ITT trainees
The pillars of inclusion
Introduction

Recent evidence (e.g., Davis and Florian, 2004) suggests that much of what has traditionally been seen as pedagogy for pupils with special educational needs (SEN) and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of pupils.

The pillars of inclusion in the following table represent eight key aspects of planning and teaching that need to be in place to support the learning and achievement of pupils with SEN and/or disabilities. They are derived from research and observations of good practice and cover aspects of practice over which trainees have a significant degree of control. Other aspects of practice, called ‘foundations’ in the table, are developed over time and with support from others.

Examples of how the pillars may be put into practice are shown in the table and illustrated in the film clips at www.tda.gov.uk/teachers/sen/training_resources/tutors_trainees_nqts/video.aspx. Further examples can be found in section 3 of the Training and Development Agency for Schools (TDA) subject booklets: www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/subjectbooklets.aspx.

QTS standards and other TDA resources relevant to the pillars are also indicated in the table. The resources are available online at: www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/selfstudy.aspx. Research references are included and additional references can be found in the TDA subject booklets and self-study tasks.
<table>
<thead>
<tr>
<th>The pillars of inclusion</th>
<th>Examples in practice</th>
<th>QTS standards</th>
<th>TDA resources</th>
<th>Research references</th>
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<tbody>
<tr>
<td><strong>1 Maintaining an inclusive learning environment</strong></td>
<td>Layout: seating allows all pupils to see/hear the teacher</td>
<td>Q21, Q30, Q31</td>
<td>Subject booklets</td>
<td>DCSF, 2008 Wall et al, 2009</td>
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<td></td>
<td>Acoustics: background noise is reduced</td>
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<td>Use of wall space: resources and displays are accessible and encourage independent use</td>
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<td><strong>2 Multi-sensory approaches, including ICT</strong></td>
<td>Use of ICT</td>
<td>Q10, Q17, Q22, Q23, Q24, Q25</td>
<td>Self-study tasks 5, 12, 13 Subject booklets</td>
<td>James and Pollard, 2009 Abbott, 2007</td>
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<td>Use of preferred learning approaches, such as auditory or visual</td>
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<td>Alternative communication, eg symbols</td>
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<td>Alternative ways of recording</td>
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<td><strong>3 Working with additional adults</strong></td>
<td>Other adults as partners not teachers</td>
<td>Q4, Q5, Q6, Q20, Q32, Q33</td>
<td>Self-study task 16</td>
<td>Blatchford et al, 2009b</td>
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<td>Commitment to pupil independence</td>
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<td>Joint planning and review</td>
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<td><strong>4 Managing peer relationships</strong></td>
<td>Flexible grouping</td>
<td>Q1, Q4, Q10, Q25d, Q27, Q28</td>
<td>Self-study tasks 9 and 10</td>
<td>Dunne et al, 2007 Howe and Mercer, 2009 Ireson and Hallam, 2009 TLRP, 2005</td>
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<td>Buddying/peer tutoring</td>
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<td>Circles of friends</td>
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<td><strong>5 Adult-pupil communication</strong></td>
<td>Language used is positive and respectful</td>
<td>Q4, Q6, Q14, Q25c, Q25d, Q29</td>
<td>Self-study tasks 9 and 10</td>
<td>Rowe and Topping, 2008 Blatchford et al, 2009 James and Pollard, 2009 (pages 12–14)</td>
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<td>Careful praise/correction</td>
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<td>Prepared questions for individuals/groups</td>
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<td>Use of preferred communication style</td>
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<td>Giving time to think</td>
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| **6 Formative assessment/assessment for learning** | Choice of objectives/success criteria/peer assessment  
Expectations/challenge  
Communication issues | Q1, Q12, Q13, Q18, Q19, Q25b, Q25e, Q26, Q27, Q28, Q29 | Self-study task 10 | TLRP, 2008  
Pryor and Crossouard, 2008  
Black et al, 2003 |
| **7 Motivation** | Engagement/enjoyment  
Rewards/praise  
Including pupil strengths/interests  
Relevant contexts  
Encouraging learning from mistakes  
Use of ICT for ‘fun’  
‘Can-do’ ethos: readiness to ‘problem solve’ | Q1, Q2, Q10, Q17, Q18, Q19, Q23, Q25, Q27, Q28, Q31 | Self-study tasks 9 and 10 | Dunne et al, 2007 |
| **8 Memory/consolidation** | Developing use of range of memory aids  
Helping pupils devise their own strategies for remembering | Q24, Q25b, Q28, Q29 | Self-study task 8 | Gathercole, 2008  
Holmes et al, 2009 |
| **Foundations**  
These aspects develop over time with support from other colleagues and agencies | Partnerships with pupils and parents/carers  
Planning ways to remove specific barriers to learning and participation  
Learning from advice from colleagues in school and other professionals and from formative and summative assessments  
Developing own record keeping/using access to school records  
Developing understanding of how the subject/curriculum area can help to remove barriers for pupils with SEN and/or disabilities | Q4, Q5, Q6, Q18  
Q10, Q18, Q19, Q22, Q25  
Q7, Q8, Q9, Q11, Q12, Q13, Q20  
Q13  
Q14, Q15, Q19 | Self-study task 17  
Self-study tasks 6, 7, 9, 10  
Self-study tasks 3, 5, 8, 11, 12, 13, 14, 15, 16, 17 | |
References

www.futurelab.org.uk


European Agency for Development in Special Needs Education, 2008, Assessment for Learning and Pupils with Special Educational Needs

www.thepsychologist.org.uk


Ireson, J and Hallam, S, Academic self-concepts in adolescence: Relations with achievement and ability grouping in schools, Learning and Instruction, 19(3), 2009, pages 201–213


TLRP, 2005, Improving Pupil Group Work in Classrooms: A New Approach to Increasing Engagement and Learning in Everyday Classroom Settings at Key Stages 1, 2 and 3, Research briefing no 11, Institute of Education, London

TLRP, 2008, Consulting Pupils on the Assessment of their Learning, Research briefing no 36, Institute of Education, London