A RECENT SUCCESS

Supporting Spoken Language in the Classroom (SSLiC) project

Finishing at the end of October, the very successful, Sir John Cass Foundation funded ‘Supporting Spoken Language in the Classroom (SSLiC)’ project is at the evaluation and report writing stage. The underlying research was developed here in the Department of Psychology and Human Development, led by Professor Julie Dockrell. A large group of London-based schools have undertaken, under Gill Brackenbury’s oversight (working with Joanna Vivash and Ioanna Bakopoulou as facilitators) a multiple case study, active school-based, but research informed, intervention programme in their settings, using a knowledge exchange approach, aimed at developing and supporting primary school pupil’s oral language skills and progress. The Project Report is due at the beginning of December and the Report and Case Studies will be formally published in February 2019.

SPRING COURSES

Promoting the Achievement of Looked After Children (PALAC):

PALAC Dissemination Days for Designated Teachers and Educational Psychologists
PALAC Professional Learning Network
Continuing Professional Development:
Using Assistive Technology 1 & 2
What does a mental health lead need to know?
Identifying and supporting children with dyslexia in the classroom.
Supporting understanding in Maths

WELCOME

Welcome to the Winter 2018 edition of the Centre for Inclusive Education newsletter. Read more about current projects and opportunities for professional development.

SEN COORDINATION POSTGRADUATE CERTIFICATE

The National Award in SEN Coordination Postgraduate certificate continues to attract large numbers of SENCos and aspiring SENCos. We have 110 students currently enrolled on the programme and have received 79 applications for the course starting in January 2019. Rosanne Esposito, Programme Leader, in her work with some members of NASENCo Provider Partnership is preparing and writing an induction pack for newly appointed SENCos which will be available as an electronic resource on the 31st January 2019.

DFE FUNDED WHOLE SCHOOL SEND PROJECT

The various strands of work comprising the CIE’s contribution to the DfE funded Whole School Send project have made substantial progress: the first interim report on the gaps in provision, resourcing and strategy needs regarding CPD for the School SEND workforce was submitted on schedule (led by Karl Wall and Aimee Shaw); the second report is due at the end of December. Work on the initial teacher training and SEND strand (led by Catherine Carroll) focusing on the extent that SEND features in its curriculum, practicum opportunities and assessment is well underway, reporting in January 2019. Equally, work on the strand focusing on creating a ‘SEND’ Index-a statistical and analytical overview of publically available SEND related data across England and within each of the Regional School Commissioner regions (Led by Amelia Roberts) has been submitted to the DfE and is due to go live before Christmas 2018. In the slightly longer term, plans for the first Knowledge Exchange Conference (led by Gill Brackenbury) on developing the SEND workforce drawing on the experiences of mainstream and special settings is underway and will take place in March 2019, forming another strand of the current DfE project.

EEF FUNDED MITA PROJECT

In September 2017, 60 primary schools across England began implementing our innovative package of strategic support for school leaders and CPD for TAs and teachers, as part of the largest study of its kind ever conducted in the UK. The levels of engagement and enthusiasm have been consistently high. On the basis of the feedback we’ve collected from schools at the end of year one, releasing the latent potential of TAs is demonstrable, achievable and indisputably worthwhile. Schools told us that making TA deployment a focus of attention has raised their profile and considerably lifted both their confidence and sense of value. There are signs too of more effective classroom partnerships with teachers, and small, meaningful changes to TAs’ interactions, consistent with one of the project’s aims of shifting TAs’ talk away from task completion on to developing pupils’ independence. Schools are spending the current school year embedding new practices, before the independent evaluator returns next summer to collect the post-test measures, which will provide the data for a robust impact evaluation. The final results are expected in 2020.
IREAD PROJECT AND EUROPEAN LITERACY NETWORK

From 1-3 November 2018, a joint iRead-CIE-LLNR&P team attended the first European Literacy Network Summit in Porto. The summit marked the end of the European COST action 1401 “Strengthening Europeans’ Capabilities by Establishing the European Literacy Network (ELN)” and gathered a network of European researchers, practitioners and software developers in the field of literacy. The summit was the first such gathering for this network and featured some of the collaborative work conducted as part of this 4-year European COST action.

The iRead project contributed an app stand presentation (Laura Benton) and a poster (Emma Sumner, Liz Herbert) to this exciting programme. Nelly Joye (LLNR&P – spelling strategies across French and English) and Rosanne Esposito (CIE – semantic understanding of non-phonological dyslexic learners) also presented some of their post-graduate research in spoken paper sessions.

SUPPORTING WELLBEING, EMOTIONAL RESILIENCE & LEARNING (SWERL)

Our Knowledge Exchange project, Supporting Wellbeing, Emotional Resilience & Learning (SWERL), will bring researchers and schools together to use research evidence directly in practice, create case studies grounded in real life problems, and feed findings back into the research evidence cycle via co-created knowledge.

Schools will receive training to share research themes and resources, including a unique school audit to assess current provision, and findings from the case studies will be shared with other schools to build upon. The project is designed as a scale-able, self-sustaining model.

SWERL will be implemented in Suffolk, partnering with the Unity Schools Partnership. Taking a holistic view of the child and of the school, SWERL will offer a meaningful way to equip schools to deal with mental health issues faced by their pupils. The programme has been developed and is run by the UCL Centre for Inclusive Education.

MITA OPPORTUNITIES

Maximising the Impact of Teaching Assistants. Over 500 schools have accessed the MITA strategic leadership course, which guides school leaders through a process of strategic review and change. The first of three half-day sessions, paced over two terms, starts on 15 January 2019. The first of three half-day sessions, paced over two terms, starts on 15 January 2019.

TA Deployment Review. Our half-day course equips experienced school leaders, SENCOs and consultants with the essential knowledge to successfully lead a peer-to-peer review of TA deployment and practice. Next course: 1.30pm, Tuesday, 26th February 2019.

Maximising the Practice of Teaching Assistants Licensee training. Our ‘train the trainers’ course offers teaching school alliances, school clusters, local authorities and independent CPD providers the opportunity to offer MPTA training under licence. Licensed MPTA trainers get access to exclusive course materials and guidance, and the freedom to deliver our two MPTA courses for TAs and teachers for a period of 24 months. Next course: 4 & 5 March 2019.

Details and sign for all courses at maximisingtas.co.uk/events/

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