

# Inclusively Down



Meeting individual learning needs

Inclusively  
Down  
Exclusives

January 2018

ENABLING CHILDREN AND YOUNG PEOPLE TO ACCESS AN INCLUSIVE EDUCATION

In 2012 The All Party Parliamentary Group on Down syndrome published 'Down syndrome: Good Practice Guidelines for Education'. These were evidence based and drew on the research and experiences of practitioners in the field. The Guidelines called on Government to:

**Recognise the specific developmental and educational needs of children and young people with Down syndrome as a *unique* group**

**Ensure effective planning and monitoring for this population of children/ young people**

**Develop the inspection framework so that the inspection process is informed by and checks against identified good practice with pupils with SEN, and specifically Down syndrome**

**Promote and support *syndrome-specific approaches* tailored to the learning profile of children and young people with Down syndrome, and endorse the principles set out in this document**

**Develop government led, centrally produced, evidence based guidance for practitioners on Down syndrome**

**Recognise and meet the need for provision of additional resourcing**

**Protect the provision of specialist Down syndrome support services**

The report summarises the specific learning needs of children with Down syndrome and makes recommendations to inform effective education practice.

The Guidelines recognised that effective external support, to meet the needs of children and settings, should be provided by those who have a sound knowledge of Down syndrome, including the research into the specific strengths and areas for support as well as evidence based interventions, and that this would ***promote the fulfilment of individual potential***

It acts as a good starting point for developing understanding of why playing to strengths and planning for effective teaching based on a unique learning profile will support progress.

Follow this link to read the All Party Parliamentary guidelines in full <https://councilfordisabledchildren.org.uk/help-resources/resources/down-syndrome-good-practice-guidelines-education>.

IN THIS ISSUE



**Spring Term 2018**

We hope you had a lovely Christmas.

**In this issue we will be looking at:**

**Fulfilling Potential (p.1)**

Within a class every child has unique individual needs but so often children with special educational needs are seen as a sum of their difficulties. It can impact positively on progress if we utilise their strengths in how they learn rather than seeing their differences as deficits. Children and young people with Down syndrome are often still not being provided with the effective education they need to support them fulfilling their full potential...

**Inclusively Down Recommends**

**(p.2)** Each month we look at books, research, good practice, resources we think you should see

**Research and development (p.2)**

**Upcoming training (p.3)**

## Development...

In September Inclusively Down attended the Down Syndrome Research Forum at the University of Hertfordshire. Researchers continue to strive to gain more understanding of how we can support children with Down syndrome to learn most effectively, aiming for better understanding to inform strategies, in order to have the most impact on development.

At Inclusively Down we are committed to staying updated on latest research and strategies being suggested to support the development of our pupils with Down syndrome.

Part of the day was devoted to feedback from research which has been done to look at number development and Down syndrome. Maths can be an area of relative weakness requiring support and

it was pleasing to hear that this is being investigated further.

In October Inclusively Down attended the TES SEN Show. We had a full day attending Seminars and developing our knowledge, keeping up with current developments in SEND.

## Inclusively Down Recommends...

We like to share with you any books, research, good practice or resources that we feel enhance provision for the children and young people you work with. Here's what we think you should look at this term...

**Inclusively Down recommends** the easily accessible 'Making Best Use of Teaching Assistants Guidance Report' (Jonathan Sharples Rob Webster Peter Blatchford)

<http://maximisingtas.co.uk/assets/content/ta-guidance-reportprint.pdf>



It contains seven recommendations to maximise the impact of Teaching Assistants in Primary and Secondary settings and provides a framework to help schools transform the way TA's are deployed and supported, to help improve outcomes for both them and pupils.

The Making a Statement (MAST) Study on Pupil's with SEND in year 5 <http://maximisingtas.co.uk/research/the-mast-study.php> together with the recently published new study focusing on SEN in Secondary Education

<http://maximisingtas.co.uk/research/the-sense-study.php> form the largest observational research project ever conducted in the

UK with pupils with SEND and make interesting reading for anyone teaching, supporting or including a pupil with Down syndrome.

Rob Webster's thoughts on inclusion can be found in an easily accessible way on twitter @maximisingTAs.

Many of the pupils that we see receive funding for high levels of adult support and, when this is used effectively it is crucial, not just to the success of an inclusive placement but also to achievement, developing positive interactions with others, independence and self-awareness as learners. Essential to the effectiveness of this is a move away from seeing the provision of adult support as direct hands on all the time, to thinking carefully about planning the support provided.

As we at Inclusively Down focus on in many of our training courses, the provision of 1:1 adult support can lead to the children who need the most teacher input, in practice receiving the least. We would encourage staff this term to look at **appropriate flexible use of support versus one to one**, deciding what is appropriate when.

Do you feel your child / pupil is benefitting as they should be from good inclusive practice in the setting they attend? Are they included across the curriculum, with effective differentiation in place rather than working separately at a table or even in another room? Are they being planned for by the class teacher alongside their peers? Is the use of support planned for effectively?

This term contact us to work with you to carry out an inclusion audit, evaluating the inclusive practice set up in your own classroom or setting and offering relevant, effective classroom strategies to support your child or pupil's progress.



## DON'T FORGET...

### Training Spring Term 2018

Last year Inclusively Down ran a series of Learning Support Assistant Networking sessions in Buckinghamshire. From the feedback given these were well received and support staff welcomed the opportunity to meet together to focus on developing specific areas of support and to share their experiences and knowledge. Following on from this success Inclusively Down are running another **Learning Support Assistant session**; this year with a difference. On **7 February 2018** we will run a one off, longer session where support staff will have the chance to get together to look at resources and equipment which supports the specific learning profile of their students. As well as a 'hands on' practical workshop session, there will also be dedicated time for general networking and lunch, providing a rare opportunity for support staff who are performing the same role as each other to meet and share good practice and ideas. Access to individualised advice from knowledgeable and experienced specialist teachers for Down syndrome will be available throughout the duration of the session.



Places are strictly limited and will be allocated on a first come first served basis. For further information and to secure a place, download, complete and return the appropriate booking form which can be found on our website [www.inclusivelydown.co.uk](http://www.inclusivelydown.co.uk). Or you can contact us as soon as possible either by emailing [contact@inclusivelydown.co.uk](mailto:contact@inclusivelydown.co.uk) or calling 07785 994071 (Julie) or 07950 000712 (Lucy). **The closing date for this session is Wednesday 31<sup>st</sup> January 2018.**

### Other training events this term....

Over the last two years Inclusively Down have had the pleasure of working closely with many parent support groups to provide training as well as consultancy. This term we will once again be working with South Buckinghamshire Down's Syndrome Group (SBDSG) [www.sbdsg.org.uk](http://www.sbdsg.org.uk) to provide training on 'Managing Behaviour and Developing Positive Interactions for Children and Young People with Down Syndrome'. This event takes place on Thursday 25<sup>th</sup> January 2018 in High Wycombe. For further information and availability please contact the group directly by emailing Sheryl [sherylshine@gmail.com](mailto:sherylshine@gmail.com). Places are limited and the closing date is Friday 12<sup>th</sup> January 2018 so you will need to be quick.

Inclusively Down will also be providing this course to Down Syndrome Oxford and this takes place on Wednesday 24<sup>th</sup> January 2018 at The Kassam Stadium, Oxford. For further information and availability please contact DSO directly [www.dsoxford.org.uk](http://www.dsoxford.org.uk)

If you are a parent group and would like us to provide training or learning support assistant networking session for you in your area please do not hesitate in contacting us.

To ensure you receive the latest news and event updates log on to our website [www.inclusivelydown.co.uk](http://www.inclusivelydown.co.uk) and subscribe to our mailing list on the 'Contact Us' page. All past editions of this Newsletter can also be found there

Also keep checking with our Facebook page <https://www.facebook.com/Inclusively-Down-16357486066634>



Lucy Clark and Julie Knight