

ITT trainees

# The pillars of inclusion

# Introduction

Recent evidence (eg Davis and Florian, 2004)<sup>1</sup> 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](http://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](http://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](http://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.

1 Davis, P and Florian, L, 2004, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, DfES Research Report RR516

The pillars of inclusion	Examples in practice	QTS standards	TDA resources	Research references
<b>1 Maintaining an inclusive learning environment</b>	<p>Layout: seating allows all pupils to see/hear the teacher</p> <p>Acoustics: background noise is reduced</p> <p>Use of wall space: resources and displays are accessible and encourage independent use</p>	Q21, Q30, Q31	Subject booklets	DCSF, 2008 Wall et al, 2009
<b>2 Multi-sensory approaches, including ICT</b>	<p>Use of ICT</p> <p>Use of preferred learning approaches, such as auditory or visual</p> <p>Alternative communication, eg symbols</p> <p>Alternative ways of recording</p>	Q10, Q17, Q22, Q23, Q24, Q25	<p>Self-study tasks 5, 12, 13</p> <p>Subject booklets</p>	<p>James and Pollard, 2009</p> <p>Abbott, 2007</p>
<b>3 Working with additional adults</b>	<p>Other adults as partners not teachers</p> <p>Commitment to pupil independence</p> <p>Joint planning and review</p>	Q4, Q5, Q6, Q20, Q32, Q33	Self-study task 16	Blatchford et al, 2009b
<b>4 Managing peer relationships</b>	<p>Flexible grouping</p> <p>Buddying/peer tutoring</p> <p>Circles of friends</p>	Q1, Q4, Q10, Q25d, Q27, Q28	Self-study tasks 9 and 10	<p>Dunne et al, 2007</p> <p>Howe and Mercer, 2009</p> <p>Ireson and Hallam, 2009</p> <p>TLRP, 2005</p>
<b>5 Adult-pupil communication</b>	<p>Language used is positive and respectful</p> <p>Careful praise/correction</p> <p>Prepared questions for individuals/groups</p> <p>Use of preferred communication style</p> <p>Giving time to think</p>	Q4, Q6, Q14, Q25c, Q25d, Q29	Self-study tasks 9 and 10	<p>Rowe and Topping, 2008</p> <p>Blatchford et al, 2009</p> <p>James and Pollard, 2009 (pages 12–14)</p>

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<b>6 Formative assessment/ assessment for learning</b>	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
<b>7 Motivation</b>	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
<b>8 Memory/ consolidation</b>	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
<b>Foundations</b> 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	

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