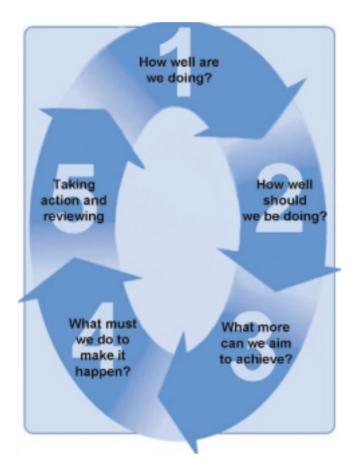# Leading on inclusion

The aim of the professional development materials in this folder and CD-ROM is to encourage schools to take a more strategic approach to managing inclusion, focusing on whole-school development.

The framework for all the professional development sessions is the school improvement cycle.

The materials have been designed for local education authority presenters to use with school staff responsible for leading and coordinating inclusion. The ideal audience would be a leadership team including the headteacher, deputy headteacher and, if the school has one, an inclusion coordinator responsible for overseeing provision for children with a range of additional needs: children learning English as an additional language, children with SEN, children who need additional help to develop their social, emotional and behavioural skills, children who are vulnerable because they are looked after by the local authority, are refugees or asylum seekers from Traveller communities.

An additional aim of the materials is to enhance the skills of inclusion coordinator (INCO), EAL/EMA coordinator or SENCO as a middle manager. In this sense, they follow the model of materials provided by the National Literacy and Numeracy Strategies for literacy and mathematics coordinators, which were highly successful in developing this group of staff as leaders in their own schools.

These materials complement the Ofsted course *From evaluation to improvement: special educational needs in mainstream schools* which LEAs may be using locally. They focus on inclusion in its broadest sense, as well as on SEN. They provide more detailed exploration of issues around self-evaluation and the use of data than is possible in the Ofsted materials, and include an additional focus on planning effective provision.

Contents overview

The professional development materials in the folder and CD-ROM consist of six, 75-minute sessions covering:

- school self-evaluation;
- understanding and using data;
- planning effective provision.

Each area has two sessions.

Each session contains a set of PowerPoint slides and supporting notes for the presenter. There are a number of handouts, case studies and activities for each session. All sessions have a pre-course task and end with an individual action sheet for participants.

The CD-ROM also contains additional resources on which presenters may want to draw to support their delivery or for further follow-up work with schools. A detailed contents list can be found at the end of these notes.

How to use these materials

It is intended that these materials are used as a framework for presenters to adapt according to local need and using local materials. Local data, for example, and local self-evaluation structures and case studies should be imported to support the relevant sessions.

It is strongly recommended that there are at least two presenters, drawn from school improvement teams and specialist (EMA, SEN) teams. This will build on complementary strengths and expertise, and ensure that there are shared LEA messages.

The sessions could be used to support central conferences or local cluster group meetings for those leading on inclusion, and as whole-day, half-day or twilight sessions. If you intend to use all the materials in sequence, the sessions on self-evaluation would be the first followed by understanding and using data and finally planning effective provision.

LEAs will have identified different priorities for their inclusion training, however, and will know about the strengths and areas for the development of their school leadership teams. It may be, for example, that self-evaluation for inclusion is well embedded and does not need to be covered, while planning effective provision is seen as a local priority.

LEAs will also be aware of their local context and the needs of different schools in terms of their size, the diversity of children's ethnicity and the range of special educational or additional need. The sessions should be adapted to reflect these differences, and it may be appropriate to have some sessions for networks of small or larger schools, some that have an EAL and EMA focus and others where the activities support school staff in the development of provision for children who have special educational needs.

Using the CD

The CD-ROM is designed to run on the following platform:

PC platform: Windows 95 and above (98 and NT variants), Windows Media Player, Pentium 2 500 MHz or faster, 128Mb system memory or higher, 24-bit colour display or higher, 12 x CD-ROM drive or faster, SoundBlaster compatible soundcard and speakers.

The CD-ROM should start automatically. If it does not, double-click the icon 'my computer' on the desktop, double click the icon for the CD-ROM drive, then double click 'autorun.exe'.

When you first enter the CD-ROM you will be presented with the homepage. Here you will have the option to enter each of the three sections:

- Self-evaluation
- Understanding and using data
- Planning effective provision.

Inside these sections you will find PDFs of the session notes, handouts and additional materials and PowerPoint files related to that section. To get back to the homepage at any time, click the 'homepage' button in the bottom left of the screen.

CD-ROM contents list

Self-evaluation

- Session 1
- Session 2
- Slides
- Handouts
- Additional materials
    - checklist for auditing planning (EAL)
    - learning environment audit (EAL)
    - literacy hour observation form (EAL)
    - daily mathematics lesson observation form (EAL)
    - inclusive teaching observation checklist (SEN)
    - interview with teaching assistants (SEN)
    - group discussions with teaching assistants (SEN)
    - reviewing the role of additional adults
    - discussion with teaching assistants following observation
    - group activity for teaching assistants
    - group discussions with pupils
    - interview with pupils

Understanding and using data

- Session 1
- Session 2
- Slides
- Handouts
- Additional materials
    - Key Stage 1 – Key Stage 2 value-added charts (2004)
    - Key Stage 1 – Key Stage 2 progress charts (2004)
    - Recognising progress – getting the most from your data (DfES 0707/2002)

- Pupil Achievement Tracker training materials
  - Module 1 Quick tour
  - Module 2 Leadership team
  - Module 3 Teachers
  - Module 4 Administrator, assessement coordinator
- PowerPoint slides
  - Part 1 – Acquiring data for PAT
  - Part 2 – Value-added data
  - Part 3 – School analysis level data
  - Part 4 –Question level data
  - Part 5 – Installation
  - Part 6 – Importing data
  - Part 7 – LEA data
  - Part 8 – Back up and restore
  - Part 9 – Target setting using PAT

Planning effective provision

- Session 1
- Session 2
- Slides
- Handouts
- Additional materials
  - example provision maps 1–12
  - school case study: Camden Primary
  - school case study: Trinity St Mary's Primary
  - LEA case study: Derby
  - LEA case study: Wandsworth
  - LEA case study: Newcastle
  - evidence on effective practice supplementary slides
  - school staff meeting slides

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