



IDP

Inclusion Development Programme

Outcomes for LA practice/operations and strategy to be measured by March 09 and how they will be measured

- LAs will have action plans which involve collaboration with key stakeholders eg allied Health Professions and specialists
- Models of dissemination (which involve School Improvement (SI) colleagues and SEN support services) will be in place
- LAs will have collected Self Evaluation (SE) from an agreed % of schools (primary secondary and EYFS)
- LAs will have measured baselines (teacher confidence, parental confidence, pupil progress)

Awareness Raising & Guidance for school staff	<ul style="list-style-type: none"> • Develop an awareness raising & guidance presentation for school staff • Deliver guidance to TAs & <u>SENCOs</u> via AT networks • Deliver guidance through the Leading Teacher programme • • raise awareness through the ISDN 	08/08 12/08 03/09 03/09
Awareness Raising & Guidance for Early Years workers	<ul style="list-style-type: none"> • EY Area <u>SENCOs</u> will develop a training presentation for EY workers • EY Area <u>SENCOs</u> will deliver the EY IDP materials in training sessions to EY setting <u>SENCOs</u> 	
Awareness Raising & Guidance for school staff for other professionals and stakeholders	<ul style="list-style-type: none"> • Develop an awareness raising & guidance presentation for other professionals and stakeholders • Develop a delivery programme • Deliver guidance to: <ul style="list-style-type: none"> • Head teachers via HT business meeting. • Literacy consultants, CLASS, <u>SalT</u>, Library managers • Advisors & School Improvement Consultants • Inclusive Services full service & NQT • Children Centres, Quality Team • Governors & School Improvement Partners • Children the formation service • Parents partnership, Family Learning Team & Voluntary sector 	08/08 09.08 03/09
Embedded use of IDP	<ul style="list-style-type: none"> • Include the recommendation for capacity building using IDP through the statutory assessment process [<u>recommend in statements and follow up in review</u>] • Use the IDP materials in the Tameside accredited course for staff working with pupils with SpLD • Use the IDP materials in training courses for Speech and Language 	12/08 03/09 03/09
Research and Evaluation	<ul style="list-style-type: none"> • Complete a baseline survey of school staff to determine learning requirements and expectations 	10/08



User guide

Activity: Self-evaluation – Dyslexia

Select each area of self-evaluation, read the statement, and complete the evidence column independently or collaboratively. Select focusing, developing, establishing and enhancing to enter your evidence.

	FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
Identifying need				
Knowledge of pupils				
Taking and incorporating advice				
Knowledge of barriers to learning				
Making adjustments to planning				
Use of pupil voice				
Tracking, assessment and monitoring of pupil progress				
Collaboration with colleagues to improve practice				
Making good progress				

Good practice models will be collected to include:

- Headteacher involvement
- specialist outreach
- cross phase and clustering
- whole-school collaboration
- collaborative models of professional development
- collaboration with health professionals
- pupil voice and parent voice.



**Inclusion Development Programme
Primary/Secondary**

**Dyslexia and Speech, Language
and Communication Needs**

An interactive resource to support headteachers,
leadership teams, teachers and support staff

	Inclusion Development Programme Baseline Questionnaire.
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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 where 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

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?

-
-

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.



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,	EBS	ASD
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-
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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?

-
-
-

What is my timescale for this to happen?

-
-
-

How will I know I have been successful?

-



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

