

An infrastructure of support that includes LEA SEN Service, special / mainstream / health colleagues within the TEAM.

1. Introduction

Sam has a statement of special educational needs due to both physical and learning difficulties. He has been in mainstream school throughout his school career and has been supported by a well planned infrastructure of support.

Support for pupils who have complex needs and their teachers in mainstream schools is provided in a variety of ways. This is through:

- individual support for the pupil provided through a statement;
- support from specialist teachers, provided by the Learning Support Service;
- support from a specialist teacher known as the Inclusion Co-ordinator who works out of Holland Special School,
- the Speech and Language Therapy Service (SALT), and
- the Occupational Therapy Service (O.T.).

This support is provided at a variety of levels:

- the LEA wide team
- a within school team, and
- in class support.

The Case Study below will briefly describe Sam's needs and will outline the way in which the Services work together to ensure Sam's ongoing success in terms of his Inclusion at Westwind School; his Presence, Participation and Achievement.

2. About Sam

Sam is a Year 11 pupil at Westwind Secondary School. He has a twin brother and they have both attended the same mainstream primary and secondary schools throughout their school career.

Sam has Cerebral Palsy and uses an electric wheelchair to get around. He also has communication and learning difficulties and uses a computer to support his communication, learning and recording. Sam also uses Makaton, to enhance his spoken language.

Sam has full time support to cover both his care and learning needs. Here Sam is working with Gary to program his computer.



3. The role of 'TEAM MEMBERS' who participate in planning and supporting Sam's education.

3a Across the LEA

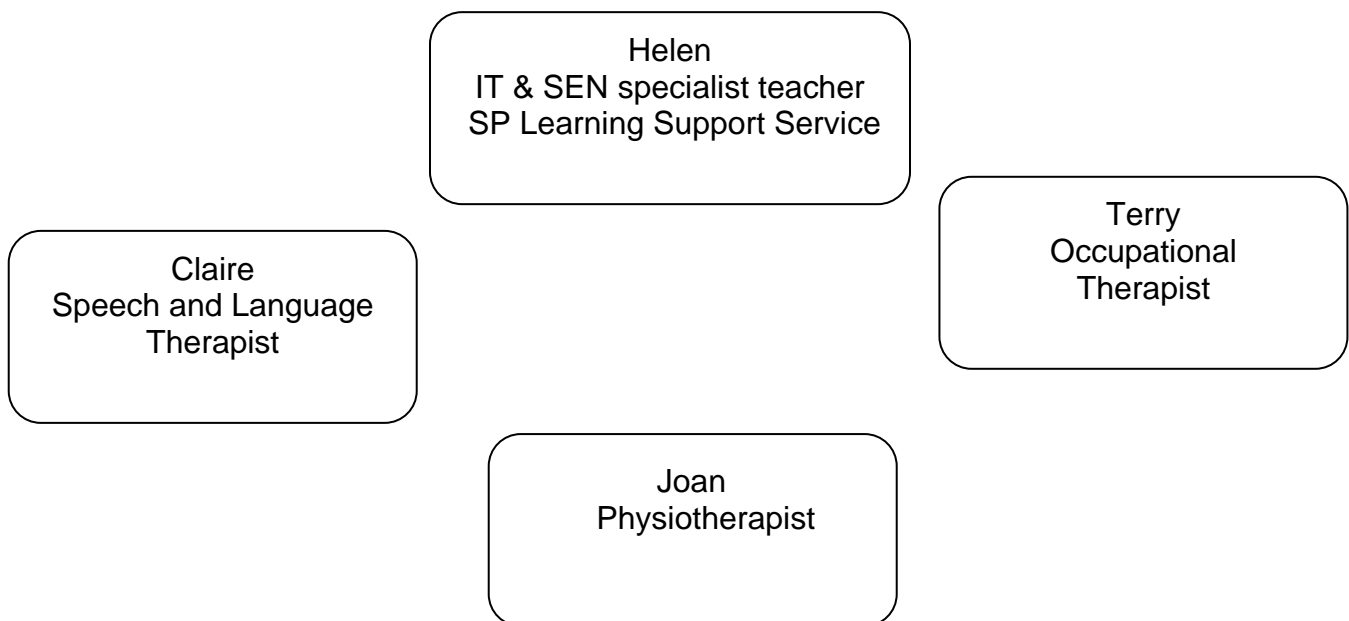
With the support of managers, colleagues from Education and Health have formed themselves into a flexible, multidisciplinary Communication Aids (CA) team that is available to pupils across the LEA whether or not the pupil is involved with the Communication Aids Project. Helen, a Specialist Teacher, the Speech and Language Therapist for the pupil, and where appropriate the Occupational Therapist and the Physiotherapist, together form the Communication Aids Team for that pupil. Sam's Dynavox was the result of the first CAP assessment carried out by this team.

They participate together in termly training on such issues as access, switch use and IT software. They work together across the whole LEA to support pupils accessing and using appropriate Assistive Technology. They will provide specialist assessments for children and young people, and advice and training to staff and parents.

The Communication Aids Team work across the LEA.

For Sam the team comprises:

Could these boxes please be put into 4 interlocking parts of a jigsaw??



Helen is a member of the LEA Learning Support Service and has specialist skills in working with pupils who have Special Educational Needs, to assess their need for I.T. and to advise schools about appropriate equipment and software. She is the CAP contact with the ACE Centre North and works in that capacity across the LEA. Her role is to work with pupils and schools as part of the Communication Aids Team. Helen can be contacted by colleagues at Westwind School if they need more specialist advice.

In addition to this team, Wendy is a specialist teacher based at Holland Special School, a secondary special school for pupils with severe, profound, multiple and complex learning difficulties. She works across the whole LEA to support mainstream Secondary School colleagues in modifying curriculum to meet the needs of pupils with Severe and Complex learning difficulties, and pupils with physical needs and associated learning difficulties. There is an equivalent colleague in the Primary phase. Wendy works with the colleagues named above and within school colleagues to support the modification of curriculum for Sam.

3b Across Westwind Secondary School.

Julie is a member of the LEA's Learning Support Service and has specialist skills and expertise in adapting mainstream curriculum to meet the needs of pupils with a range of complex learning needs. She is also able to use a range of I.T. hardware and software to support pupil's communication and learning.

Westwind School has a Service Level Agreement with the LEA's Learning Support Service and purchases Julie's services full time. Westwind School therefore has a Specialist Teacher on site to support the Special Needs Co-ordinator and mainstream staff in adapting curriculum in creative and flexible ways to meet a diverse range of educational needs. Curriculum adaptation and support for inclusion may involve: changing materials, altering teaching styles, adapting the environment, changing groupings, altering pupil timetables, using I.T. to support learning, recording and communication, etc.

Julie does not support Sam directly; she supports the adults who work with him when necessary.

Sally, the Special Needs Coordinator works with colleagues to ensure that Sam has an appropriate timetable¹ and that his needs are met creatively, flexibly and in line with the advice given by more specialist colleagues. She ensures that there are systems for good communication between specialist staff and all members of staff who work directly with Sam

¹ A copy of Sam's Year 10 timetable can be found in section 9

3c In the classroom / community.

Gary and Julie provide support for Sam in the classroom and beyond and can respond immediately to Sam's changing needs using Assistive Technology. Sam has become more independent since he started to use his computer and much of Gary and Julie's time is spent ensuring that it is programmed appropriately so that Sam is able to interact appropriately with staff, other pupils, and members of the public. Sam also uses his computer to access the curriculum.

Because Gary has been on a wide range of courses to do with AAC and ATL he is now employed by the Speech and Language Therapy Service for 2 days a week and he works across the LEA with pupils who need this kind of technological support.

There are a number of young people in schools across the LEA who now use AAC similar to Sam. They are largely unable to make themselves understood through speech, but their computer enables them to programme sentences and speak via their AAC device. Gary has developed many skills in this area and he now runs a user group for pupils so they can develop skills in talking together. They are also able to share their skills and knowledge and their perceptions of their AAC system with each other and with Gary. This ensures that pupils are listened to and their views taken into account when developing the use of this AAC system with other pupils, within schools and across the Authority.

4. Sam's support within Westwind Secondary School.

Sam's full time support is now split between 2 people, Gary and Julie. Gary has been with Sam since Infant School. This has been very positive for Sam and his teachers as Gary is fluent in the use of Makaton and has quickly learned to use the various pieces of I.T. support that Sam has needed over time. This has meant that Gary has been able to encourage Sam's peers to use Makaton and to support them in this. Also, time has not been lost if Sam's teachers have needed to learn about Sam's communication systems at the beginning of the new school year; Gary has always been able to ensure that Sam has been able to access the curriculum and communicate using appropriate technology.

Within the primary school most of the adults were female. A consistent male support person has ensured that Sam and his fellow pupils have had a positive male role model in school. It is also good that Sam has had someone of the same sex to support his personal care needs. This has been a particularly sensitive issue in the secondary school and Sam clearly feels at ease with Gary.

The issue of dependency is a real one when a pupil has full time support. Gary and Sam have a good relationship and Gary does not permanently sit by Sam and will

support other pupils within the group. This allows Sam to interact with his friends in the usual ways,



sometimes learning alongside them

and sometimes finding more 'self directed' physical activities when adults are elsewhere in the classroom.



Sam is able to participate fully in the curriculum, even when classes are taken off site.

5. The effect of Sam's presence on staff and the behaviour of other pupils.

Sam's English teacher admitted that it took time to include Sam in her lessons. She said that she felt she did not have the expertise but genuinely wanted to include Sam. For some time she tried to modify the curriculum and Gary would support. Gary explained that Sam understood far more than he could communicate.

After some time she noticed that Sam was listening to the class reading of books, and he was laughing in all the right places. She said that he sometimes seemed to give the appropriate response – smile, laugh, concern – before some of the other pupils. She said she then learned to look for different cues from Sam that would show his understanding, and to ask Gary to help Sam to use his AAC to communicate this. This teacher said that she would now welcome pupils with

Sam's needs into her class; she had lost her fear and was willing to be flexible and learn with the pupil.

Although Sam is given the opportunity to interact in a self directed way with his classmates, teachers comment on the positive effect Sam has on the behaviour of pupils in the classroom and on the corridors. Pupils in the classroom tend to work in a more co-operative way when Sam is with them. When on the corridors, pupils take notice of Sam when he says, 'Please don't run'. Staff comment that "He has been a very calming influence on the group."



The group working well together, without support.

Sam working with his Science teacher
While Gary supports other pupils in the class.



The difference Sam has made to staff and pupils alike is shown in his tutors' comments from his record of achievement, "Sam has been a huge influence on the TRACKS group and it has been a pleasure for all the staff involved to have worked with him. He has a great personality and sense of humour but also a real determination to do his best"

6. Transition from Primary to Secondary School and Secondary School to Sixth Form College.

Transition from primary to secondary school was relatively smooth for Sam due to consistency of staffing. The team that work across the LEA continued to support Sam as he moved from primary to secondary. The Primary and Secondary Inclusion Coordinators also work closely together and were able to ensure a smooth transition of curriculum information between schools. They were also able to support secondary colleagues in planning for Sam's curricular needs before transfer.

Gary, Sam's learning support assistant, also transferred schools with him. Gary was able to attend all transition meetings where staff at the primary and secondary schools liaised to ensure Sam's education was disrupted as little as possible by the transition. Gary was also able to work with individual members of staff in W School to enable them to be aware of and learn about Sam's communication methods. Gary's presence throughout the transition and in Year 7 meant that Sam's education continued smoothly, even though he uses Makaton and computerised A.A.C. systems.



Sam enjoying his school leavers ball with his twin brother and mum.

Sam and Mary enjoying a glass of champagne at the school leavers ball.



Sam is about to move to sixth form college and similar liaison arrangements are being made. Sam has attended the college during the past 2 years to complete the Skills for Working Life Course so he is familiar with the college and staff at the college know Sam, although they have never had a pupil with needs such as Sam's in the 6th form before.

Gary has already spent a couple of days at the college with Sam to help college staff to become familiar with the provision that needs to be made for Sam as he uses AAC and ATL. As part of his work with the Speech and Language Therapy Service Gary is doing training with college staff to enable them to understand the development of language at this level and how they can make ongoing assessments of Sam's needs in partnership with the SALT service. College staff have also been into Westwind School for training on moving and handling.

It is this level of sharing, cooperation and partnership across all services that enables Sam to have his needs met in a holistic way, and without fragmentation.

7. Sam's inclusion in the wider community – work experience.

Sam had two weeks of work experience. He worked in the school print room and also had a successful sandwich run for staff (Sam's Sandwich Services). This included taking orders, going to the shops, dealing with money and making sure everyone got the right sandwich. He has also spent some time working at a local garden centre.



Work experience in the school print shop.



Work experience on the lunchtime 'sandwich run'.



Work experience at the Garden Centre.

8. Sam's achievements at Westwind Secondary School.

- **Sam's personal statement, and**
 - **his tutor's statement**
- in his Record of Achievement.**

Sam's personal statement

I have attended Westwind School for 5 years. During the last two years I have attended most GCSE classes where I have had differentiated work set for me. My favourite subjects have been English, Food technology, RE, Music and working with my learning support teacher.

I have also followed the Asdan Youth Award (TRACKS). I have already achieved my Bronze Award and I am working very hard to get my Silver challenge in the remainder of my time at Westwind School.

In Year 10 my TRACKS group organised and ran a conference for young people highlighting Bullying, Staying Safe, Drugs / Alcohol and Truancy. It was well attended by pupils from years 7 and 8. Everyone said the day had been a great success and I really enjoyed working in a team. We needed teamwork again when we ran a coffee morning at the local library in aid of Children in Need.

During Year 10 I went on work experience for two weeks. In this time I worked in the school print room. I thoroughly enjoyed my time working in there and found it very interesting and challenging. I had to have quite a lot of training and be aware

of health and safety. My duties included recording television and radio programmes, photocopying, spiral binding, making pads and taking messages. I appreciated the chance to develop new skills and it was a great experience working with new people. I feel it was a good introduction to what would be expected of me when I go to work. I also ran a successful sandwich run for staff (Sam's Sandwich Services). This included taking orders, going to the shops, dealing with money and making sure everyone got the right sandwich.

During Years 10 and 11 I have attended college for one day a week to do the Skills for Working Life Course. Subjects have included I.C.T., Assertiveness, Business, Enterprise, and Health and Safety. I have enjoyed going to college. It has helped me be more independent and improve my communication skills.

I would say I am a hard working person who enjoys a wide variety of activities and interests both in and out of school. I have a large circle of friends and love socialising.

In the future I am looking forward to going to college full time and completing the Essential Skills course.

Sam's tutor statement

Sam has been a pupil at Westwind School for five years and during the last two years he has followed the school's alternative curriculum known as TRACKS. This has allowed him to continue with courses in English, Maths, Science and Food Technology, as well as giving him the opportunity to take the AQA Achievement test, level one, in Literacy and the AQA Science entry level.

As part of the TRACKS course Sam has also followed the Asdan Award Scheme and due to a lot of determination and hard work he achieved his Bronze Award at the end of Year Ten and his Silver Award in Year Eleven. He has completed units of work on Information Handling, The Community, Sport and Leisure, Home Management, World of Work, Health and Survival, Technology, The Wider World and Beliefs and Values. He has taken great pride in the completion of his portfolio and has especially enjoyed producing the necessary photographic and video evidence.

Sam has never been afraid of new challenges and one of the highlights of the last two years was his contribution to the 'Make a Difference' competition. This is organised by the Greater Manchester Police. The TRACKS group entry was based on improving the local community. As part of this they undertook a wide range of activities and for Sam this included helping to take an assembly in the Lower School and then organising a weekend conference for over forty younger pupils. He was also involved in phone marking, a coffee morning and a garden project and in each case his contribution was immense. Sam was then part of the final

presentation at the Town Hall and although the group did not win, it was a great experience, and one that Sam thoroughly enjoyed.

In completing the Asdan course Sam has worked on the Key Skills of Communication, Number and Information Technology, as well as the Wider Key Skills of Problem Solving, Working with Others and Improving Own Learning and Performance. **He has improved in all areas but especially in communication skills, where he has become more and more adept in the use of his Dynavox. He has also been a very calming influence on the group and has shown a lot of patience and tolerance in working with others.**

TRACKS has also given Sam the opportunity to attend college for one day a week. He has followed the Edexcel 'Skills for Working Life' course and has completed some excellent units of work in Business, Retail, Enterprise, Assertiveness, Information Technology, and Health and Safety at Work. He has adapted very well to both a different routine and environment and has made excellent relationships with the staff and students alike. His experiences at college have certainly encouraged him to be more independent and this in turn has given him more confidence.

Sam has been a huge influence on the TRACKS group and it has been a pleasure for all the staff involved to have worked with him. He has a great personality and sense of humour but also a real determination to do his best. He has shown all of us what can be achieved when you work hard and I wish him every success in the future.

Good luck Sam and take care!

9. Sam's year 10 / 11 timetable.

The timetable at Westwind School spans 2 weeks so there is a red week and a blue week.

The TRACKS course is the schools' alternative curriculum and the ASDAN course supports pupils in developing appropriate independence skills. An outline of these courses and Sam's results at the end of Year 11 can be found in Sam's personal statement and tutor's statement reproduced in Section 8.

	1	2	3	4	5	6
MR	AT	Maths S4	Additional literacy (AL) JO	SS	ET	Science 2S
TR	College					
WR	ST/RC	Tracks 37	SR	ASDAN 37	ET	Science 2S
TR	EC	English S6	PSE BB USC	ASDAN SR 37	TECH	
FR	Swimming Main town baths			AL JO SS	EC	English S6
MB	AT	Maths S4	ET	Science 2S	PSE BB USC	ASDAN SR 37
TB	College					
WB	Tracks ST/RC 37				Additional literacy (AL) JO SS	
TB	Maths AJ S4	English EC S6	TECH		Tracks ST/RC 37	Art
FB	ET	Science 2S	EC	English S6	Swimming Local baths	