

# Mainstream Inclusion: My Experience in Practice

Gillian McIlrath  
St. Malachy's College



# Career to Date

## Induction

- ❑ **Castle High School**  
Co-Ed Secondary School
- ❑ **Pupil Support teacher**
- ❑ **Range of SEN supported:**
  - General delay in Literacy & Numeracy Acquisition
  - SEBD
  - ADHD
  - Dyslexia
  - MLD
  - High Functioning Autism
  - EASL

## Early Professional Development

- ❑ **St Malachy's College**  
Boys' Grammar School
- ❑ **Learning Support Centre**
- ❑ **Range of SEN supported:**
  - Dyslexia
  - Asperger's Syndrome
  - SEBD
  - ADHD
  - Dyspraxia
  - Mental health problems
  - OCD
  - Tourette's Syndrome

# Induction/EPD SEN Teaching

Teacher responsible for Pupil Support Unit  
at Castle High School and St Malachy's College.

- Liaison with Maths and English teachers to support numeracy and literacy acquisition in withdrawal time
- Liaison with classroom assistants and development of appropriate strategies
- Writing IEPs and supporting pupils' targets
- Provision of differentiated work

# Induction/EPD SEN Teaching Experience

- Help pupils to develop social skills and self-image
- Improve pupil behaviour by:
  - providing consistent environment
  - supporting them to reflect on past behaviour
  - rehearse alternative behaviours and coping strategies



# Induction Action Plan

## INDUCTION ACTION PLAN

Name: Gillian McIlrath

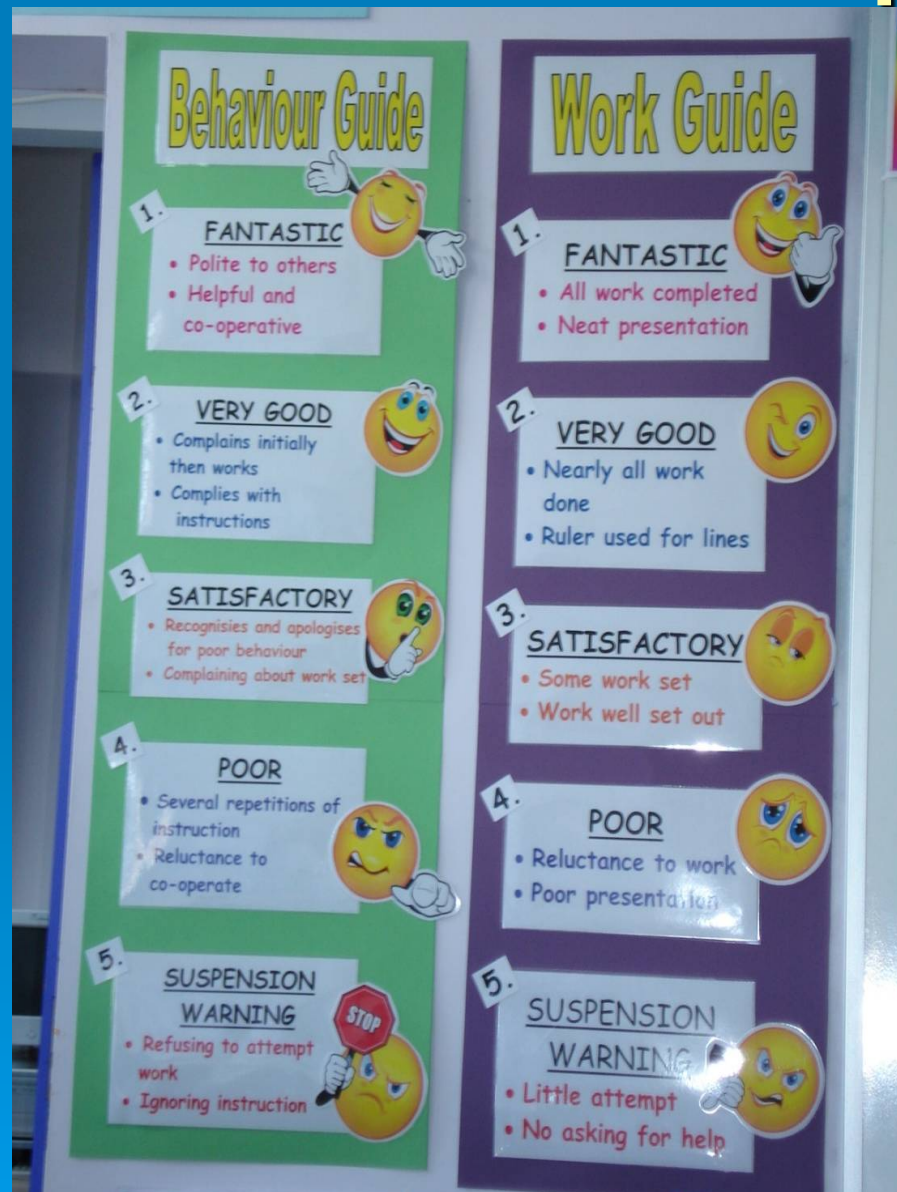
Signed  
Beginning Teacher: \_\_\_\_\_

Signed  
Teacher-Tutor: \_\_\_\_\_

Complete as an outcome of joint discussion and with reference to the Interim Report, the core criteria, teacher competences and the school context. (Ref: Section 2 of Handbook)

Area(s) for Development (Ref to Competences)	Actions (Including timescales)	Support Arrangements	Success Criteria	Monitoring and Evaluation (Inc evidence in portfolio)
<p><b>GTCNI Competence 7 Behaviour Management</b></p>	<p>Actions to be completed within weeks of the start of induction plan.</p>	<p>Observe a class for the day to observe how other teachers maintain positive behaviour and organised their lessons.</p>	<p>Classroom routines, organisation and behaviour show evidence of the knowledge and understanding gained from the observations and BT training course.</p>	<p>BT writes a reflective summary of the observations. Describe how positive behaviour was encouraged and how learning was organised.</p>
<p><b>GTCNI Competence 19 Creating a safe, interactive &amp; challenging learning environment</b></p>	<p>Developing a Behaviour Policy Creating and layout to support learning and</p>	<p>Observe a specialist setting for a day, e.g. The Link Centre, to see how positive behaviour is encouraged and how learning is organised.</p>	<p>Different classroom layouts and organisations will be tried and the most successful setup adopted.</p>	<p>BT writes an evaluation of tried layouts and organisations.</p>
<p>Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.</p>	<p><b>Create a routine schedule for transitions between classes so pupils know what to do if I am supporting another pupil</b></p>	<p>Support from other staff within the school, T, SENCO.</p>	<p>The organisation of the three components of the PSU will be better organised.</p>	<p>Pupils' will be given a questionnaire to investigate pupil feelings on the changes.</p>
	<p><b>Encourage pupil self-evaluation to promote positive behaviour and identify areas for pupil development, including self-management</b></p>	<p>Support from BT Inclusion (BELB)</p> <p>Use of the Teaching Assistants to create resources and appropriate lessons.</p>	<p>Pupils working more independently, confidently and positively in PSU.</p>	<p>Examples of resources created.</p> <p>Examples of course materials</p> <p>Examples of pupil evaluations</p>

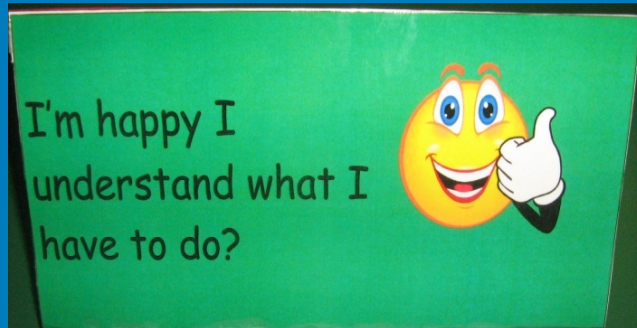
# Behaviour Management Competence 7



- Developed with older students respected by school population.
- Allowed clear, unemotive feedback.
- Behaviour and work criteria essential.
- Score given every period on daily record sheet.

**Encourage pupil self-evaluation to promote positive behaviour and identify areas for pupil development, including self-management**

# Pyramid




**Encourage pupil self-evaluation to promote positive behaviour and identify areas for pupil development, including self-management**

- Response to several pupils' demand for help/attention at once.
- I thought it would have been too childish for older students, but they used it the most.
- Particularly effective for pupils with SEBD, who see, "*Ok in a minute*" as a rejection.



# Resource disseminated in BELB's 'i-teach' magazine for BTs and Teacher Tutors




## Welcome to the Butterfly page

Why a butterfly? The principle behind butterflies is that often a simple action can have a significant impact.


Or as the experts put it –

The definition of the Butterfly Effect is 'the effect of a very small change in the initial conditions of a system which makes a significant difference to the outcome'. The aim is to seek high leverage interventions which require relatively low effort to formulate or implement but yield extremely beneficial outcomes in terms of teaching and learning and school ethos




**The Idea**  
My classroom management tool.

**My name is Gillian McIlrath and I am an EPD teacher in Castle High School. I work in the Pupil Support Unit, which involves working with pupils for literacy, numeracy, behaviour modification and EAL. At the same time I take pupils who have been withdrawn from class. As a result my room is often a hive of activity.**




I found I needed a way for the pupils to communicate with me without shouting out. I devised this system which is based on traffic light systems used in Primary and SEN environments.  
Green – I'm happy I can do this  
Amber – This is hard will you keep checking me  
Red - Help



**The Impact**  
I found it to be surprisingly effective. Pupils who shouted out stopped and those who were too scared to ask for help had a silent messaging system.


It is easily adaptable to fit many situations.



**The Idea**  
Using Teachers TV clips to support professional development.



A clip from teachers can be used at a key stage meeting or departmental meeting. An aspect of good practice e.g. sharing learning intentions, running an effective department, thinking skills can be selected as a focus.

**The Impact**  
A very convenient way of sharing good practice and provides a focus on learning at meetings. Promotes professional dialogue and if teachers wish, they can take the clip away on a memory stick or it can be e-mailed.

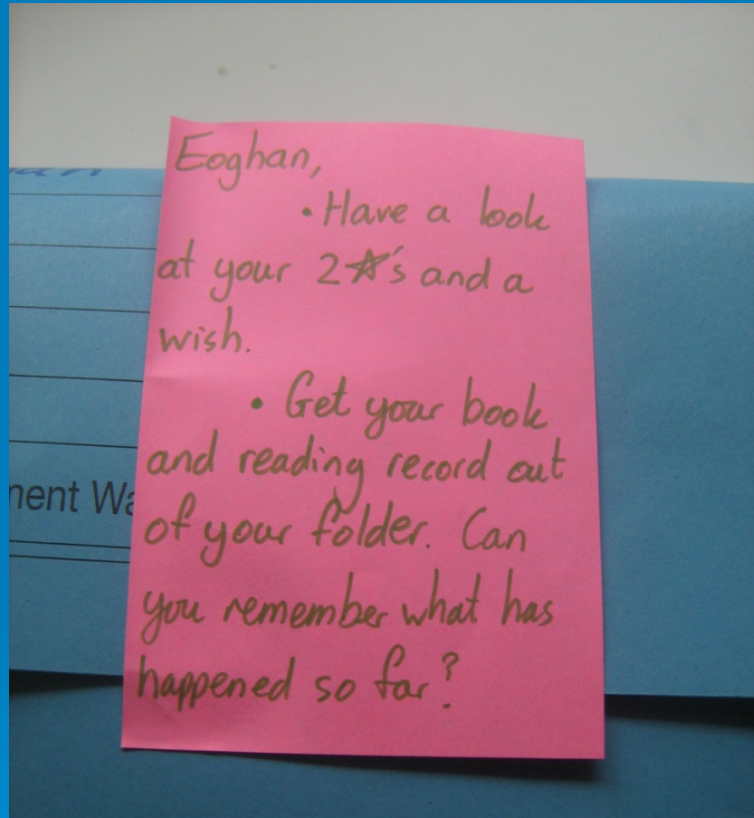


**Thanks to Gillian McIlrath from Castle High School for her teaching tip**

Do you have a strategy, technique, routine that works well for you? Then why not let us know about it and we can include it in the next edition and on the website. E-mail it to one of the induction team. Contact details on the last page.



# To Improve Changeovers



**Create a routine schedule for transitions between classes so pupils know what to do if I am supporting another pupil**

- Limited periods where withdrawal was possible
- Pupils with various needs taught at one time
- Plus internally suspended pupils

# My EPD1 - PDA Focus

## Focus

- To use a range of strategies to motivate pupils and develop their Thinking Skills and Personal Capabilities in Science
- To cater for different learning styles through carefully chosen VAC and ICT strategies including Interactive Whiteboard

## Purpose

- To develop the organisational skills needed to teach SEN pupils in a whole class, mixed ability environment as a member of the Science department
- To develop my knowledge, skills and confidence in the planning and teaching of differentiated Science lessons & in the use of ICT in a whole class context

# My EPD1 PDA

## **Professional Competence 3**

Teachers will be able to apply and evaluate the knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to the classroom and school context.

## **Professional Competence 11**

Teachers will keep up-to-date in Knowing how to use the technology hardware and software more effectively in school ... increasing impact on pupils' learning, sharing information and skills with other staff.



# KS3 Science Classes

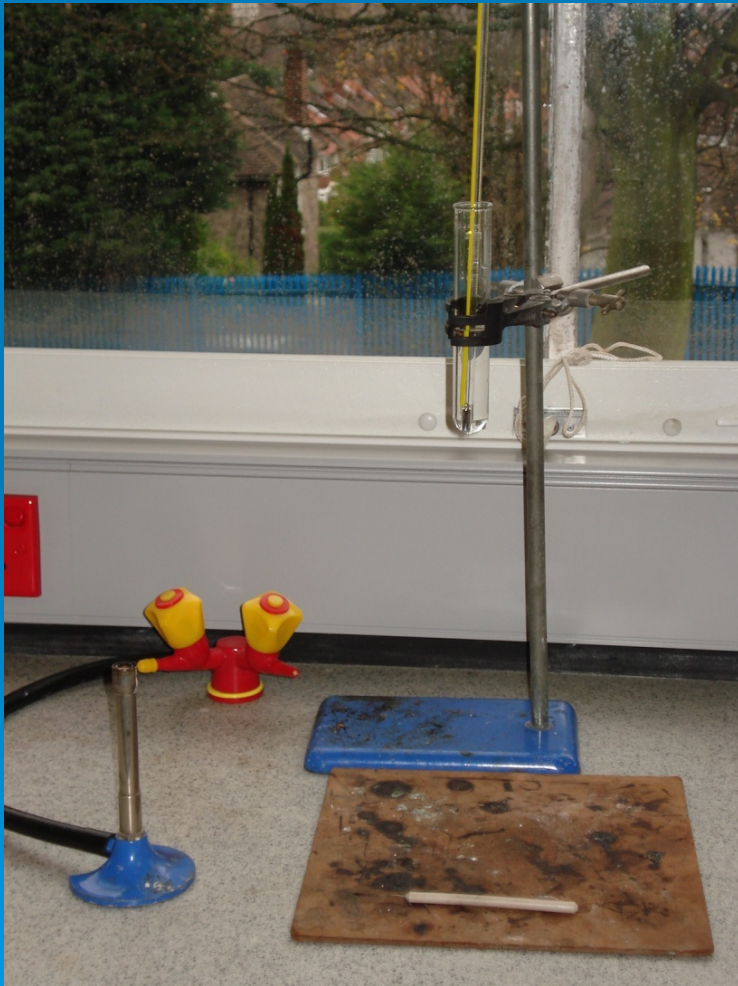
- Behaviour of the class generally acceptable.
- SEN students genuinely struggled with:
  - organising an experiment
  - participating in group work
  - following a set of instructions.

**Chaos!**



# Organisational Support

Set up the following equipment:



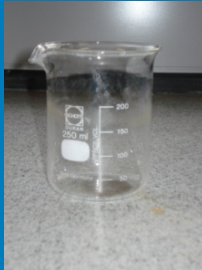
- Fire proof mat
- Stand and clamp
- Bunsen burner
- Boiling tube
- Thermometer
- Mounted needle

# What do we need!

Heating Equipment



Beaker



Test tubes and holder



Benedicts solution



Food samples



## JOBS!

1. Collecting equipment
2. Collecting the food samples
3. Testing the foods
4. Recording the results
5. Giving feedback to the class

# My EPD2 - PDA

## Focus

- To develop the support given to Key Stage 4 students on the Additional Learning Needs Register within the Learning Support Centre

### Competence 16

To deploy, organise and guide the work of other adults to support pupil's learning

## Purpose

- To effectively use the Teaching Assistants to support students individually and in small group work
- To monitor individual students progress, identify barriers to their learning and seek ways to support them effectively

### Competence 6

Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning and be aware of the need to provide for the holistic development of the child.

# Professional Skills and Competence

As a pupil support teacher in mainstream my work does not always fit in exclusively with the specific SEN and Inclusion **Competences 9, 15 and 21**

## Competence 9

Understand the SEN Code of Practice and how it related to pupils in the school

## Competence 15

Plan and evaluate lessons that enable all pupils, including those with SEN, to meet learning objectives ...

## Competence 21

Employ strategies that motivate and meet the needs of all pupils including those with SEN or EAFL...



# Professional Skills and Competence

Good '**Teaching for Inclusion**' requires me to develop my knowledge and understanding of many other competences so that:

- I am able to flexibly and effectively adapt skills and strategies to support pupils with additional learning needs across a wide range of subjects
- My pupils have opportunities to access the same broad and balanced curriculum as all other pupils, e.g.:

## Competence 20

**Teachers will use strategies and resources selectively and effectively to motivate and support all pupils' learning. The selection and use of resources is informed by self-evaluation.**