

 <p><b>Inclusion Development Programme Primary/Secondary</b></p> <p><b>Dyslexia and Speech, Language and Communication Needs</b></p> <p>An interactive resource to support headteachers, leadership teams, teachers and support staff</p>	<p><b>Inclusion Development Programme Baseline Questionnaire.</b></p>
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As you are aware the Inclusion Development Programme (IDP) will focus on different areas of additional need in the form of a rolling programme over the next three years.

In order to support schools effectively and efficiently it would be beneficial for us to establish were you currently grade skills and practice within your school in relation to the different areas of additional needs. This would help in the planning and deliver of training programmes.

This questionnaire is divided into three parts:

**Part A** breaks down additional needs into the areas that the IDP will focus on in the coming years. It aims to promote your thoughts about were your school is now and highlight areas of good practice.

**Part B** then asks you to focus on an area that you have graded yourself highest and asks you to consider how you will continue to develop your schools skills in this area.

**Part C** then asks you about training and your preferred method of delivery

If you have any queries in relation to the questionnaire please contact Jackie.lydon@tameside.gov.uk

**PART A SLCN**

Please use the rating scale to indicate at which level the processes and practices in your school are for Speech Language and Communication Needs (SLCN)

Focusing	Developing	Established	Enhanced
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This is the evidence for this rating

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What would need to happen to move towards the next level?

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Please name specific programmes that you have used that have been high impact.

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Please name services or voluntary agencies that have provided you with training, advice, resources or other support.

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Please use the rating scale to indicate at which level the processes and practices in your school are for Specific Learning Difficulties (SpLD)

Focusing	Developing	Established	Enhanced
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This is the evidence for this rating

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What would need to happen to move towards the next level?

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Please name specific programmes that you have used that have been high impact.

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Please name services or voluntary agencies that have provided you with training, advice, resources or other support.

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Please use the rating scale to indicate at which level the processes and practices in your school are for Moderate Learning Difficulties (MLD)

Focusing	Developing	Established	Enhanced
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This is the evidence for this rating

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What would need to happen to move towards the next level?

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Please name specific programmes that you have used that have been high impact.

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Please name services or voluntary agencies that have provided you with training, advice, resources or other support.

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Please use the rating scale to indicate at which level the processes and practices in your school are for Autistic Spectrum Disorders (ASD)

Focusing	Developing	Established	Enhanced
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This is the evidence for this rating

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What would need to happen to move towards the next level?

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Please name specific programmes that you have used that have been high impact.

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Please name services or voluntary agencies that have provided you with training, advice, resources or other support.

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Please use the rating scale to indicate at which level the processes and practices in your school are for Emotional, Behavioural, and Social Difficulties [EBSD]

Focusing	Developing	Established	Enhanced
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This is the evidence for this rating

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What would need to happen to move towards the next level?

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Please name specific programmes that you have used that have been high impact.

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Please name services or voluntary agencies that have provided you with training, advice, resources or other support.

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**PART B (please circle the one\* area that your answers pertain to)**

What I want to do in my school in order to develop more effective practice in relation to:

\*Choose only one & circle it

SCLN,	MLD,	SpLD,	EBSD	ASD
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Who else do I need to involve, in enabling this to happen?

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How will I do this?

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What is my timescale for this to happen?

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How will I know I have been successful?

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**PART C: Training opportunities and learning preferences**

We are interested in finding out how as a Local Authority we can support your training needs in relation to inclusion.

Please look at the options below and rank them in order of preference with 1 being the highest.

Ranking	Training method
	Training commissioned by the school from the LA specific to the developmental stage of the school and staff. (whole staff participation)
	Training commissioned by a cluster of schools from the LA and delivered in a cluster group at a location within the cluster (key staff released to attend and then cascade to other staff within school)
	Online training which gives staff the opportunity to work through materials at their own pace.
	Accredited courses designed by the LA in relation to specific areas of additional needs.
	Accredited courses co-funded by the LA and facilitated by an external agency eg Manchester Metropolitan University
	Cluster support for SENCo's or INCo's in relation to IDP materials eg through network meetings coordinated and facilitated by the LA
	<b>Other</b> please outline
	<b>Other</b> please outline
	<b>Other</b> please outline

Issue	Focusing level	Developing level	Establishing level	Enhanced level
<p><b>8</b> <b>Supporting the continuing professional development (CPD) of additional adults</b></p>	<p>Additional adults have regular training opportunities. Information about training is selective and additional adults are encouraged to attend the relevant courses. In-school training sessions for additional adults are led by subject leaders and SENCO. Additional adults have been trained in the delivery of interventions.</p>	<p>Professional development for additional adults is supported and closely related to the action plan for raising the attainment of vulnerable groups. Teaching and learning are monitored, in order to target support and training for additional adults. Additional adults are confident in the delivery of interventions, and regular monitoring and coaching improves practice further. Regular meetings inform performance management targets and plans to support and achieve them.</p>	<p>A CPD policy for additional adults is in place and relates individual and school needs to developing the whole-school approach to support and intervention. Training in intervention programmes is regularly revisited. Performance management targets for additional adults are closely linked to school improvement priorities, as well as personal ambitions. Clear mechanisms of ongoing monitoring, support and review are in place.</p>	<p>CPD meets staff needs and supports school, local authority and national priorities. The impact of CPD is monitored and evaluated systematically. Additional adults are trained to deliver high-quality evidence-based interventions or initiatives that are carefully evaluated. Performance management systems support additional adults by providing clear objectives and regular opportunities for discussion with team leaders about professional practice and development.</p>