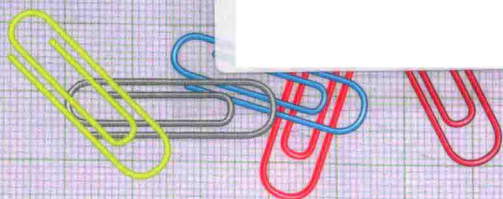


TEACHING CHILDREN & YOUNG PEOPLE *with* SPECIAL EDUCATIONAL NEEDS & DISABILITIES

edited by



SARAH MARTIN-DENHAM



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CHILDREN &
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→ **SARAH MARTIN-DENHAM**



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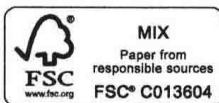
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ABOUT THE EDITOR

Sarah Martin-Denham is a Senior Lecturer at the University of Sunderland. She has extensive knowledge of teaching in the North East of England in a variety of settings ranging from Early Years to post 16, where she has developed a particular interest and expertise in special educational needs. Sarah currently teaches on the primary initial teacher training programmes and supports trainees whilst they are on placement in a range of mainstream and specialist contexts. She also leads and teaches on the MA Special Needs and Inclusive Education programme and the National Award for Special Educational Needs Co-ordination.

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Bill has worked in mainstream and special schools for 37 years. For the most part he has specialised in working with young people with emotional, social and behavioural difficulties (ESBD). Bill was a special educational needs co-ordinator for 28 years; during that time he established units in mainstream schools for ESBD, the visually impaired and hearing impaired and deaf children. He regularly delivers training on behaviour management in mainstream and special schools. He has made a study of attachment and relational trauma and the effects on teaching and learning. He now operates two children's homes in the borough of Redcar.

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Judith is Deputy Head Teacher at Gibside special school in Gateshead. During her extensive career teaching Physical Education and Mathematics in secondary mainstream, then teaching in Further Education, and in her current role, she has gained extensive experience in teaching pupils with special educational needs and disabilities. Judith is highly regarded in teacher training and continues to have a positive impact on the quality of new teachers.

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right to a motivating and challenging curriculum and strives to achieve this as a teacher.

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After spending her early teaching years as a secondary mainstream teacher of science, Dawn moved into a specialist setting and has been teaching young people with special educational needs and disabilities for 14 years. Through her role as Professional Lead for North East Special Schools Teaching Partnership, Dawn has a specific focus of supporting the training and development of professionals working in specialist settings. She has a particular interest in developing the skills, knowledge and experience of training teachers in preparation for working with children and young people with a range of learning difficulties and challenges.

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Helen has over 40 years' experience in teaching in both mainstream and specialist schools across all the age phases, and supporting teachers and pupils as a member of a Special Educational Needs support service. She later became an advisory teacher, training manager, and trainer for SEN within her local authority, where she was the named specialist teacher for dyslexia, following her award of Postgraduate Certificate in Specific Learning Difficulties and becoming an Associate Member of The British Dyslexia Association in 1999. Since then she has also worked as mentor, assessor and tutor on programmes related to dyslexia to Masters Level.

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Pauline is Deputy Head of Villa Real School in County Durham, which is a specialist school for pupils aged 2–19 with severe and complex learning difficulties, challenging behaviour and autism. She has taught school leavers for many years and is particularly concerned that pupils' achievements are celebrated, and that pupils are well prepared to take their place as valuable, and valued, citizens in the outside world. As a keen musician, she is also leader of the Villa Real Handchimes Group.

Jayne Littlewood

Since graduating nearly 20 years ago Jayne has worked as a teacher in primary special education, predominantly with children who have a diagnosis of autism. Jayne is particularly interested in working with children who display very challenging behaviour and working with non-verbal children focusing on approaches to develop their communication skills and their need/desire to communicate.

Helen Lowes

Helen Lowes teaches in a large mainstream primary school. Her interest within special educational needs became apparent when she voluntarily worked in a specialist provision alongside children with attachment difficulties and autism. She believes that every child has the right to learn and access a high-quality education regardless of their ability or need.

Denise Murray

Denise is Assistant Head Teacher and Special Educational Needs Co-ordinator at Barbara Priestman Academy in Sunderland. She has taught in a range of specialist contexts teaching pupils age 2–19 years. Denise is passionate and enthusiastic about extra-curricular activities such as summer and residential schools to promote positive relationships with hard to reach young people. She is highly regarded in the training she provides for autism and managing pupil behaviour for local schools and colleges.

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Jan Patterson

Jan undertook specialist initial teacher training for teaching children with special educational needs. She has taught across the North East in special schools for pupils with severe learning difficulties, profound and multiple learning difficulties, complex medical needs and physical disabilities. She has taught across all ages, starting in post 16 and has specialised in early years for the past 28 years.

Chris Roberts

Chris is a teacher in the Complex and Additional Needs Department at Horizons Specialist Academy Trust in Stockton-on-Tees. Joining the school in 2006 after a varied career, he gained a passion for teaching pupils with severe learning difficulties. Working closely with the speech and language therapist he created a group within the department that focused on developing and promoting communication. He has presented at a Communication Matters Conference and has developed close links with the University of Sunderland as a specialist in special educational needs.

Claire Sewell

Claire is currently working within the Initial Teacher Education sector. Since graduating she has worked in both primary mainstream and specialist educational provision in both the Midlands and the North East. Her passion for teaching children and young people is derived from her desire to support them in meeting their true potential. She has a particular interest in working with children on the autistic spectrum and with those that present with very challenging behaviours. Her research into how professionals can support families with children with SEN derived

from her experience of working in specialist provision and seeing how a little support could go a long way.

Steve Siddell

Steve is a Head Teacher; he has been teaching and learning from young people for 29 years. Following five years in industry he decided that he was far more interested in working with children than with noxious chemicals. Steve believes in some simple and deep ideas: that children are people, that secure attachments are essential in childhood and 'that putting all the difficult children in one place (Pupil Referral Units) and imagining this will solve anything' lacks either common sense or honesty.

Caroline Walker-Gleaves

Caroline is Senior Lecturer in Special Education and Inclusion at Durham University. Caroline has a doctorate in Education, specialising in caring pedagogical approaches to facilitate inclusion. On the basis of her work in this field, Caroline was in 2001, awarded a HEFCE National Teaching Fellowship and in 2005, she was nominated for the Ernest L. Boyer International Award for Outstanding Pedagogic Scholarship. In 2013 and 2014, she won Vice Chancellor's Awards for Outstanding Teaching and Doctoral Supervision in the area of Special Education.

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James is Assistant Head Teacher at Sunningdale special school in Sunderland. He manages two specialist support services for Sunderland Local Authority: The Language & Learning Partnership and the Sunderland Portage Service. He has worked in both Primary phase special education and all-age (2–19) phase special education, from the Early Years to Key Stage 5. James has also worked with the Newcastle-based outreach support charity, The Coquet Trust and coached the Newcastle Council Disability football team.

The contributors Chris and Jan and the editor would like to extend their thanks to **Sue Rowney** and **Elisa Liu**, speech and language therapists, for their advice and guidance on Chapter 9, Speech, Language and Communication Needs.

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I would like to give my sincere thanks to the inspirational and devoted contributors in this book without whom it could not have been possible. You have all made and continue to make a difference to the lives and aspirations of children and young people.

I would also like to thank my family for their relentless support and encouragement. Particularly to my parents Judy and Paul for believing in me when they were continuously told I would never achieve anything by my primary school teachers. To Mum and Dad I owe you so much. Thank you to my husband Ben and sister Lucy who have been supportive every step of the way and to my two little treasures Emily and William for giving your Mum time to do this book.

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Sarah Martin-Denham

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PREFACE

The aim of this practical guide is to enable trainee teachers, practising teachers and support staff to develop their knowledge and understanding of how to effectively promote teaching and learning in a specialist or mainstream provision for children and young people from 0–25 years. The book will support teaching in a range of contexts including specialist and mainstream primary and secondary schools, pupil referral units, resource/specialist based provisions attached to mainstream schools and residential schools and those teaching in the further education sector.

This book has been written by a range of experts in the field of special educational needs who are currently working or who have worked with vulnerable children across the age phases early years to post 16. Their extensive knowledge and understanding of teaching and learning has resulted in a comprehensive guide to supporting those who are embarking on or who are currently teaching in a specialist context or indeed for those working in a mainstream provision. The book also includes guidance from those employed within the health services who offer specific advice and guidance in teaching those with disabilities. The book will be useful to those who are on teaching practice as part of their teacher training and for teachers and support staff who are teaching in a specialist or mainstream context for the first time.

It is hoped that by the end of this book you will be able to confidently teach pupils with a range of areas of exceptionality. This book will share teaching strategies to allow you to engage with often hard to reach learners. Before you can begin teaching pupils with special educational needs and/or disabilities you need to understand their holistic needs. Therefore, this book focuses on supporting the whole child or young person in collaboration with their families and other professionals who are involved with their education and care.

For the purpose of this book and for ease of reading, the term 'pupil' will be used throughout to refer to all children and young people from

5–25 years. There will of course be exceptions to this where the reference is to children in the EYFS (0–5 years) and in relation to the views of parents and looked after children.

Chapter features

Within each of the chapters there will be a consistent structure. At the beginning of each chapter you will see ‘Key ideas explored in this chapter’. This sets out a series of statements which refer to the chapter content and the expected learning you will acquire. Embedded in each chapter you will also find case studies from the practitioners and reflective activities for you to consider in light of the content. The case studies and reflective accounts are all based on real situations/experiences; however, the names used are fictitious. Each chapter will close with suggested additional resources that the contributors and I recommend you read/access. These will be essential to further develop your knowledge and understanding of the particular needs and requirements of the pupils you teach.

Online extras

Additional materials have kindly been supplied by Gibside School, Gateshead and Judith Donovan, and can be found at **www.sagepub.co.uk/martindenham**. These include exemplar learning and behaviour plans, level descriptors and schemes of work for teaching pupils with special educational needs and disabilities.

ACRONYMS AND ABBREVIATIONS

AAC	Augmentative and Alternative Communication
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AfL	Assessment for Learning
APP	Assessing Pupil Progress
ASC	Autistic Spectrum Condition
ASDAN	Award Scheme Development and Accreditation Network
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
CASPA	Comparison and Analysis of Special Pupil Attainment
CF	Cystic Fibrosis
CSW	Curriculum Support Worker
DBS	Disclosure and Barring Service
DfE	Department for Education
DO	Designated Officer
EAL	English as an Additional Language
EHC	Education, Health and Care plan
EQUALS	Entitlement and Quality Education for Pupils with Learning Difficulties
ESBD	Emotional, Social and Behavioural Difficulties
EYFS	Early Years Foundation Stage
FE	Further Education
FSM	Free School Meals
GCSE	General Certificate in Secondary Education
GDD	Global Development Delay
GP	General Practitioner
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ICT	Information and Communications Technology

LA	Local Authority
LLE	Local Leader of Education
LTP	Long-term Planning
MLD	Moderate Learning Difficulties
MSI	Multi-sensory Impairment
MTP	Medium-term Planning
NALDIC	National Association for Language Development in the Curriculum
NC	National Curriculum
NHS	National Health Service
NLE	National Leader of Education
NNEB	National Nursery Examination Board
NQT	Newly Qualified Teacher
NVQ	National Vocational Qualifications
OCD	Obsessive Compulsive Disorder
Ofsted	Office for Standards in Education
PCST TM	Picture Communication Symbols
PDA	Pathological Demand Avoidance
PECS [®]	Picture Exchange Communication System
PIVATS	Performance Indicators for Value Added Target Setting
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
PSHE	Personal, Social and Health Education
SA	Support Assistant
SATs	Standard Assessment Tests
SCERTS	Social Communication, Emotional Regulation and Transactional Support
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disability
SIO	School Improvement Officers
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT	Speech and Language Therapist
SNA	Special Needs Assistant
SoW	Scheme of Work
SpLD	Specific Learning Difficulty
SSA	Specialist Support Assistant
STP	Short-term Planning
TA	Teaching Assistant
Tacpac [®]	Tactile Approach to Communication Pack
VI	Visual Impairment
VOCA	Voice Output Communication Aids
WLS TM	Widgit Symbols

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