



# IDP

## Inclusion Development Programme

# Overview

- In late autumn 2007, the National Strategies will launch the Inclusion Development Programme (IDP).
- Over four years, the IDP will develop and deliver a programme of Continuing Professional Development (CPD) designed to strengthen the confidence and expertise of mainstream staff in Early Years settings, primary and secondary schools and teacher training establishments.

# Where did this initiative come from?

Originally proposed in the government's SEN strategy *Removing Barriers to Achievement*, IDP aims to support schools and Early Years settings by helping them to:

- Develop more inclusive practice;
- Continue to raise awareness and confidence among all staff about meeting the needs of children with different types of SEN;
- Develop strategic approaches and responses to the diverse needs of individual pupils.
- IDP will focus on different areas of additional need in a four year cycle. The focus's will be in autistic spectrum disorder (ASD), behavioural, emotional and social difficulties (BESD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN) and dyslexia.

# Resources

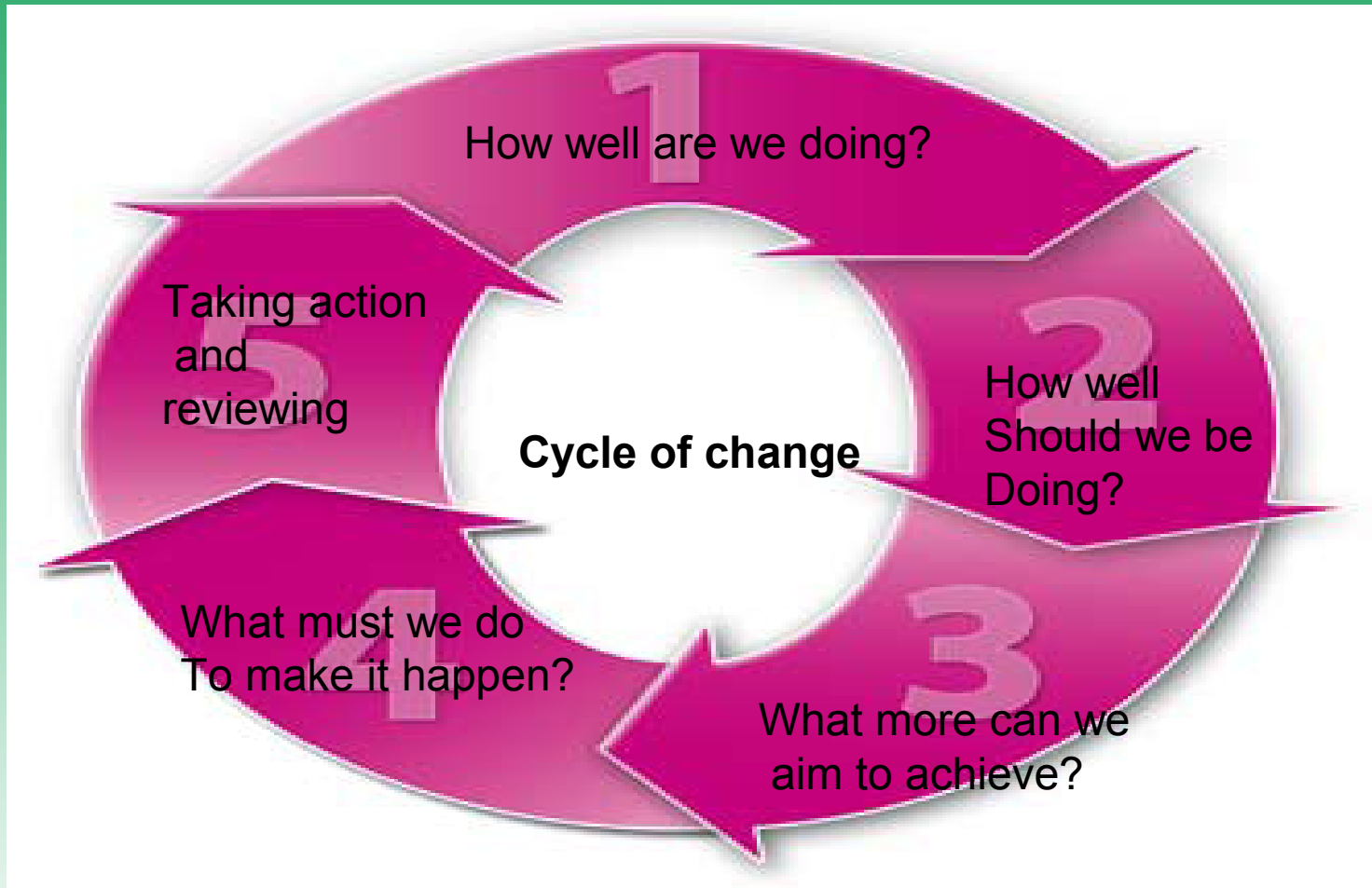
- The resources are being developed by leading national specialist organisations, including voluntary bodies and are working in partnership with the National Strategies.
- The aim is that all resources will be web based or accessible by using a DVD which will be provided to all Tameside schools

# Who will be key to the success of IDP?

It is envisaged that there will be key people in different educational settings.

- Leaders of Early Years settings, in conjunction with area SENCo's;
- Leadership teams, inclusion managers, SENCo's and individual staff in primary and secondary schools;
- Providers of Initial Teacher Training (ITT) as well as individual trainees.

# How does IDP fit in with the cycle of change



# What will be the focus 2008-09

The first phase of the IDP, with the focus on SLCN and dyslexia.

The aim is to help practitioners, school staff and trainees to:

- Recognise early on common signs of difficulty in understanding and/or making others understand information conveyed through spoken language;
- Recognise common signs of dyslexic difficulties;
- Create an inclusive and supportive learning environment for pupils with SLCN and/or dyslexia; and
- Use inclusive teaching strategies appropriate for dyslexics and for pupils who have communication difficulties.

# Who in the LA can support you?

- EPALS
- Fred Coker?
- Advisory Service?
- Provide additional training to individual or clusters of schools.
- Online learning modules.
- Linking and embedding IDP into the cycle of change

# What do we need to know?

- We need to know where the gaps are in schools if we are to facilitate training opportunities.
- We need to know which types of training or learning suits you organisation.
- We will be sending out a questionnaire to all school SENCo's and area SENCo's for early years settings to ascertain this information.



# DVD demo