

Activities*

Objectives

Part One of this book has been designed to enable you to:

- place policy and practice in the context of current perspectives on special educational needs (SEN);
- assess the needs of pupils identified as having SEN;
- formulate and effectively manage Individual Education Plans (IEPs);
- put into practice effective teaching for pupils with SEN.

Objectives

Chapter 1 has been designed to enable you to:

- (a) examine the concept of 'special educational needs';
- (b) describe the range of factors which cause successes and difficulties in learning;
- (c) analyse the complementary roles of class/subject teachers and the SENCO in relation to (b) above;
- (d) examine the relationship between (a), (b) and (c) above and recent legislation/guidance concerning the implementation of the *Code of Practice for the Identification and Assessment of Special Educational Needs*, the SENCO standards and the revised National Curriculum.

Part One: Managing learning – Activities

Chapter 1: The role of the SENCO – Activities



* All these activities can be freely downloaded in electronic formats via the internet. Just visit the publisher's website at www.fultonpublishers.co.uk

Activity 1.1

Perceptions of special educational needs

Write down a definition of 'special educational needs' which you could present to a child's parent(s)/carers at your first meeting with them. Record that definition in the space below so that you can reflect upon it later.

Ask two colleagues how they might define the term 'special educational needs' to parents/carers. Record their responses and compare them with your own definition.

First colleague's definition of *special educational needs*

Second colleague's definition of *special educational needs*

Activity 1.2

Identifying the 'special' in special educational needs

Ask a colleague to describe the 'special educational needs' of a pupil who is known to them. Record a summary of their description below.

To what extent does that account of a pupil's 'special educational needs' emphasise the need for some kind of 'different' or 'additional' provision?

A colleague's description of a particular child's special educational needs

Notes on the provision which is actually made for that child. Consider whether the provision equates to the perception above of the child's 'special need'.

Activity 1.3
Assessing a pupil's special educational needs – who can contribute?

Using the following table, consider the contributions which class/subject teachers, learning support assistants, SENCOs, pupils and parents could make to the assessment of a particular learner's special educational needs.

	The class/subject teacher could contribute information about:	A learning support assistant could contribute information about:	The SENCO could contribute information about:	The pupil could contribute information about:	The parents could contribute information about:
Factors within the learner					
Factors within the curriculum					
Factors within the learning environment					

Activity 1.4

Identifying the professional development needs of the teaching staff in your school in relation to special educational needs

The immediate professional development needs of teaching staff

1.
2.

The long term needs of the teaching staff

1.
2.

Activity 1.5

What is the role of the SENCO?

On the basis of what you have read so far, consider and provide brief responses to the following questions.

What is a coordinator?

What is a special educational needs coordinator?

What skills does a SENCO need?

How does he/she acquire and develop those skills?

Who/what can help?

How can the SENCO effect change to improve the school's provision for SEN?

Who else should be involved in effecting and sustaining improvement?

Activity 1.6**Auditing provision, setting priorities and formulating your school's action plan**

1. The four key areas of SEN coordination are detailed here.
2. In the boxes alongside each item (below) indicate those aspects which you need to work upon and the date by which you hope to implement developments within each area.

Four key areas of SEN coordination**A. Strategic direction and development of SEN provision in the school**

SENCOs coordinate, with the support of the head teacher and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided. They:

		Tick areas to be worked on	Date for implementation
i	contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;		
ii	support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;		
iii	ensure that the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed;		
iv	monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;		
v	advise the head teacher and governing body on the level of resources required to maximise the achievements of pupils with SEN;		
vi	liaise with and coordinate the contribution of external agencies;		
vii	analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practices and expectations, targets and teaching methods.		

B. Teaching and learning

SENCOs seek to develop, with the support of the head teacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. They:

		Tick areas to be worked on	Date for implementation
i	support the identification of, and disseminate, the most effective teaching approaches for pupils with SEN;		
ii	collect and interpret specialist assessment data gathered on pupils and use it to inform practice;		
iii	work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;		
iv	monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with SEN;		
v	develop systems for monitoring and recording progress made by pupils with SEN towards the achievement of targets set;		
vi	support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;		
vii	identify and develop study skills to support pupils in their ability to work independently and learn more effectively;		
viii	support other staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;		
ix	know how to recognise and deal with stereotyping in relation to disability or race;		
x	maintain effective partnerships between parents and school's staff so as to promote pupils' learning; provide information to parents about targets, achievements and progress;		
xi	develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when pupils with SEN transfer;		
xii	develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.		

C. Leading and managing staff

SENCOs support staff involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation. They:

		Tick areas to be worked on	Date for implementation
i	help staff to achieve constructive working relationships with pupils with SEN;		
ii	encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;		
iii	ensure the establishment of opportunities for the SENCO, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN;		
iv	provide regular information to the head teacher and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review;		
v	advise, contribute to and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN, and provide support and training to trainee and newly qualified teachers in relation to the standards of Qualified Teacher Status, Career Entry Profiles and standards for induction.		

D. Efficient and effective deployment of staff and resources

SENCOs identify, with the support of the head teacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness and safety. They:

		Tick areas to be worked on	Date for implementation
i	establish staff and resource requirements to meet the needs of pupils with SEN, advise the head teacher, senior management team and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies, and to achieve value for money;		
ii	deploy, or advise the head teacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise;		
iii	organise and coordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;		
iv	maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.		

Activity 1.7

Identifying the SENCO's professional development needs

1. In the light of your responses to Activities 1.5 and 1.6 and the TTA's 1998 Key Outcomes (*National Standards for Special Educational Needs Coordinators*) list, in order of priority, your immediate professional development needs regarding your role as a SENCO.
2. Amend your responses to Activity 1.4 in the light of the four key areas and the Key Outcomes identified by the TTA (1998).

My professional development needs (as a SENCO) in order of priority:

1.
2.
3.
4.

Objectives

This chapter has been designed to enable you to:

- (a) examine the concept and context of an Individual Education Plan (IEP);
- (b) formulate an effective IEP;
- (c) consider the role of support staff;
- (d) evaluate the success of the IEP.

**Chapter 2:
Planning for
special needs –
Activities****Activity 2.1****What is the purpose of an IEP?**

In the space provided write down what you perceive as the purpose of an IEP.

The purpose of an IEP

Activity 2.2**Who may contribute to the IEP?**

- Identify a child for whom you will be drawing up an IEP. Focus on one priority concern.
- Identify who, in addition to the SENCO, should be involved in planning the IEP. Note any obstacles to including them and any solutions or factors which you may need to pursue such as the need for time to work with other adults, accommodation for consultation, liaison with key individuals such as the child himself, parents, SEN governor, support teacher, etc.

Contributors	Knowledge and skills	Obstacles?	Solutions/actions
1.			
2.			
3.			

Activity 2.3

Making effective use of support staff

Consider how your learning support assistant/support assistant team can contribute in implementing the IEP for the child identified in Activity 2.2.

Support assistant's contribution

Objectives

Chapter 3 has been designed to enable you to:

- analyse the range of learning styles, intelligences and affective factors (e.g. self-concept and locus of control) which must be taken into account when planning special educational provision;
- plan educational experiences which best meet the individual learning requirements of all pupils.

Chapter 3: Teaching and learning – Activities

Activity 3.1

Identifying your preferred learning style

Identify your preferred style of learning by carrying out the following activity devised by Colin Rose (1985). Circle or highlight the boxes which apply to you.

When you		Visual	Auditory	Kinaesthetic
Spell	<i>do you</i>	try to see the word	use the phonetic approach	write the word down to find if it 'feels' right
Visualise	<i>do you</i>	see vivid detailed pictures	think in sounds	have few images, those that you do have involve movement
Concentrate	<i>do you</i>	get distracted by untidiness or movement	get distracted by sounds/noises	get distracted by movement
Are angry	<i>do you</i>	become silent and seethe	express it in an outburst	storm off, grit your teeth, clench your fists
Forget something	<i>do you</i>	forget names but remember faces	forget faces but remember names	remember best what you did
Contact people on business	<i>do you</i>	prefer a direct, personal meeting face to face	prefer the telephone	talk it out while walking or during another activity
Are relaxing	<i>do you</i>	prefer to watch TV, read, see a play	prefer to listen to the radio/play music tapes, CDs	prefer to play sport/games
Enjoy the arts	<i>do you</i>	like paintings	like music	like dancing
Reward someone	<i>do you</i>	write remarks of praise on their work in a note	give them oral praise	give them a pat on the back
Try to interpret someone's mood	<i>do you</i>	primarily look at their facial expression	listen to their tone of voice	watch their body movements
Are reading	<i>do you</i>	like descriptive scenes/stop to imagine the scene/take little notice of pictures	enjoy dialogue and conversation and 'hear' the characters talk	prefer action stories or are not a keen reader
Learn	<i>do you</i>	like to see demonstrations, diagrams, slides, posters	like verbal instructions, talks and lectures	prefer direct involvement – learning through activities/role playing etc.
Are inactive	<i>do you</i>	look around, doodle, watch something	talk to yourself or other people	fidget
Are talking	<i>do you</i>	talk sparingly, but dislike listening for too long	enjoy listening but are impatient to talk	gesture a lot and use expressive movements

Activity 3.2

Modality preferences and planning provision

Imagine a child with a similar pattern of modality preferences to you. If you had to advise a colleague on how best to teach that child to spell, what strategies would you recommend. Record your answer in the space below.

Recommended spelling strategy

Activity 3.3

Preferred intelligences

Complete the following chart as it relates to yourself. Grade each item on a 0 – 5 scale (where 5 refers to a high degree of competency and 0 refers to no competency). On the following page transfer the outcomes to the list of seven intelligences and then identify your preferred intelligences.

1. I am skilful in working with objects (0–5)
2. I have a good sense of direction
3. I have a natural ability to sort out arguments between friends
4. I can remember the words to music easily
5. I am able to explain topics which are difficult and make them clear
6. I always do things one step at a time
7. I know myself well and understand why I behave as I do
8. I enjoy community activities and social events
9. I learn well from talks, lectures and listening to others
10. When listening to music I experience changes in mood
11. I enjoy puzzles, crosswords, logical problems
12. Charts, diagrams, visual displays are important for my learning
13. I am sensitive to the moods and feelings of those around me

14. I learn best when I have to get up and do it for myself
15. I need to see something in it for me before I want to learn something
16. I like privacy and quiet for working and thinking
17. I can pick out individual instruments in complex musical pieces
18. I can visualise remembered and constructed scenes easily
19. I have a well developed vocabulary and am expressive with it
20. I enjoy and value taking written notes
21. I have a good sense of balance and enjoy physical movement
22. I can discern pattern and relationships between experiences or things
23. In teams I cooperate and build on the ideas of others
24. I am observant and will often see things others miss
25. I get restless easily
26. I enjoy working or learning independently of others
27. I enjoy making music
28. I have a facility with numbers and mathematical problems

Multiple intelligences: key to statements

Intelligence		Statements	Total score
Linguistic	<i>your score</i>	5 9 19 20	
Mathematical and logical	<i>your score</i>	6 1 22 28	
Visual and spatial	<i>your score</i>	2 12 18 24	
Musical	<i>your score</i>	4 10 17 27	
Interpersonal	<i>your score</i>	3 8 13 23	
Intrapersonal	<i>your score</i>	7 15 16 26	
Kinaesthetic	<i>your score</i>	1 14 21 25	

Activity 3.4

Implications of multiple intelligences

What would be the main teaching implications for a child with a similar balance of intelligences, as revealed in the intelligences activity (Activity 3.3)? Record your response below:

Main teaching implications

Activity 3.5

Designing activities to enhance the self-concept

Plan a series of six activities, with a class or subject teacher in your school, which are specifically designed to:

- (a) enhance the self-concept; and
- (b) encourage the development of an internal locus of control
 - for a pupil who experiences learning and/or behaviour problems.

Briefly describe those activities below:

The activities

1.	4.
2.	5.
3.	6.

Objectives

This chapter has been designed to enable you to:

- (a) identify strategies which enable pupils with special educational needs to make progress in literacy;
- (b) advise and support colleagues in applying the strategies in the classroom.

Chapter 4: Supporting progress in literacy – Activities

Activity 4.1

Benefits and drawbacks of the literacy hour for children with special educational needs

In the space provided write down what you perceive to be the advantages of the literacy hour for pupils with special educational needs.

Advantages of the literacy hour

What do you perceive as the disadvantages of the literacy hour for pupils with SEN?

Disadvantages of the literacy hour

Activity 4.2

Deployment of the LSA within the literacy hour

List how your school deploys your learning support assistant.

During the literacy hour	Outside the literacy hour

Objectives

Part Two of this book has been designed to enable you to:

- work in partnership with teachers, pupils, parents and associated professionals in order to analyse 'problem behaviour' from different perspectives;
- communicate effectively with a variety of people in one-to-one and small group settings;
- use effective negotiating skills;
- make effective presentations;
- monitor and evaluate the quality of special educational needs provision.

Part Two:
Managing people
– Activities

Objectives

Chapter 5 has been designed to enable you to:

- (a) work in partnership with teachers, pupils, parents and associated professionals in order to analyse 'problem behaviour' from different perspectives;
- (b) advise colleagues, pupils and parents about strategies which can be used to prevent and manage problem behaviours.

Chapter 5:
Managing pupil
behaviour –
Activities

Activity 5.1**Perceptions of 'problem behaviour'**

Examine critically a report about a child whose behaviour is considered to be problematic (or interview one of the child's teachers, or parent(s)/carers), in order to determine the kinds of causal factors which have been taken into account and those which have been omitted.

Summarise your findings below. (Please respect confidentiality – do not use the child's/school's real name in your notes.)

Types of 'causes' taken into account in a written or verbal account of a problem behaviour.

Types of 'causes' omitted.

Activity 5.2

Factors associated with problem behaviour

With a teacher colleague, appraise the factors which appear to be associated with the problem behaviour of a particular child. Refer to Chapter 5 to ensure that you give adequate consideration to the range of causal factors. Try to be specific.

Factors associated with the 'problem' behaviour

Within the learner

Within the curriculum

Within the learning environment

For the same pupil, consider factors within the 'learner', the 'curriculum' and the 'learning environment' that are associated with successful academic and/or social learning. Record your responses below. Try to be specific.

Factors associated with 'successful' learning outcomes (same pupil)

Within the learner

Within the curriculum

Within the learning environment

Discuss the previous summaries with your colleague and list three actions which you and your colleagues could collectively make which could help to minimise the occurrence of the problem behaviour. Record your responses below.

Three actions which could minimise the occurrence of the problem behaviour
1.
2.
3.

Chapter 6:
Communication
skills – giving
and receiving
information –
Activities

Objectives

Chapter 6 has been designed to enable you to:

- (a) communicate effectively with colleagues, pupils, parents, governors and outside agencies in one-to-one and small group settings.

Activity 6.1

Who does a SENCO communicate with?

Consider your role:

<i>Who</i> do you communicate with?	
<i>Why</i> do you communicate? What are the different purposes? Think of particular examples and then determine what the purpose was.	
<i>Examples</i>	<i>Purposes</i>

How do you communicate and in what ways?

Identify two tricky situations you have had to handle recently.

Activity 6.2

'Out talking your partner'

Try this activity and those which follow (if time permits) or try them as a follow-up exercise.

1. Form pairs, partners A and B.
2. Both partners A and B should speak at the same time to one another, for one minute, on the subject of 'My favourite meal'.
3. Did you manage to keep talking?

If not, was it because by talking you were unable to listen?

Activity 6.3

'Brick-walling'

1. Form (new) pairs, A and B.
2. Partner A is to speak to partner B for 1 minute on the subject of 'My ideal holiday'. Partner B remains seated and indicates that they are not listening.
3. After 1 minute reverse the procedure.
4. Afterwards, discuss (in your pairs)
 - as a listener, how did you 'brickwall'?
 - as a speaker, how did you feel?

Activity 6.4
Giving attention

1. Form new pairs, A and B.
2. Partner A to speak to partner B for 2 minutes on 'I've just won £5,000 – how I will spend it'. Partner B is to give attention but remain silent.
3. After 2 minutes reverse the procedure (B to speak to A).
4. Afterwards discuss:
 - how difficult/easy was it to say nothing in response? Did you convey attention by body language?
 - as a speaker did you feel heard? If so what made you feel heard? What kind of small, encouraging response might have helped?

Activity 6.5
Giving feedback

Work in groups of three

1. Person A should talk about a problem that they are dealing with at the moment. Be careful to choose something 'light' that you do not mind other people sharing !
2. Person B should practise active listening techniques, occasionally giving encouraging sounds or words. Person C should act as observer.
3. After 5 minutes Person B is to summarise beginning with 'It sounds as if...'
4. The observer should feedback his or her observations and the three people should swap roles, so that A or B take on the role of observer.

Objectives

Chapter 7 has been designed to enable you to:

- (a) use effective negotiating skills;
- (b) give and receive criticism effectively;
- (c) provide positive feedback.

Chapter 7: Communication skills – influencing others – Activities

Activity 7.1

Giving appropriate feedback

Work in small groups and discuss how you would give feedback in the following scenarios:

1. You recently tried to introduce a new project at a staff meeting. Most of the staff were initially quite receptive of the idea but one of the deputies was very negative. She was generally dismissive of what you had to say and made it clear that she thought the idea had no chance of success. You felt that this undermined your idea with the rest of the staff. What do you do?

2. A member of staff, who is in your department, has been on a course on differentiation and was supposed to feedback to the rest of the staff at a staff meeting. In spite of reminders he appears reluctant to do so. You have given plenty of opportunity for this but so far the issue seems to have been side-stepped. You decide to pin your colleague down to a date.

3. You are chairing an Annual Review for Emma, a child with specific learning difficulty. You have drawn up an agenda which began with the parents' contribution. Emma's father has held the floor for half an hour demanding extra county support for Emma and criticising the teaching provision. You have already consulted the staff and agreed with the support service that Emma's support should be retained but there is no need to increase it. Time is pressing and you are aware that you will not complete the agenda unless you can move on. What do you do?

4. Outline a difficult situation in which you are involved at present and discuss how you would give feedback.

Through the provision of positive feedback and constructive criticism people can attempt to 'influence' the professional practices (and other behaviours) of their colleagues, friends, relatives and peers.

Activity 7.2

Ways of influencing others

How do you attempt to influence other people? Study the ways in which people influence others as indicated in Chapter 7 and decide which strategies you use. In what ways might you want to change some of those strategies?

Chapter 8: Objectives
Communication skills – making presentations – Activities

Chapter 8 has been designed to enable you to make effective presentations.

Activity 8.1

Identifying situations where you may make presentations

Presentation skills

What are the situations where you have to make presentations/make use of group management skills?

What factors result in successful presentations/group management?

What are some of the difficulties/difficult situations?

Activity 8.2

Delivering a presentation – verbal and non-verbal techniques

Work in groups of three

1. Person A will choose *one* aspect of verbal delivery and *one* aspect of body language. Make a brief presentation for 2 minutes on 'Why the school day should be shortened', concentrating particularly on using those two techniques.
2. At the end of the 2 minutes the group should discuss how successful those techniques were.
3. Change roles so that another person makes a presentation on 'Why the school day should be lengthened'. Evaluate in the same way.
4. Change roles again if time allows.

Activity 8.3

Dealing with difficult individuals

In groups of three

1. Briefly brainstorm the merits of devising Individual Education Plans (IEPs) for pupils with special educational needs.
2. Person A to make a brief presentation on 'The importance of IEPs'. Persons B and C will each respond as a different personality type. The whole presentation will last no longer than 5 minutes, so give person 'A' a chance to make some points.
3. Discuss how person A felt about these responses and the best way to respond to such a situation.
4. Change roles. The 'audience' should choose two different personality types. Repeat the process. If there is time, change roles again.

Activity 8.4

Producing guidelines for making presentations

Your task is to produce some guidelines for colleagues on making presentations. Aim to make these guidelines as practical as possible. The following prompts may help you consider how to carry this out.

Section 1. Structuring your presentation

How to:

- structure your session
- begin a session
- end a session
- make the session interesting
- take account of limited attention spans
- ensure adequate breaks

Section 2. Producing clear aims which meet the audience's needs

How to ensure that:

- you have clear aims and objectives
- participants have positive expectations for the session
- people know why they are there/the purpose of the session
- people agree with the purpose of the session
- you have prepared the ground before the session
- you get feedback about the session
- you evaluate whether your aims have been achieved
- work from the session is followed up

Section 3: The physical environment

How to:

- choose the venue
- set out the room
- ensure physical needs of participants are met
- make the best use of your own staffroom
- use your own position in the room
- make the best use of equipment and visual aids
- support your presentation with written information

Section 4: Personal presentation skills

How to:

- make best use of non-verbal communication
- make the best use of your personal appearance
- make the best use of your voice
- communicate enthusiasm
- manage the nerves
- communicate humour – the great ice-breaker

Section 5: Group management

How to:

- get the attention of the group/get them quiet so you can start
- ensure the active involvement of the group
- organise groupwork
- get a quiet group to contribute
- deal with questions
- deal with a hostile audience
- ensure the whole group takes responsibility for the success of the session
- get people back from working groups
- deal with a group which never produces anything/reaches any agreement
- motivate a group who are bored
- work with staff who are tired
- ensure you have the right group size

Section 6: Dealing with difficult individuals

How to deal with the person who:

- moans and casts doom and gloom
- puts you on the spot with a difficult question
- does not contribute at all
- talks when you are talking
- asks hostile questions
- monopolises the discussion

Activity 8.5

Giving and receiving feedback

Use the structure provided in Appendix 4 ('Giving and receiving feedback') to give constructive feedback to the presenter of the previous activity (Activity 8.4).

Objectives

Chapter 9 has been designed to play a key role in monitoring and evaluating the quality of special educational needs provision which is made in your school.

Chapter 9: Monitoring and evaluation – Activities

Activity 9.1

Characteristics of effective provision for 'special educational needs'

1. Working in pairs draw up a list of characteristics of effective special educational provision.
2. Join another 'pair' and share your lists, noting agreements and disagreements.

Characteristics of effective special educational provision

Activity 9.2

Identifying monitoring and evaluating provision

With reference to the information obtained through Activity 9.1 decide which aspects of the management of special educational provision you should monitor and evaluate within the next school term.

Aspects of the management of special educational provision which should be monitored and evaluated in the next school term:

Activity 9.3

Monitoring aspects of teaching and learning

What aspects of teaching and learning should or could a SENCO monitor?

Hard data	Soft data
E.g. Test results	E.g. Attitudes