

Examples of School Inclusion for Pupils with Down's Syndrome **Primary School**



A Down's Syndrome Association Publication

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Parents

Mr and Mrs Whitehead (Conor)
Zoe and Kevin Binns (Jake)
Tracey and James Chivers (Chloe)
Anna Uhr-Delia (Jemima)
Emma Jones (Oscar)

School staff

Staff at Amesbury Archer PS and Semley Church of England PS
Pippa Bennett, Assistant Head/lead SENCO, Nick Harmen, CT, Angela Brown, TA, Oldway PS (Chloe)
Tom Pether, Head of Teaching and Learning, Eve Walker CT, Andrea Ellis TA, Blackawton PS (Jemima)
Chris Bonnet CT, Tina Davey TA, Jessica Alsord, SENCO, Kingswear PS (Oscar)

CT = class teacher; TA = Teaching Assistant; PS = Primary School

CELEBRATING SUCCESS:

Examples of School Inclusion for Pupils with Down's Syndrome in Primary School

Introduction

The Celebrating Success series of booklets give examples of the experiences of pupils with Down's syndrome in real school settings. Using the words of the pupils, teachers, the teaching assistants and parents they demonstrate how good practice can benefit not only the inclusion of a pupil with Down's syndrome but also impact positively on the whole school population.

Since the 1981 Education Act, a succession of parents have placed their children in their local mainstream schools, and while it took about 20 years for the practice to extend to over eighty per cent of primary aged children, it is remarkable how commonplace it has since become. The expectation of many parents and children is to continue inclusive education throughout their school lives. An increasing number of secondary schools are now learning to make the necessary adjustments required to enable the inclusion of pupils of all abilities. Such schools are improving in the same way that primary schools did during the last 25 years.

Some teachers still find the thought of including a child with Down's syndrome in their class daunting, but almost all already have the skills needed to understand and address these children's individual needs. The case studies show how guidance in the DSA Primary and Secondary Education Support Packs looks when put into practice by school staff in regular schools across the country.

The school with the positive attitude towards meeting the needs of all children is always the one that has the least problems. Although the pupil with Down's syndrome should be treated on his or her own merit, as other children are, there is a specific learning profile that helps teachers to focus on their strengths and put strategies in place to overcome their difficulties. Given a little training in avoiding difficult or immature behaviour, engaging the child in meaningful activities and understanding the specific learning profile of children with Down's syndrome, schools all over the country are making reasonable adjustments to the way that they work. Those that encourage a problem solving approach with a knowledgeable and proactive special educational needs co-ordinator and time built in for the class teacher and teaching assistant to plan, reap the rewards of being able to demonstrate how well they meet the needs of a whole range of children.

We hope the case studies will encourage schools to take a socially inclusive approach to meeting the needs of children with Down's syndrome.

The DSA continues to work for improved and better focused provision to ensure that young people with Down's syndrome emerge from education with the skills to make the most of their adult lives.

CASE STUDY 1:

Conor, aged 7.
Amesbury Archer
Primary School,
Amesbury, Wiltshire.

Overview:

Conor is in year 2 and is in a class of thirty children. He has two teaching assistants (TAs) to support him throughout the school day, one in the morning and another in the afternoon. As in many primary schools, morning lessons focus on literacy and numeracy, and the afternoons include topic work, science, art and PE.

Due to this split in lessons Conor's two TAs have quite different experiences of working with him. One TA supports him primarily in his core learning while the other supports him across a broader range of subjects and skill sets. The class teacher (CT) and both TAs work as a close team to ensure that Conor receives the support that he needs in order to learn and develop. They also work towards enabling him to be wholly integrated into the class and school.

There is a very positive culture of inclusion throughout the school, particularly from the acting special educational needs co-ordinator (SENCo) and the headteacher, both of whom are very supportive of the teaching staff and the needs of their pupils. Conor is perceived with great affection by staff and the school is very keen to move him forward, particularly with regard to his speech and language development. Conor has no oral speech to date, but is a very enthusiastic communicator who makes effective use of Makaton sign language and regularly signs up to three or four word phrases.

Amesbury Archer School has received regular and on-going support from Ups and Downs SW, the DS organisation. The school has a very positive attitude towards this relationship and they have always been keen to implement the recommendations made. These adjustments have included models for good practice, such as using maths resources and programmes, investing in the 'Oxford Reading Tree' reading scheme materials, using a visual timetable and placing Conor in workgroups with more able peers.

Example literacy lesson:

The following description of a literacy lesson illustrates Conor's inclusion in the class as a whole and the benefits he receives when working with a group of more able pupils.

The children had just come in from morning break and the CT had gathered the class together on the carpet. After break the class was typically energetic and she insisted firmly that the class sit calmly and quietly. Conor followed their lead and he too sat with his legs crossed and with his hands in his lap. Seated at the front of the group his attention was concentrated on his CT, who introduced the concept of similes to the class. She and the two TAs in the room (the general classroom TA and Conor's TA) showed the children how to play the "crazy monster" game. The instructions were that one person draws the head, another the body and the arms, and another the legs etc. The CT then told the children that they would work in groups to make their own monster and then use similes to describe each part of it, e.g. "It has a head like an owl." She encouraged the children to think about using alliteration when deciding on what adjectives to use in their descriptive sentences

and stressed the importance of working together successfully, and sensibly, as a group.

In order to support Conor's understanding of the lesson and its content his TA utilised a visual timetable to show him the format of the literacy lesson.



On the timetable she placed the cards for carpet time and table work, and then she asked Conor to choose what he would like to do as a reward for work completed. He chose to play with the dinosaurs and they placed the card showing dinosaurs onto the visual timetable. Then with Conor prepared for the lesson they joined in with a group of four children who were ready at a table.

All of the children were motivated and keen to get started. Together the children agreed who would do each part of the crazy animal and they asked Conor if he would like to do the head. With Conor in agreement the group set about drawing their parts of the animal, and Conor's TA worked closely with him on the head. His TA asked him if he would like to choose a lion's head for the animal and then found a model lion for him to look at. She carefully pointed out the mane, teeth and nose to him. He then started to draw the lion's head on a piece of paper, with good focus and attention, and with his TAs support, Conor was able to describe (using Makaton) that what he had drawn was "a hungry lion".

With the help of his TA Conor was able to easily assimilate into the group and function as a team member. The other children were very supportive of Conor. At one point, one of the girls handed him a glue stick saying, "Do you want some glue, Conor?" Conor's TA encouraged him to sign, "Thank you, Alice" (Conor signed an "A" for "Alice") and the girl's face lit up. The TA helped Conor to stick his drawing onto a large piece of card, and the other children added their parts to make the "crazy monster". As they were writing down their ideas to describe each part of the monster (most using alliteration as well as similes), Conor's TA wrote "It has the head of a hungry lion" for him.

The next step in the lesson for Conor was for his TA to use the visual timetable to indicate to Conor where in the lesson they were – this helps him to maintain his attention for a little while longer. Conor looked at the timetable, knew that he had finished his table work, so he could now go and play with the dinosaurs. On his way over to them, the general classroom TA stopped him and asked him what part of the monster he had drawn. Conor signed clearly, "A hungry lion".

Conor chose to play quietly on his own with the dinosaurs. His TA let him have this time to himself and supported the other children in his group as they were finishing off their sections, all the while keeping an eye on him. One of the other children in the group asked the TA, "Shall I write Conor's name on our work for him?" and this demonstrates clearly how much his peers consider Conor to be part of their group.

Once their work was complete the CT gathered the class on the carpet for the lesson plenary. Again, Conor knew where he had to sit and his attention was held throughout by his CT, needing only low level support from his TA, who was seated to the side of the group. When it was his group's turn to present their monster, the other children in his group called Conor up to join them. One girl put her hand on his shoulder to steady and reassure him, and the group received a round of applause when they had finished reading out their phrases.

Inclusive practice:

This is an exemplar of a practitioner led inclusive lesson for a child with complex needs in a

primary classroom. The CT and the two TAs have put a lot of time and energy into ensuring Conor's inclusion and well-being. They have been open to advice and have followed up on all recommendations. As a result, Conor is happy and at ease here, and the staff are confident and relaxed when teaching him and in including him in class work. Conor is flourishing under their care.

Relationships are strong and positive in this class: between Conor and his TAs, between Conor and his CT, the CT, TAs and the whole class, and between Conor and the other children. The other children automatically included Conor in the literacy lesson in a very natural way and inclusion of this kind does not happen by chance. The attitude and culture has been carefully fostered by the teaching staff, who actively encourage suitable interaction between Conor and his peers.

Conor is fully integrated into his class and participates in all activities to a level that he is comfortable with. He sits with his peers and interacts with them and his classmates are aware of his needs as well as his limitations. Sitting alongside his classmates allows Conor to improve his interpersonal skills and use his classmates as role models. He definitely follows their lead! There are clear expectations for on-task behaviour for all the children. Conor receives a great deal of positive attention and his successes are celebrated both in the lesson plenaries and in the classroom displays.

Work is differentiated and personalised and support and demands are varied. There is a good balance between Conor being unsupported as part of the whole class, working with his peers, receiving 1:1 support, and being allowed to play independently. In the literacy lesson, Conor had good access to a visual timetable and a clear routine was established for him. He was allowed to choose from a range of "after-work" activities, which he could access independently without support. Conor's specialised needs are being met, and at the same time this has a positive developmental effect on the class as a whole.



The school has become one of the most inclusive schools in Wiltshire. The staff have grown in confidence and expertise and this has enabled them to support not only Conor, but other children with a range of specialised needs. The school have set up and run a Wiltshire Down's syndrome interest group, whose termly meetings are well attended. Amesbury Archer School is a point of reference for other schools in the area when it comes to inclusion.

At the end of a successful year the school staff made a class book celebrating Conor's inclusion, filled with photos and contributions from his classmates. Their thoughts and experiences recorded in this book demonstrate a depth of feeling, maturity and understanding of Conor's needs and his attributes.

The future:

Conor and his peers have now moved up to Year 3 and have a brand new CT and new expectations placed upon them. This CT is experienced, but new to the school, and she appreciates the expertise of Conor's two TAs in continuing Conor's inclusion. Speech and language still remains the biggest challenge for Conor and the school is actively looking for other ways to enable him to communicate in addition to signing. The school remains committed to Conor's inclusion and their passion and hard work is inspiring.

CASE STUDY 2:

Jake, aged 8.
Semley Church of
England Primary School,
Semley, Wiltshire.

Overview:

Jake has been attending Semley Church of England Primary School since his reception year and is supported by two teaching assistants (TAs). Jake works with one TA in the mornings and another one in the afternoons and he is currently part of a split Y2/Y3 class. Semley is a small rural primary school in the heart of the village of Semley, Dorset and there are five classes in total. All of the classrooms are fitted with a voice-amplifying sound system, initially installed for pupils with a hearing impairment, but which the staff have found to be beneficial for all of the pupils.

In addition to being a child with Down's syndrome Jake was diagnosed with atrioventricular septal defect (AVSD) at an early age and underwent cardiac surgery to correct it. His development has also been affected by the fact that he has mild bilateral cataracts and needs to wear bifocal glasses, but does not always want to wear them. Jake also has hearing loss and wears a bone anchored hearing aid (Baha).

In common with many children with Down's syndrome, Jake has delayed fine and gross motor skills. Writing is particularly difficult for him. Yet his co-ordination and balance have improved since he has been at school and he can now run fast and jump. He has insoles in his shoes to support his feet as well as a special chair and foot-rest to provide stability while he is sitting.

Jake works best when there is a regular routine and when he knows what lies ahead. He likes to use a visual timetable, which he refers to regularly throughout the day. He does not like change or unpredictability, which can lead to a deterioration in his behaviour, such as refusing to carry out a task. He likes to learn through play, a game or a challenge. Jake is a visual learner and he learns best when spoken instructions are supplemented with visual prompts and cues. Jake has been using the 'Stern' number teaching programme and resources since his reception year and has made good progress with these.

Jake can recognise and name numbers up to 20 and can quantify numbers up to 10. He can write the numbers 1-10 and copy the date. He can add two numbers within 10. He can also distinguish between big/small, bigger/smaller, long/short, longer/shorter, heavy/light and full/empty. He can recognise and name common 2D shapes and is beginning to recognise and name some 3D shapes. He can follow and complete a simple pattern and he knows the days of the week.

The staff quickly found out that Jake was a more effective learner when he was taught alongside the rest of the class. This presented challenges to the CT and TAs as the average level of attainment in class was becoming far removed from Jake's level in maths. Jake's CT and his TAs felt that it was essential that Jake participated in whole class introductions, even if they were above Jake's level, as Jake enjoys these interactive times with his CT and classmates. They also found that it was easiest to fully include Jake during sessions that involved pair or group work, where Jake could be partnered with more able peers, with the support of his TA. Jake is included in all of the practical sessions that lend themselves to pair and group work, for example, work on shape and measurement. Due to the fact that

he is not at the same achievement level as his peers Jake has his own individual maths programme to follow when the rest of the class are working individually on a set task.

In order to fully support Jake the staff undertook training on how to use the 'Stern' maths programme, which has been designed to be used with pupils who are kinaesthetic and visual learners and is suitable for pupils with Down's syndrome. It also comes with a comprehensive teaching guide, which Jake's CT and TAs find easy to use on a daily basis with Jake or a small group.

Example maths lesson:

The children had all come in from morning break and the CT started with an energetic warm up, dancing and singing along to the song "Uh eah uh ah ah ting tang walla walla bing bang". Jake danced, clapped, turned and bent forward along with all his classmates and his CT. He did not need any extra support or encouragement and everyone enjoyed this activity.

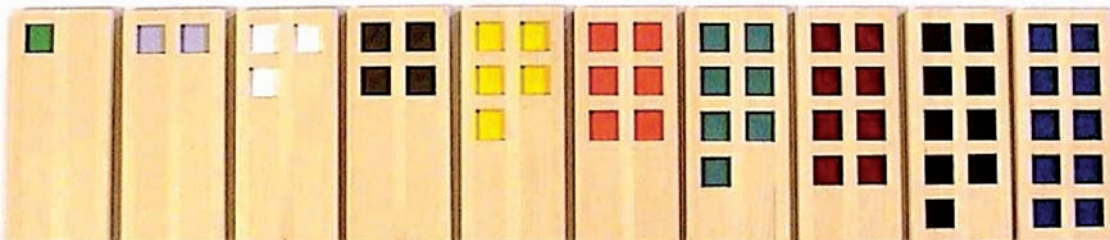
When the song was over, the CT gathered all the children on the carpet. Jake sat at the front near his CT while his TA prepared resources for him to work with later. The CT gave Jake and another child the job of handing out the whiteboards and pens to everybody, which Jake enjoyed doing.

The CT then told the children to sit in pairs. Jake sat next to a friend and the CT gave each pair the task of writing an addition number sentence to make 20. She gave Jake and his partner some cubes to count and Jake's partner wrote the number sentence. When she asked each pair of children to hold up their whiteboards, she made a point of asking Jake directly, "How many have you got, Jake?" and Jake showed her the cubes which he had linked together. While the children were working on another challenge, this time individually, she passed some more cubes over to Jake and asked him, "How many have you got now, Jake?" Jake counted them and replied, "Nine", and when his CT asked him, "And how many more do you need to make 10?" he answered, "One" The CT then gave the children the task of writing out as many addition number sentences as possible and she asked Jake to make a tower out of the cubes, which he did.

The CT then went on to lead a whole class discussion on number bonds to 20. As she did so, she made an aside comment to Jake: "How are you getting on Jake?" to which he replied, "Fine". She asked her "helpers" (Jake and another child) to collect in the whiteboards and pens for her and then asked Jake to go over to do his maths at his desk. The CT then continued to work with the rest of the class while Jake worked on individual number activities with his TA.

The TA had prepared the resources that Jake would need and she laid out pattern boards on the table face down. Jake's task was to turn them over and place them in order from 1 to 10. She gave him one minute to do this.

The TA then gave Jake one more minute to place cubes into each pattern board, going from 1 to 10, and Jake had to work fast to do it in time.



The TA told Jake to look away while she put a coloured sticker on the back of one of the pattern boards. Jake would have to find out which pattern board had the sticker underneath it. This was a new game for Jake and he was very excited about it. He turned his back while

his TA put the sticker on the back of the three pattern board. Then she told Jake to watch while she made a number sentence using the number blocks $2+1=$. Jake read the number sentence, said "three!" straight away and turned over the three pattern board to reveal the sticker, which he got to keep. He was delighted with this new game. Jake's TA repeated the activity with a different number sentence ($2+3=$) and Jake once more found the sticker. Then the two of them swapped roles, the TA covering her eyes while Jake hid a sticker under the 10 board. Jake did not make up a number sentence but pointed to the 10 number block instead.

Jake's TA collected a coat hanger onto which she had stuck a piece of card with the number 5 on it. She told Jake to say what the number was and to clip the right number of clothes pegs on to the hanger. When he had clipped 3 pegs onto the hanger, his TA asked him, "How many more, Jake?" and Jake replied, "Two". Jake clipped two more clothes pegs onto the hanger. In addition to improving his number skills this activity enabled Jake to practise his fine motor skills. They repeated the activity one more time, this time with a different number (7). Jake was beginning to tire at this point, so his TA opened up a box of cubes for Jake to play with freely and she gave him some down time. Jake fitted the cubes together to make a tower.

As Jake had been undertaking his tailored activities the class had been working individually on their number work, and as the lesson was drawing to a close, the CT signalled to the children that it was time to start to clear away. Jake put the cubes back into their box and joined his classmates on the carpet. He was a bit fidgety to begin with, but his CT asked him to sit properly, and when she said, "I'm going to ask ____ because he is sitting up beautifully" Jake sat up straight and looked up at his CT.

The CT asked the children to sit in a circle and, using a large laminated 100 square, she led a whole class discussion about adding and subtracting 10 and how to use the 100 square to find the answer. She picked different children to come to the front and to circle the numbers, including Jake, who she encouraged to come up with a friend. She told Jake to circle the number 12, which he did, and asked his partner to circle the number "10 more". She gave both boys lots of praise and the whole class gave them a clap, which Jake loved. The CT then brought the numeracy lesson to an end.

Summary:

CTs can find it difficult to fully include their pupils with Down's syndrome in numeracy lessons, especially as the lessons become more complex, and yet in this maths lesson Jake was wholly included. He spent the lesson introduction and plenary with the whole class and worked individually on his maths programme with his TA while the rest of the children worked individually on their number work, overseen by the CT and the general classroom TA.

Many CTs worry about how to include the pupil with Down's syndrome in whole class discussion times, particularly lesson starters and plenaries, but in this instance Jake's CT included him effectively by ensuring that he sat by her, where he could see and hear her better, by giving him a small job to do, and by referring to him directly. One or two questions or comments put to Jake during these times were enough for Jake to feel part of the class.

The CT supporting Jake's needs in this way sends out a powerful message to the rest of the children that Jake is "one of us". It doesn't take much for a child to feel included, but it needs to be the CT who takes the lead. Almost all pupils with Down's syndrome recognise the CT as the figure of authority in the room and they respond well to CT led inclusion.

While the rest of the children were working individually on their number work, Jake was concentrating on his core maths skills with his TA. A short 1:1 session followed by some free play was appropriate for Jake, and his TA matched the demands of tasks well to Jake's ability and needs. The teaching staff have the reassurance that Jake is following a structured maths programme that works at his level and that is also moving him forward. Jake found this maths lesson very rewarding, which set him up well for the next lesson (handwriting practice).

CASE STUDY 3:

Chloe, aged 10.
Oldway Primary School,
Paignton, Devon.

Overview:

Chloe has Down's syndrome, as well as other complex medical needs. She was born with a serious heart condition called atrioventricular septal defect (AVSD) that was first repaired in 2002. Chloe has had a number of health issues and needs, including being fed by a gastric tube, which has meant that she had spent a lot of time in hospital during years 1-4 for investigations and an operation, but even so Chloe had maintained her previous learning levels on her return Oldway Primary School.

Chloe has significant medical and education support from a team of professionals who work closely with both the school and family. A clinical psychologist, dietician and speech and language therapist provide support around feeding and desensitisation. Feeding is a major part of her learning schedule both at home and at school and a community care worker provides additional support at home. Chloe is also supported by an outreach teacher from the local special school for children with significant learning disabilities who advises on computer software and feeding issues. It is felt by all the team, school and family that eating normally will be the most life enhancing aspect for Chloe and should be central to both her school and home experiences.

Oldway Primary School supports 700 pupils aged from 3 to 11 years. There are three forms for each age group supported by 46 full/part-time class teachers (CTs) and 40 teaching assistants (TAs). The school also has a special educational needs manager, a special educational needs co-ordinator (SENCo) and a pastoral co-ordinator. There is a team of inclusion TAs supporting both learning and pastoral care who are allocated on a needs led basis. Some TAs are deployed on a 1:1 support basis for pupils with complex needs and Chloe falls into this category.

The school is a national support school (NSS) and the serving headteacher is a national leader of education (NLE). NLEs are outstanding school leaders who, together with the staff in their schools, use their knowledge and experience to provide additional leadership capacity to schools in challenging circumstances. Oldway Primary School is now a teaching school for trainee CTs and for CTs looking to enhance their skills. It is one of only a few schools nationally that is able to provide this level of training for staff from schools in the surrounding area.



Chloe started at Oldway school in the nursery class and the same TA has supported her from this time. The specialist Educational Psychologist (EP) meets the new CT each year and monitors and updates the teaching goals that support Chloe's specific learning profile. She also advises the school on new developments in resources and the school have purchased and used successfully all that has been recommended. This includes the 'POPS' reading scheme, 'Numicon', software, 'Education Support Disc' and early years, language

and maths CDs produced by the Down's Syndrome Association (DSA). This has given staff easy access to differentiated activities, P levels and curriculum maps, as well as ensuring that staff have access to all the information sheets, booklets and education support packs produced by the DSA. This has been valuable to each new CT as Chloe has progressed through the school and also serves as a reminder for her TA.

Chloe has access to all the facilities of the school's overall SEN provision. In the past this has included use of the 'Woodland Den' room where pupils can have some quiet time in a kinaesthetic environment. This has helped Chloe in developing her spoken language skills during year 2. Chloe started school using signing to help to develop speech and this has been utilised throughout her schooling, with staff receiving training from the speech and language therapist (SALT) and an outreach teacher from a local special school.

Under the direction of CTs and following advice from the support professionals the TA has a vast bank of resources which she has made. Initially, many were made in her own time, but this is now shared by another TA who has dedicated time to make ICT resources for all the children with SEN. As Chloe becomes more independent of her support in parts of the curriculum this will release time for further resource preparation.

Chloe wears glasses and in order to support her learning she sits at the front of the class on the carpet area. Chloe also uses a writing slope to help during independent reading and writing tasks. Key words and reading are taught using whole words and phrases and the 'match, select and name' teaching method. Chloe's progress has been slow partly due to her lack of motivation in her younger years. However, she has matured in year 5 and is now keen to learn in this way. She is further motivated by stickers on a reward chart and by putting marbles into a pot monitored by her class CT.

In a 1:1 situation with structured activities, Chloe can understand spoken language containing up to three information carrying words and her understanding of conceptual language is increasing and widening. In a busy classroom she is often functioning at a one to two word level and relies on routine and situational understanding due to her limited listening memory. Recently there has been a significant development in Chloe's spoken language and she now uses up to five word sentences in class. Her peers, CT and TA can now understand most of her speech.

Inclusive practice:

In the past, Chloe chose to spend much of her time working 1:1 with her TA at a separate desk in the classroom. Strategies were put in place to help her learn about boundaries and accepting the authority of her CT and TA. This was very successful and in year 4 Chloe was working for 85% of the time in the classroom on a group table shared by her peers and supported by her TA as required.

Chloe has some small group work out of the classroom and a very small amount of 1:1 work, such as specific speech and language work, learning new vocabulary, reading work, learning whole words and phrases and some numeracy work. This target is being maintained in her current class.

Chloe behaves well helped by her TA using clear boundaries and ignoring Chloe's skilled distraction techniques. Chloe responds well to and understands the class expectations of behaviour. Chloe can grind her teeth and make noises as she concentrates, but the class know to ignore this as it is something that Chloe does which helps her to work.

Chloe focuses well by using her workboard schedule. She knows the daily routines of a school day and is independent in knowing what she should do and when. She is highly motivated by the CT led class reward system using stickers and marbles and is making good progress.

Chloe has an increased her use of ICT resources including 'Clicker' grids with which she is beginning to sequence sentences. Her concentration, attention and listening skills are improving although this is partly dependent on her mood/health. Chloe can listen well in 1:1 conversations but finds it harder when she is part of a group. When engaged in a practical activity that she likes she can concentrate for longer periods. When Chloe is reluctant to engage, withdrawal to a quiet place is still necessary to secure learning.

Chloe takes an active part in the daily life of the classroom, is very compassionate towards friends and has a super sense of humour.

Literacy and numeracy:

Chloe can be reluctant to read, but can read some of the key 'POPS' words and match them. The CT has made a record chart for daily reading so that Chloe can earn extra points for compliance and co-operation. The CT monitors key words to be learned in all subjects and these are practised during each subject lesson. A double set of word cards are made and successes are recorded visually on picture charts. Chloe has been working successfully using large print reading books of familiar stories and acting the story out.

Chloe is also part of a guided reading group concentrating on life skills. This incorporates deciding what to cook, making a shopping list, going to the shops, buying ingredients, cooking and eating. Pictures and words to match are made for all the activities. Chloe has found the lessons motivating and they have helped her to be more exploratory with food – she has licked chocolate chips, tomato sauce and gravy and touched pizza mixture.

Chloe uses a specialised maths programme ('RM Maths') in a group setting and she independently works through her targets. She has a lower case keyboard and single button mouse with headphones to more clearly hear the instructions. Her level of number understanding is a strength within her learning profile and Chloe is working with numbers up to 10 and low teens. She is learning about money, tallying, dice, shape pictograms, position, symmetry, pattern copying, and using a number square to find numbers.

Chloe uses black lined paper and can now copy words from a card instead of copying over words or underneath them with dot to dot activities. She works through the class worksheets at her own pace.

The future:

Chloe's parents are pleased with her progress at the school, but are understandably unsure about how she will cope in a mainstream secondary school. Staff at Oldway school have indicated that they would continue to support them in any way required to help to make the transition to mainstream secondary school a success. Chloe's parents are considering placement at the local special school, which they feel will meet Chloe's long term needs and will also be able to provide extra support with regard to her feeding issues.

Chloe has taught me and my colleagues so much about inclusion and how it works. She is a daily reminder to keep our expectations high. She is a really important member of our school and when she does leave, we are going to miss her so much.

(SENCo)

CASE STUDY 4:

Jemima, aged 9.
Blackawton Primary
School, Totnes, Devon.



Overview:

Jemima lives at home with her parents and younger sister Emily, aged 8. She has received weekly Portage Early Education Programme home visits from when she was 10 months old and also attended an Early Years Communication group at a child development centre that used a total communication approach. When she was 3 years old she jointly attended two local village playgroups. Jemima and Emily attend their local village school and Jemima moved up with her peers into the year 4/5 class in September 2011.

Blackawton Primary School is part of a federation of four village schools and has an overall executive headteacher. Each school has a head of teaching and learning reporting to the executive headteacher. The school supports 146 pupils across five mixed year groups and is fully inclusive. Jemima has full-time teaching assistant (TA) support (shared by two TAs) and this is used flexibly as required. Her peers enjoy supporting Jemima, which releases her TA to create further resources.

Jemima is very outgoing but has problems with articulation and uses signing to support her speech. The whole school joins in with the signing and all of the children and staff learn, and use, the 'sign of the week'.

Jemima has a history of conductive hearing loss, which still occurs when she has a cold/sinus infection. She developed chronic alopecia when she was 4 years old and this is now steadily improving. Jemima did have a slightly open heart valve which has now closed and she takes Thyroxin to correct an underactive thyroid.

An advisory teacher for ICT visits Jemima at school and recommends software that will support Jemima's learning and development. All software is then installed on the class computer for Jemima to access. The school staff have also attended training courses to learn how to use the software with her.

Jemima also has twice termly visits from a speech and language therapist (SALT). Jemima's speech is unclear and she uses Makaton signs and has an A3 communication book, which is used in class to help her peers communicate with her. The school regularly accesses the advice and support provided by the specialist Educational Psychologist (EP) supporting children with Down's syndrome. This includes staff attending support group meetings and training days, and the EP providing whole school training.

Example maths lesson:

Jemima sat at the front table with a group of six children who were at a similar level to her.

Behaviour in the class was very good and Jemima sat well with her arms folded listening attentively as the teacher showed a flag on the interactive white board.

The class task was to notice precise mathematical details about the flag, which the children had drawn as part of a geography project on flags. Facts emerged from the children about shapes and angles and Jemima was very much part of this and picked out the four right angles at each corner. The CT then asked the class to count up in numbers. One pupil chose 3's and another chose to start at 16 and then they took turns individually around tables to stand up and continue the counting in 3's. When it was Jemima's turn the CT gave her the tens number 'seventy' and then held up 3 fingers on each hand so that Jemima could add the two together to get 6 and the final answer of 76.

Jemima has consolidated her number knowledge and understanding up to 15 and writes numbers to 10 unaided. She uses 'Numicon' very successfully in all her computational work. With support, she can do addition to 20 and she can count up to 20, whilst throwing a ball to another pupil. Jemima understands even numbers, can count in 2's, and can complete the missing numbers in 2's using a number line. She can use arrow cards and on the computer she can multiply by 10 up to 100.



Jemima understands counting 1, 2, 5 and 10 pence coins and she has a set of hands with different coins on which add up to 5p and she can work out which hands she needs to match the value of money on the purses. She can complete dot to dot drawings to 10, draw around and label a square, triangle and rectangle. She can also use each of the shapes to draw in fractions and she understands symmetry using string across shapes. Jemima also uses a calculator sometimes to support maths activities and these activities are often based on real life maths problems.

Inclusive practice:

Other lessons have included Jemima working in groups of up to eight children. In group work she is supported by her peers, as well as her TA, and works well with a partner. For example, when finishing off a project about Victorian clothes Jemima and another child shared a book and her classmate helped her to read the words that Jemima pointed to.

Her peers support and include Jemima in all class work and make sure that in any joint written task Jemima writes words as well. They all try and sign with her and are very good at understanding and interpreting her speech, which can be unclear due to articulation difficulties. The TA and Jemima also sign to each other.

Jemima's lead TA has worked with her since reception and has developed a large amount of suitable differentiated resources. Jemima has a daily visual timetable, using words, signs and symbols (Figure 4), and resource words for all the curriculum areas (Figure 5).

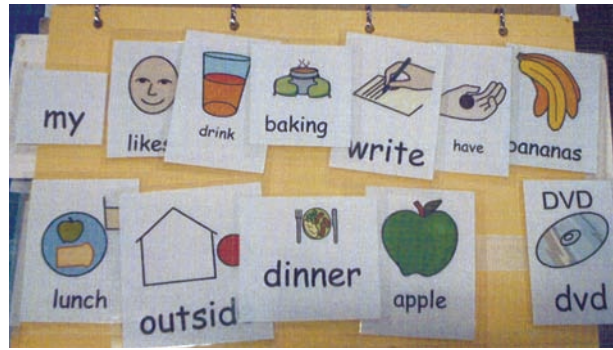
The TAs prepare resources before the lesson so that Jemima can then work with her peers without adult support. The CT and the TAs discuss teaching plans every day and the TAs support the teacher in what she thinks Jemima will be able to access. Jemima's individual education plan (IEP) is used for reference.

Their aim is for Jemima to be as independent as possible in all areas of her work. She participates and contributes in all subjects like her classmates who work co-operatively together supporting each other as and when required.

Fig 4



Fig 5



Investigating Rocks
Obtaining the Evidence

RESULTS: *tomima*

	Is it permeable? (soak up water)	Does it mark if scratched?	Does it fizz if vinegar is dropped on it?	Does it split into layers easily?
SLATE	No	Yes	No	Yes
MARBLE	No	Yes	No	no
SANDSTONE	yes	Yes	No	yes
BASALT	?	Yes	No	no
LIMESTONE	yes	Yes	yes	YES
GRANITE	No	NO	No	NO

MONTY Lewis w Jemima

It's great that Jemima is included by her peers. They help her in lots of ways: reading, counting and playing with her at break times. Jemima is very happy in school most of the time.

(TA)

Jemima is enthusiastic about school and goes happily in the morning and is usually happy at the end of the day. Using her home-school book, she is able to communicate to her parents about her day using a mix of talking and signing and although it is not clear, they are able to understand her thoughts and aspirations at last.


During the past 6 months Jemima's sense of independence, and self, has grown. She wants to walk to school by herself (at the moment mum is usually a tree or bush behind!) as well as wanting to prepare her own packed lunch. Most days she will ask to use a computer at home to do her homework. There are some issues at home around taking adult direction and following instructions so her parents use a reward chart to tackle the issue positively.

Inclusion is what everyone wants and it is vital for children's learning about being a whole human being. The enrichment that Jemima and the other children with SEN bring to the school, and their interactions with all the children, is enormous. Jemima will be going onto mainstream secondary school which is also vital and a sign of a civilised society working with different styles of learning and abilities to improve teaching and is highly relevant for all children. What is good practice for one child is good practice for many other pupils.

(Head of teaching and learning)

Literacy and communication:

Jemima has been encouraged to form her letters correctly in her writing and is supported by ICT software including 'Clicker 5' and 'Communicate: In Print'. Her writing is clearer when copying and she is practising writing from left to right, which may be difficult as she is left handed. She works with her CT and TAs in story writing, using pictures that enable her to communicate her ideas clearly.

		
<p>Jo lassood the rope onto the saraway tree.</p>	<p>next they swung on the rope and then they jumped off the rope onto the saraway tree</p>	<p>then Jo, Teneille and Jemima climbed down the saraway tree to moon face's house.</p>

She also has a separate binder book with pre-printed sheets with a dot at the front of each line alongside the margin. The CT emphasizes to Jemima where she will begin writing on the board, from the left.

Using 'Clicker 5' and 'Communicate: In Print', Jemima is able to type up her work, with support, using both hands. She is a confident typist and enjoys doing written work on the computer using pictures to support her thoughts. Jemima can log on and enter her password without support.

Jemima enjoys reading to herself and with adults and peers. She loves sharing her knowledge and her opinion of a book she has read, and can read back words that she has written. She enjoys choosing a reading book and is motivated to read independently and with others.

Jemima is very good at following set routines and general behavioural expectations both during and outside of lessons. She is often the role model to her peers for appropriate behaviour. Jemima listens well in lessons and is keen to contribute her ideas. Her communication book supports her peers and staff understanding of what she is trying to communicate.

At home and out of school activities:

Jemima attends regular ballet lessons and is progressing in her skills and confidence, and she has performed in front of audiences of 120. Learning all of her steps for the performances has improved her physical awareness greatly. She also attends street and contemporary dance after school with her peers.

I like maths, writing and baking. I love playing with my friends and dancing. I like school trips and making biscuits. I like counting and signing.

(Jemima's views)

Jemima has swimming lessons weekly and can now swim 25 metres. She also attends a gymnastics club for children with SEN, which has increased her confidence and performance. She has won medals and the club competes nationally.

Jemima has her friends over to play, but she is rarely asked back. Her mum thinks that the other parents are not sure how they would cope so she has started to go with Jemima and stay for a bit to give suggestions about what Jemima likes to do and this seems to be solving the problem.

Jemima's parents would like her to start to play a musical instrument. There is a piano at home and she is quite often to be found playing in a melodic way.

The future:

Her parents and school are focusing on Jemima's transition to mainstream secondary school, which will be implemented during year 6. Her mum hopes that her joy of going to school will continue and that Jemima's communication will be understandable by others, so that she can make new friends. She would also like to find an 'intensive communication holiday' for Jemima to go on.

My expectation for her school life, other than being social, is that I want her to have a pretty good chance of being independent when she leaves school. My long-term target is that I want her to feel very happy and purposeful and as independent as possible – this is no different from what I want for my younger daughter.

(Jemima's mother)

CASE STUDY 5:

Oscar, aged 11.
Kingswear Primary
School, Devon.



Overview:

Oscar aged 11 lives at home on a farm with his parents and his sisters aged 5 and 8 years. They all attend the local Primary school in a small village at Kingswear. Oscar is very much part of the local community and his sisters love playing school with him at home.

The school has 77 pupils and 4 classes with mixed year groups. Oscar has full time TA support 0.8 funded by the LA and 0.2 by school. The school has such a good reputation that the catchment area extends from the small village

to children attending from surrounding towns. It is housed in an old Victorian school on a very hilly site with many steep steps to get from the classes to the dining hall and into the playground. The school is part of a Federation of 4 small village schools in the area. There is an overall executive head of all schools who manages budgets and is an administrator. Each 'head' of the four schools is known as 'Head of Teaching and Learning'.

Oscar received weekly Portage home visiting from when he was 18 months old until he started school. He went to a playgroup close to where mum worked about 15 miles away from his home. The group happened to have a good reputation for supporting children with SEN including children with Down's syndrome (DS).

Oscar has fluctuating glue ear which has been particularly prevalent over the last year. He also wears bifocal glasses and he is long sighted in one eye and short sighted in the other. He had a cataract as a baby which was removed at 10 months. Parents had to fight for surgery as there was a high risk involved. Mum received support from the DSA Medical interest group and this helped to secure ground breaking surgery from an excellent local consultant. If this operation hadn't been performed Oscar would have lost the sight in one eye by now. As a result of this Oscar needs considerable help, support and encouragement in school to help him overcome the barriers to learning presented by his visual impairment, particularly to help him to concentrate.

Oscar is reviewed twice termly by a Speech and Language Therapist. When he is chatting he can talk at great length especially if the topic is highly motivating for him (Aliens or 'Sarah Jane'). His responses are more restricted when in an assessment situation. Oscar's poor listening memory and slow processing skills (part of his specific learning profile) impact most on his ability to understand the spoken word.

The school have been supported by the school Educational Psychologist (EP) and the EP with specialist time to support children with DS. One or other of the 2 EPs has attended every Annual Review and the specialist EP has provided whole school staff training about Oscar and the specific learning profile and school issues for children with DS.

Inclusive practice:

Oscar had a 'rocky' start as his first teacher was not inclusive. This teacher left and all staff are now very inclusive led and encouraged by the head of Teaching and Learning. When Oscar was in class 2 a new teacher joined who was also an NQT, he and school staff prepared a photo reading book all about himself for Oscar to have before the summer holidays. Oscar is still taught by him as he takes his Key Stage 2 class.

Oscar is very skilled socially; he is very friendly and keen to communicate with new adults and children. He works with his peers independently in groups producing fantastic work. He forms strong relationships with those around him. He understands emotions well. Oscar is an enthusiastic, polite and friendly member of the class and is always well behaved. The teacher runs a traffic light system for all the class in terms of behaviour, learning and class rules – Oscar understands all of the expectations and is always in the green category e.g. his TA threatened to throw something into the bin and Oscar reminded her: 'No, that's an amber'.

Oscar is also very independent and has excelled this year. He can organise himself getting books required and packing his own school bag. He can take messages to any part of the school although he can get distracted when visiting the Foundation unit! His teacher gives him a time limit for this and if late he will receive an amber mark. Recently he can occasionally be non compliant when asked to do things by suggesting that another pupil does the task but this has ceased after the teacher reminded him of the 'being helpful' class rule. Oscar understands that he is now the oldest in the class and takes on responsibility as a result of this.

Oscar is independent at lunch time and in his self help skills toileting, dressing etc. Despite his visual difficulties he can collect his chair for lunch, take it through the cloakroom and up and down 5 steps between the classroom and dining room. Oscar's motor skills are very good. There are a lot of steps up to the field so he leaves earlier than the class with his TA and walks via the road. Oscar plays football very well. Oscar was recently in the school netball tournament with 8 other Primary schools and his team came second despite being the smallest school. One of the tasks was for each player to catch the ball then throw it to the next player and run around the team – Oscar was brilliant!

At the class residential on an activity farm Oscar was fully independent and joined in all the activities successfully which included canoeing by himself, abseiling, rock climbing, and going down a zip slide – at first he was anxious about this but then followed his teacher successfully. He also went swimming but his TA went in the water with him as he loved swimming underwater for long periods so the TA encouraged him to surface for breath! He also made his own computer out of wood (a task for all the children). Oscar slept in the log cabin with his friends – staff slept in an adjacent cabin – no problems at all!

Oscar can do a lot of his Maths work independently. His reading is very good and his comprehension is differentiated in a visual format so that he is successful. Oscar's use of language is good and he uses a lot of descriptive words for any subject – he will tell his TA his answers who will then scribe them and Oscar copies neatly and is able to read back his answers. His reading is equivalent to a year 1 typically developing pupil. Oscar can follow complex instructions e.g. as part of his history work he was asked verbally to colour in 4 different colours for each piece of clothing which he did successfully. He then described textures and how they felt which was then scribed and copied. He is currently working on where to put speech marks.

His teacher says 'What I have differentiated for Oscar benefits lots of other children too. I have the same expectations of Oscar in terms of learning, independence and behaviour as for all the other children'.

All the boys play with him at playtime and he gets on with everyone and is always included in what is going on. Oscar is invited to birthday parties and has a strong friendship with one of the girls. His previous best friend left school to return to USA.

At home and out of school activities:

Oscar attends an after school football club run by his teacher. He also attends a football club for SEN children which is held on the campus of the comprehensive school which Oscar hopes to attend. This familiarises him with the campus and also expands his friendship group. Oscar attends a successful gymnastics club for SEN children. His achievements have been amazing and he competes with the team in different parts of the country. He has won medals. He recently competed in Jersey and won 3 medals! This has improved his motor skills immensely e.g. he couldn't jump when he started and he can now jump off a trampoline onto a mattress standing making a star shape.

His mum reports that Oscar definitely wants to join in and take part and can sometimes get a bit left behind with his able bodied peers so that combining his sport with SEN groups has given him a lot of confidence as well as success. Oscar loves swimming and has also recently taken part in learning how to surf which will continue next summer. Mum is also thinking of letting Oscar have riding lessons with his sisters. Oscar also loves going to a rustic play area close by with lots of creative play activities.

At home Oscar likes to write a 'dream' journal with emergent writing and some words. He is very imaginative and loves Harry Potter. At home he is just as sociable as at school and loves seeing his extended family of grandparents, aunts, uncles and cousins. Last summer all the extended family holidayed in a villa in France which Oscar loved.

In order to promote independence in self help skills at home parents are planning to install a shower as Oscar has difficulty turning the bath taps on.

Summary:

Annual Review and school report

Oscar wrote the following for his year 5 annual review:

What have I achieved in year 5? What have I enjoyed this year?

I have enjoyed dressing up as superman. I'm really good at football and eating fish and chips. I liked the camping trip and liked sleeping out for the night with my friends.

What have I improved?

I have improved my counting and my Spanish. I am also learning to count to 40.

What do I need to get better at?

Writing letters and spellings. Counting and subtraction. I would like to improve my reading too.

Oscar's year 5 school report, below, gives a very clear indication not only of how successfully Oscar is included in all school activities but also how well the school understand his specific learning profile and how to meet his learning needs.

Attitude and Behaviour:

Oscar is an enthusiastic, polite and friendly member of Class 2. He is always keen to please the adults in the class and is always well behaved. When Oscar is set a task he always puts in a 110% and has produced some excellent work in all the curriculum areas this year. Oscar has been very independent this year and has excelled in this respect. Oscar has been working with his peers and has produced some fantastic work in these groups.

Oscar was an absolute joy to have on the recent trip to Hole Farm and was brilliant in all the activities there, showing great courage on the zip slide.

During the course of this year, Oscar has grown in maturity and is ready to step up to the challenge of class 3. Well done for a great year Oscar!

Speaking:

Oscar is able to use phrases involving a number of key words and is able to communicate simple ideas and events. He can communicate ideas about the present, past and future with ease, especially when referring to lunch in school. He can express his ideas clearly and can respond to what others say. **P6 – target is to extend his sentences.**

Listening:

Oscar is able to follow short instructions very well. For example, if asked to get the print out from the photocopier, he will do this straight away. Oscar can get one of his workbooks without confusion. He will always get his land book in literacy and blue book in Numeracy. He understands new rules that have been set and follows them well. **P7 – target is to follow three stepped instructions.**

Reading:

Oscar is very engaged with his reading and thoroughly enjoys getting his reading book out. He is able to read short books in one go and does not lose interest. He understands that words, symbols and pictures convey meaning. He is able to recognise and read a large number of key words and has a large bank of familiar words. He can recognise all the letters of the alphabet. **P8 – target is to read unfamiliar words using his phonic knowledge.**

Writing:

Oscar can produce reasonable letters and words to convey meaning. Some of his writing does need to be mediated but when copying words he clearly forms his letters and anyone can read it. Oscar is aware that writing is for purpose and thoroughly enjoys this area of the curriculum. He still needs to work on writing his numbers especially 2 and 3. **NC 1C – target is to show an awareness of full stops.**

Science:

This is a difficult area for Oscar but he always gives it his best shot. He is always happy when we go up to the outdoor classroom and is able to work well within groups up there. Oscar is able to label parts of an animal and plant effectively and has demonstrated this on a number of occasions when using Clicker 5. He is able to do this out of context and with his EMT. **P6 – target is to evaluate a situation and correct mistakes made.**

Numeracy:

Oscar is really working hard in his numeracy and is able to count up to 30 with confidence and can make it to 40 with a little help. He enjoys the challenge of maths and tackles things with growing ease. He has been working on his subtraction and produced some great results. With adult support Oscar has achieved fantastic assessment results and we are confident that he can carry this through in Year 6 and beyond. **NC 2C – target is to add 1 digit and 2 digit numbers together.**

Geography:

Oscar is able to follow routes around the school and was able to locate key areas in his locality when pictures were up on the white board. Oscar can understand the nature of where it is safe in his local area and has good understanding of road safety. **P5 – target is to be able to create a map of a familiar area.**

History:

Excellent! Oscar can clearly indicate if personal events and objects are in the past or present. He can clearly define between 'burgers yesterday' and 'chips today'. He can talk about past and present and can understand new situations. He refers to his last teacher as the teacher before. **P8 – target is to be able to answer questions about historical stories and artefacts.**

Spanish:

Excellent progress and Oscar appears to have warmed to it better than French! He is able to respond every day in the Register with 'Buenos dias' and will occasionally say 'adios' within context but not after a Spanish lesson. He can recognise some key words and count to 10 with adult supervision. **P7 – target is to be able to introduce himself in Spanish.**

ICT:

Oscar is very good with his ICT and is able to access anything through Google by showing a good understanding of how this search engine functions. If he does not know how to spell a word he will seek help to ensure it is spelt correctly and bring his search to fruition. He has very good keyboard skills and can control both a mouse and a pad on a laptop. Oscar can use Microsoft office with adult supervision and has demonstrated that he can save his work. He loves using laptops even though he tends to gravitate towards 'Sarah Jane' or 'Shaun the sheep'. **NC 1C – target is to independently open up an Office programme.**

PE:

Oscar loves this subject and really enjoys his time up at the field. He always takes part in all the activities and will give it his best go, however hard the task. Oscar's control and co-ordination skills are developing well and he can easily kick/throw a ball to a given target. He always listens to instructions and can follow the rules of the game when working in groups. **P7 – target is to understand the changes of what happens to his body when he is active.**

Music:

Oscar thoroughly loves music and is always one of the first to pick up an instrument. He joins in and takes turns to play instruments with others and can sing with great expression. He can copy simple rhythms and is able to tell which instruments require a pluck, bow or stick. **P6 – target is to follow a score of simple pictures to create a tune.**

The future:

Parents and Oscar would like to continue onto mainstream secondary school. To this effect the SENCO of the proposed school attended the year 5 Annual review. Oscar's parents have now been informed that Oscar has been given a place.

As an example of inclusion there is no better example and this has improved year after year. Everyone in school is keen to make the improvements for Oscar and this has benefited all the children. The partnership between parents and the teacher is outstanding – we are able to talk briefly every day and work totally together.

(Oscar's mum)

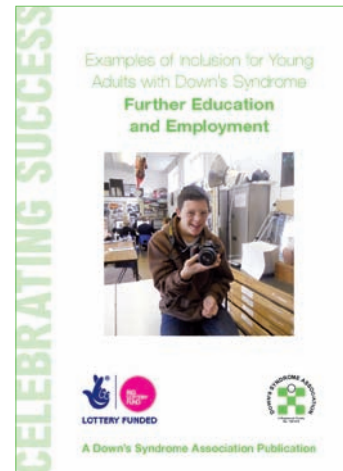
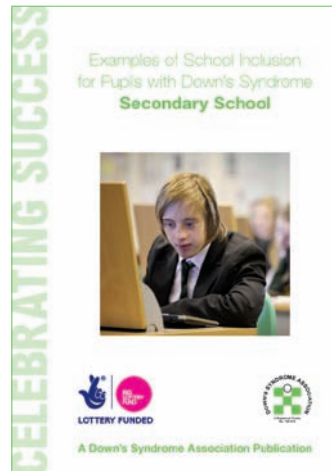
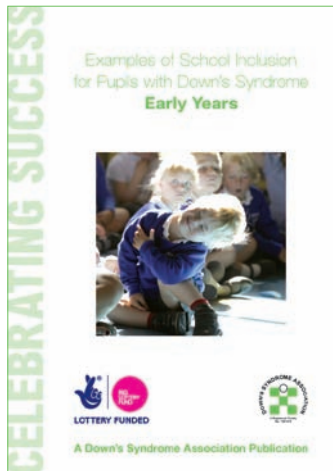
For Oscar to have got where he is today is such an achievement – he is so willing to learn and I am so proud to have been a part of it.

(Oscar's TA)

Working with Oscar is an absolute joy, he thoroughly enjoys his independence at school and thrives on any challenge we set him, especially as he takes part in every activity the other children are set. It is great to see him work in groups with his peers and equally as exciting when he completes a challenge independently. Oscar will be thoroughly missed by everyone in school when he leaves for secondary.

(Oscar's teacher)

Also available in this series:





Down's Syndrome Association

National Office

Langdon Down Centre, 2a Langdon Park, Teddington, Middlesex TW11 9PS
Tel: 020 8614 5100 Fax: 020 8614 5127 E-mail: info@downs-syndrome.org.uk

Wales

Down's Syndrome Association, Suite 1, 206 Whitchurch Road, Heath, Cardiff CF14 3NB
Tel/Fax: 02920 522511

Northern Ireland

Unit 2, Marlborough House, 348 Lisburn Road, Belfast BT9 6GH
Tel: 02890 665260 Fax: 02890 667674