

Week 9

Preparing to Work with Children in Schools

Level 1

Principles of Listening to Children

Learning Outcomes

By the end of the session you will be able to:

Give a clear definition of equality

- Recognise equality issues in society and its effect on people's lives
- Identify SEND support in schools
- Clarify presentation issues for next week

Equality

What does it mean to you?



Equality

Treated the same

Faith/religion

Colour/race

Equal opportunities

background

gender

No discrimination

tolerance

differences

Understanding others

Not being singled out

sexuality

All the same

Rich or poor

fairness

respect

Education level

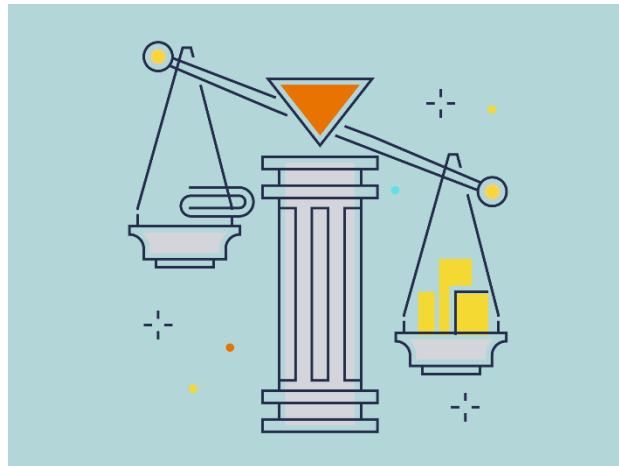
appearance

Key words/Terminology

- **Equality is about fair treatment - to enable you to reach your full potential**
- **Inequality is about treatment that is unfair and not giving equal rights**
- **Prejudice is negative feelings and opinions on people based on what you think they are like (pre -judging)**
- **Stereotyping based on prejudice a generalised belief about particular groups of people**
- **Diversity is about valuing and respecting difference**
- **Inclusion is about removing barriers to participation**

Who do you think in society
may be more effected by
inequality?

Not treated fairly



Sometimes people **are not** treated fairly and are discriminated against because of their:

- Age
- Ethnic group
- Class
- Disability
- Gender
- Religion
- Appearance
- Sexual preference

Why?



Equality Act 2010

Protected Characteristics



Age



Sex



Disability



Ethnicity



Gender
Reassignment



Religion /
Belief



Sexual
Orientation



Marriage / Civil
Partnership



Pregnancy /
Maternity

There have been huge developments in equality over the years:

- The vast majority of us are happy studying, working and making friends with people from other ethnic minorities.
- Some stereotypes about women, such as 'a woman's place is in the home', have begun to fade and the gender pay gap is closing, although progress is very slow.
- There have been huge changes in attitudes towards lesbian, gay and bisexual people.
- Disabled persons have more rights than ever before.

Inequality exists in Britain and more need to be done to make it fairer

FACTS

97% of hairdressers apprentices are female receiving less salary per week than the 98% of engineering apprentices who are males



Disabled adults are **three time** as likely to have no qualifications compared to non-disabled people

Children with SEND are **x5** likely to be excluded from schools

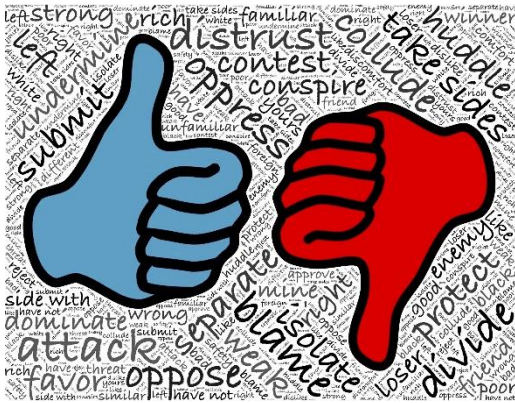


Nearly **three quarters** of Bangladeshi children and half of Black African children grow up in poverty

Black Caribbean and children on free school meals children **are 4 times** likely to be excluded from school than white children

Two thirds of lesbian, gay, bisexual & transsexual students report being bullied

When people are treated unfairly and discriminated it can lead to negative consequences.....



Like what?

When people are treated unfairly and discriminated it can lead to negative consequences

- Unhappiness
- Under achievement
- Low self-confidence
- Unemployment and poor education
- Poor relationships
- Exclusion.

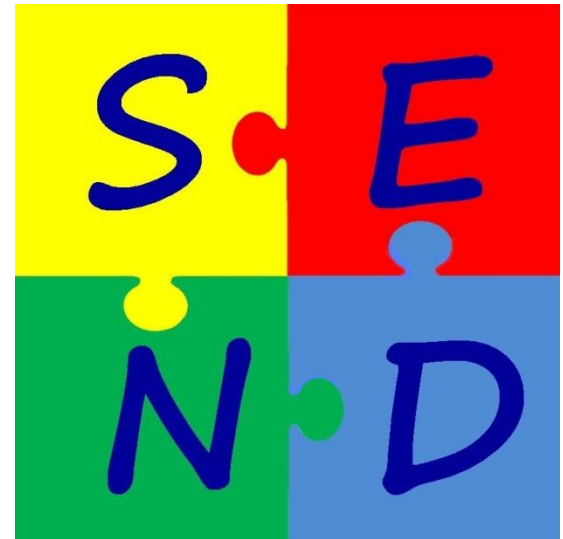


Is it FAIR?

**Read through the statements and decide whether the outcomes are fair or unfair
give reasons for your answers**

What does SEND stand for?

Special Educational Needs & Disabilities



Special Education Needs & Disability

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty or disability which makes it harder for them to learn than children of the same age and requires special educational provision to be made for him or her. Children and young people who have SEN may also have a disability.

A disability is described in law as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

All pupils with SEND must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

What types of Special Needs
would you see in schools?

Match up the learning needs
to their definitions

Types of Special needs seen in schools

ADHD

a developmental disorder of the brain in childhood causing difficulty in activities requiring coordination and movement.

AUTISM

affects a person's cognitive ability and physical growth, cause mild to moderate developmental issues and present a risk of health problems.

DYSLEXIA

DYCALCULIA

there is a problem with one or more parts of the ear or ears

HEARING
IMPAIRMENT

developmental disability that affects how a person communicates with, and relates to, other people and the world around them

VISUAL IMPAIRMENT

a learning difference which primarily affects reading and writing skills.

DOWNS SYNDROME

persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics.

DEVELOPMENTAL
CO-ORDINATION
DISORDER

a decrease in the ability to see to a certain degree that causes problems not fixable by usual means, such as glasses.

(DYSPHARXIA)

hyperactive and impulsive behaviours. trouble focusing their attention on a single task or sitting still for long periods of time.

SEND Code of Practice 2015.

The Code of Practice is a framework in which schools and early years providers must follow in regard to children with special education & disability needs.

It covers four stages

- Assess –assessment so the right support can be given
- Plan –plan how the support will be put in place
- Do – the plan is carried out by the teacher
- Review – a decision is made when to see if plan is working for the child

What is Inclusion?

Inclusion

"WHAT IS INCLUSION?"

The principle of Inclusion is that children with [Special Educational Needs & Disabilities \(SEND\)](#) have the right to be educated in Mainstream Schools alongside other children from their community rather than being educated in Special Schools.

Where policies, practices and culture includes all children and their needs within mainstream education. Offers choice and incorporates views of parents, children and young people

Inclusion is...

...understanding your school community

... valuing everyone

...about the needs of the whole community

...celebrating diversity and individuality

...not an 'add on' or an afterthought

...not just about the IEPs

...valuing other cultures

...knowing and understanding the needs of all pupils

...changing the way things are organised so they suit pupil needs

...reflecting on your practice

...not just about access

...everybody's responsibility

...providing flexible learning

...more than just a policy



SEN Support in Schools

Before you meet:
Write down your concerns and points to raise. Consider taking a friend or partner to make notes so you can concentrate on the conversation.

If you disagree at any point, you can ask to involve the Disagreement Resolution service

If your child's needs are clearly severe, an EHCP assessment may be requested without the SEN Support stage (or conducted before school age)

You, or your child's school are concerned that your child may have some kind of special need

Meet with your child's class teacher and/or SENCo to discuss concerns

Agree on a plan of action using the **Assess, Plan, Do, Review** cycle & decide together which external assessments will be needed

Work with the school to see what services from the Local Offer your child can access to help them overcome any barriers to learning

If your child has a medical condition, ask to see your school's policy that complies with the Government's **Supporting pupils at school with medical conditions**. Ask how these guidelines can be used to support your child, if necessary

If progress is made, continue the cycle of **Assess, Plan, Do, Review**. However, at any point, if you feel the interventions are not working, you can choose to apply for a statutory assessment for an Education, Health and Care Plan

Make sure you meet the expert after they have carried out any external assessment on your child, so you can give them any additional information. You know your child better than anyone and your input is vital

There may come a point at which you agree your child has made sufficient progress and no further support is required. However, you can ask for SEN help again at any point if you think it is needed.

When the report(s) have been received ask to meet with the class teacher and SENCo again to revise any interventions in the light of the report recommendations. Agree a date for initial review

On the review date, discuss with the teacher/SENCo how the interventions are working, any changes that need to be made and a further review date

An EHCP can be requested by parent, young person, teacher or anyone else concerned about the child's SEN

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

When your application has been received, you will be asked if you think you might need assistance from an Independent Supporter to help you through the process. They are not connected to the local authority and can be supplied by a local non-profit organisation or by the local Parent Partnership, depending on the area you are in. The IS will help to coordinate the process and provide help and support to your family during this time.

