

END/Inclusion bitesize CPD resources

Below are some useful resources covering the major SEND areas. This is an area of our pedagogy that all of us can always improve upon, so I thought that a collection of brief explainers and resources that you can dip in and out of in the coming weeks might be helpful. I've tried to provide some introductory material (in the form of a short video, if possible) and then some further resources focused on classroom practice.

I'm very open to additions and suggestions, so please let me know if you've got some really good resources that we'd all benefit from.

(Please consider, though, the danger of labelling children with one condition as all similar or the same. They're not. There is [recent research](#) indicating that more than half of autistic people have **four or more** co-occurring conditions, including conditions for which there is a higher chance of there also being behaviour difficulties such as developmental language disorders or ADHD. The research also notes that "over 95 per cent of children [with autism] had at least one co-occurring condition/symptom" which suggests that co-occurrence is the norm rather than the exception. Also, approximately 60 to 80 per cent of children with ADHD have **at least one other condition** such as a speech, language and communication need or a literacy or motor difficulty, and this also brings with it an increased chance of behaviour issues.)

ADHD
<p>What is ADHD?</p> <ul style="list-style-type: none">ADHD, or Attention Deficit Hyperactivity Disorder, is a neurological condition that affects a young person's concentration, impulse control and time awareness. People with ADHD can be impulsive, forgetful, and easily distracted without meaning to be; they may interrupt frequently, and not pay attention. Some will be hyperactive."It's like having bicycle brakes and a Ferrari engine." (short video - select ADHD from the options on the page)
<p>How can I help the children in my classroom?</p> <ul style="list-style-type: none">Teaching and managing students with ADHD: Systems, strategies solutions from the ADHD FoundationTimers (mentioned in the introductory video) can be downloaded and embedded into PowerPoints: INSERT → VIDEO → ONLINE VIDEO → paste the YouTube address into the box (I recommend Adam Eschborn timers. Just Google Adam Eschborn [X] minute timer).
<p>Can I take a course to learn more?</p> <ul style="list-style-type: none">King's College, London runs a free online course, Understanding ADHD: Current Research and Practice, that takes approximately eight hours (two hours per week over four weeks).
AUTISM
<p>What is autism?</p> <ul style="list-style-type: none">Autism is a developmental disability that cannot be cured (nor would many autistic people actually want it to be cured) and is a spectrum condition, which means that, although there are common difficulties, individual children will be affected in different ways. The National Autistic Society states that children with autism will have 'persistent difficulties with social communication and social interaction and

restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these limit and impair everyday functioning’.

- [A short video explaining autism from the National Autistic Society](#)

How can I help children in my classroom?

- The Autism Education Trust provide some free resources that you will find helpful - [Good Autism Practice](#) (guidance, case studies and full report).

Can I take a course to learn more?

- The University of Bath runs a free online course, [Good Practice in Autism Education](#), which takes approximately 12 hours (three hrs per week over four weeks).

SPEECH, LANGUAGE and COMMUNICATION NEEDS

What are speech, language and communication difficulties?

- Some children and young people find it difficult to listen (known as receptive language), understand and communicate with others and may need support to develop the surprising number of skills involved. SLCN is the umbrella term most commonly used to describe these difficulties. It stands for Speech, Language and Communication Needs. Children with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking (known as expressive language) or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different. It is estimated that around 10% of children starting school have SLCN – that’s approximately 2-3 in every classroom.
- [A short video explaining SLCN](#) (select speech, language and communication from the options on the page).

How can I help children in my classroom?

- The Driver Youth Trust have produced some incredibly helpful resources (they are by far the best out of all the resources linked on this sheet). I heartily recommend you take a look and give them a go.
 - Receptive language (aka listening)
 - [Fact sheet](#)
 - [Desktop check-in for understanding](#) (MASSIVELY HELPFUL)
 - [Subject lessons starters](#)
 - Expressive language (aka speaking)
 - [Fact sheet](#)
 - [Developing understanding through targeted questions](#)
 - [Marzano’s six step process to teach academic vocabulary](#)
 - [More resources](#)
 - Building oracy
 - [Top tips](#)
 - [More resources](#)

Taking it further

- Afasic have produced some very helpful [information sheets](#) on the various aspects of this very wide area.

DYSLEXIA

What is dyslexia?

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- The [See dyslexia differently](#) short video from the British Dyslexia Association is helpful.

How can I help children in my classroom?

- The [British Dyslexia Association's Style Guide](#) provides principles that can help ensure that written material considers the difficulties experienced by some dyslexic people and allows for the use of text to speech to facilitate ease of reading.
- The BDA have produced a very good [webinar series](#) (much longer in length) with a series of videos. The most pertinent to you will be *Classroom support strategies (Secondary)*.
- The Driver Youth Trust produce some excellent resources, and I recommend [Classroom strategies to support learners with literacy difficulties](#) for this area.

SENSORY PROCESSING DIFFICULTIES

What is sensory processing disorder?

- Sensory Processing Disorder is a neurological disorder in which the sensory information that the individual perceives results in abnormal responses. Sensory processing refers to the way the nervous system receives messages from the senses and turns them into responses. For those with Sensory Processing Disorder, sensory information goes into the brain but does not always get organised into appropriate responses and the responses you do see may be inappropriate in the context in which they find themselves.
- Watch this [3 min video from Sensory Spectacle](#) explaining what SPD is.

How can I help children in my classroom?

- [Things to know about supporting sensory needs in the classroom.](#)

WORKING MEMORY

A much under-recognised area of difficulty; I think that many of our children have difficulties with working memory that we are potentially unaware of.

What is working memory?

- Working memory refers to the retention of information in short term (temporary) storage while processing incoming information and retrieving information from long term storage. Short term storage within this working memory model refers to holding information in memory for 'seconds' before it fades away or is discarded.

How can I help children in my classroom?

- [Understanding Memory Difficulties](#) from the Department of Education in Northern Ireland is an extremely accessible, short guide to help all teachers improve their practice in supporting children with working memory issues.

Taking it further

- Prof Alan Baddeley (a world-renowned expert) talks about [the development of his working memory model](#).

- And [the role of the central executive](#).

LESS COMMON CONDITIONS

You can learn a little about a number of other less common conditions by watching the introductory videos on:

- [Acquired brain injury](#)
- [Down syndrome](#)
- [Dyscalculia](#)
- [Dyspraxia](#)
- [Social, emotional and mental health needs](#)
- [Hearing impairment](#)
- [Physical disability](#)
- [Visual impairment](#)

FURTHER ONLINE FREE COURSES

The following suggestions are free courses that are aimed at improving practice in inclusive pedagogy generally, but are not aimed at specific conditions.

- [Inclusive Education: Essential Knowledge for Success](#) from Queensland University of Technology is a free course that takes approximately two hours (one hour per week for two weeks)
 - Discover what inclusive education really is, explore its benefits and learn to implement it at system, school and classroom level
- [Teaching Students Who Have Suffered Complex Trauma](#) from Queensland University of Technology is a free course that takes approximately two hours (one hour per week for two weeks).
 - During this child trauma training, you'll get an introduction to what complex trauma is and how it affects young people's development at school.
 - You'll understand the neuroscience behind the behaviours presented by students who have experienced complex trauma.
 - You'll learn how to apply trauma-informed strategies and policies that will minimise the risk to students and school staff.
- [Equity in Education: Supporting Active Participation in Lessons](#) from Babcock is a free course that takes approximately 10 hours (two hours per week over five weeks)
 - Explore how to use pre-teaching and assigning competence as strategies to support learners to keep up with their peers
- [Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing](#) from Raspberry Pi is a free course that takes approximately four hours (two hours per week over two weeks)
 - Explore ways to make your computing lessons more inclusive for learners with special educational needs and disabilities