <p>What resources will be available to the pupil?</p> <p>What will the teaching assistant (s) do?</p>	
Vocabulary		How would you support the pupil with any vocabulary required?	
	Your lesson		Your ideas
Classwork in groups		<p>How would you group the pupils for this activity?</p> <p>What will be the role of the TA?</p> <p>What strategies might you use to support your pupil in group work?</p>	

		What additional or different resources are available to the pupil?	
The whole class report/discussion		How would you support your pupil to join in and record what has been learned?	
Evaluation against learning outcomes		How would you ensure the pupil could evaluate their success effectively during the lesson?	

3) **Ask colleague/s** to answer the questions in the right-hand column of the lesson plan table (above), giving ideas for making sure the pupil is included in the lesson.

To help your colleagues you might refer to:

- The TDA [‘Pillars of inclusion’](#) document and/or an appropriate TDA **subject booklet** and see what ideas they can use
- The IDP SLCN materials in the “Overcoming Barriers” section
- Universally Speaking (see link in briefing notes)
- Include colleague/s knowledge of “what works” for the pupil
- Talk to the pupil about how they like to learn

Task 3

After the planning discussion has taken place, look back over what happened and

complete this table. Your reflections will form the basis of further advice/suggestions to the teacher about sources of information and discussion with the SENCO about professional development and training.

Action	Reflection	Record of reflection
1. Read through the lesson plan	What did my colleague(s) think about the barriers this pupil will face in the lesson?	
2. Note the approaches used	What did my colleague(s) think were the most important approaches that a teacher could use to support the pupil?	
3. Look at any conclusions about the pupil's communication needs and preferences	What did my colleague(s) think they could do to facilitate the pupil's communication with adults and other pupils?	
4. Formative assessment	What conclusions were reached about the pupil's involvement in formative assessment?	
5. Strengths and interests	What conclusions were reached about any specific or general motivators in the lesson?	

6. Conclusion	Any additional points you think you should record?	
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Observe the lesson using the completed lesson plan table from Task 2 as an aide memoire to focus on the strategies and approaches the teacher has planned.

Evaluating learning from the Unit

Now you have completed the 3 tasks in this Unit look through pages 11, 12 and 13 of the TDA self-study task 10 on speech, language and communication needs referred to in the [Unit briefing](#)

Evaluate what you have learned from your work with colleagues on the 3 tasks in this unit about the extent to which your school learning environments remove barriers for pupils with SLCN by answering these questions:

1. What features of our learning environments minimise barriers to learning and participation for pupils with SLCN?
2. What features of our learning environments create barriers to learning and participation for pupils with SLCN?

Draw up an action plan to develop your school's practice with pupils with SLCN

Actions	Who	Timescale	Success criteria
