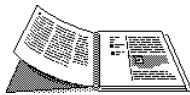


Day 1 ~ Collaboration in Action

Day 1 comprises 5 main units:

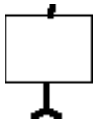
- 1 The ASN context
- 2 Clarifying roles of different professional groups
- 3 Understanding the work of other professionals
- 4 Collaborative working
- 5 Good practice in collaborative working

For the delivery of day 1 of this course the following will be required:



Documents

- Effective Provision for Special Educational Needs, SOED 1994
- Professional Practice in Special Educational Needs
A Manual of Good Practice, SOEID 1998
- Draft Additional Support for Learning Bill, SEED 2003
- Action Plan: For Scotland's Children (2001) SEED
- Moving Forward (2003) SEED
- Raising Standards - Setting Targets
Targets for pupils with special educational needs, SOEID 1999
- Children and Young Persons with Special Educational Needs:
Assessment and Recording, SOEID 1996 (circular 4/96)
- A Parent's Guide to Special Educational Needs, SOEID 1999
- Standards in Scotland's Schools etc. Act 2000



Overhead Projector and Screen or Data Projector

Unit 1: slides 1-8

Unit 4: slides 1-7

Unit 5: slides 1-6

File: Day 1- Unit 1

File: Day 1- Unit 4

File: Day 1- Unit 5



Handouts

Participant's Pack: Course Programme and Reading List

Unit 2: handout 1

Unit 3: handout 2

Unit 5: handouts 3 and 4



Flipchart and pens or alternatively, overhead transparency film and pens

Day 1: Collaboration in Action

Suggested Programme Timing

Morning

- 9.15 - 9.45 Welcome and introductions
- 9.45 - 10.05 Unit 1: The ASN context
- 10.05 - 10.45 Unit 2: Clarifying roles
- 10.45 - 11.15 Coffee
- 11.15 - 12.15 Unit 3: Understanding the work of other professions
- 12.15 - 1.15 Lunch

Afternoon

- 1.15 - 2.15 Unit 4: Collaborative working
- 2.15 - 3.30 Unit 5: Good practice in collaborative working

Unit 1 Welcome and introductions

Total Time: 30 minutes

Presenter should welcome participants and invite each person to introduce themselves. An ice-breaker exercise could be included here if it was felt to be appropriate.

Display Slide 1 (Aims of Course) and discuss.

Current thinking increasingly suggests that collaborative working practices are the most effective way of meeting the needs and raising the attainment of children with a wide variety of additional support needs (ASN). It is anticipated that this course will foster the highest levels of collaboration in which teachers, therapists, social workers and support staff not only share their skills and expertise to enhance children's educational attainment, but also alter their practice to take into account the perspective of the other practitioners. This, coupled with changes in government policy that will allow health services, social services and education authorities to work more closely together, will enable the needs of pupils with developmental difficulties to be met more effectively in the future.

Inform group of assignment at the end of the course which should:

- demonstrate an understanding of and support for pupils with developmental disorders.
- demonstrate an understanding of collaborative practice.
- demonstrate how their practice has changed/developed/grown as a result of attending the course.

The assignment may be done at two different levels:

Level 1 - A half day recall to present a practice based case study which highlights collaborative working.

Level 2 - It may be possible for teachers and therapists undertaking this course to make a claim for their work to be accredited within an existing university programme.

Display Slide 2 (Programme) and discuss format.

Unit 1 The ASN context

Total: 20 minutes

The purpose of this section is to give some background information and to set additional support needs within a legal context. **Selecting slides as appropriate and as time permits**, speak briefly to chosen slides informing participants of the status of the document and highlighting the salient points as outlined on the slide. Point out to participants that the Salamanca Statement and UN Convention and Rules are not yet legally binding but are being worked towards. The Disability Discrimination Act 1995 has been amended and the new Scottish act, Special Educational Needs and Disability Act 2001 (SENDA) became law in September 2002.

Display Slide 3 (Inclusion: Salamanca Statement)

Display Slide 4 (The UN Convention on the Rights of the Child (1989))

Display Slide 5 (The Children (Scotland) Act 1995)

Display Slide 6 (Standards in Scotland's Schools etc. Act 2000)

Display Slide 7 (Disability Discrimination Act 1995/ Special Educational Needs and Disability Act 2002)

Display Slide 8 (Draft Education (Additional Support for Learning) (Scotland) Bill 2003)

Please Note: This slide reflects the state of the draft Bill at the time of writing the course. However, the draft Bill may be further amended as it passes through the Scottish Parliament in the Autumn of 2003. When the Bill becomes law, a new slide will need to be substituted.

Expanded Tutor Notes for Draft “*Education (Additional Support for Learning) (Scotland) Bill 2003*”

Main Points:

Widening support:

The Bill will replace the term Special Educational Needs (SEN) with Additional Support Needs (ASN). ASN will extend beyond the traditional special educational needs to encompass children and young people who, for whatever reason, require support to access and benefit from school education.

New duties and joined-up services: The Bill creates a duty on local authorities, health and social services to work together to develop integrated support for individual children. Parents will be provided with named contacts who offer information and advice. Parents will find it easier to liaise with the local authority and their child's school.

Greater flexibility: The Bill will replace the Record of Needs (RON) document with a Co-ordinated Support Plan (CSP) for pupils with multiple or complex needs who need services from several agencies to support their learning. The CSP will focus on aims for each pupil and the support required to achieve this. Unlike the RON, the CSP will be reviewed annually or if a pupil's circumstances change.

Strengthening rights for parents and pupils: The Bill will promote and support parental involvement in their child's education. Local authorities will have a duty to provide new mediation services for parents of all children with additional support needs and a new user-friendlier, independent tribunal will be established to hear appeals relating to any part of the CSP, including the support it specifies. (There is no right of appeal against provision in the RON.) Authorities will also be required to provide “*Dispute Resolution*” as well as mediation to address concerns of parents whose child does not have a CSP, but who does have ASN. Placing requests will be extended to allow all parents of children with additional support needs to request a place at an independent special school. This is currently limited to pupils with a RON. Parents will also have the right to request a particular type of assessment, e.g. psychological or medical.

Planning for the future: Schools will devote adequate time to preparing for a pupil's life beyond the classroom, including liaison with other agencies to ensure continued support when the pupil transfers between schools and, most importantly, when they leave school.

Unit 2 Clarifying roles

Total: 40 min

Activity 1 (Clarifying roles)

Divide course participants into small **multidisciplinary** working groups of approximately four people.

Distribute handout 1 (Clarifying roles)

Participants are asked to read through the job descriptions related to a wide range of professional roles and match them to the job titles provided. They should discuss whether or not the description accurately portrays the role of that person in their local area. It is expected that this activity will generate some debate on “whose job is it?” as some of the job descriptions may cover more than one professional group.

Take feedback from the whole group.

Unit 3 Understanding the work of other professionals

Total: 1 hour

Activity 2a (allow 40 minutes)

Divide the course members into **professional** groups (i.e., a group of teachers, a group of physiotherapists etc.).

Distribute handout 2 (Understanding the work of other professionals)

Using either a flip chart or overhead transparency film, each group is asked to prepare a poster which outlines:

- a job description of their profession
- organisation of their service covering for example:
 - management structures
 - conditions of service
 - statutory responsibilities
 - referral procedures
- ways in which their profession can articulate with other professions to support children. (How can we help you and how can you help us?)

Activity 2b (allow 20 minutes: 5-10 minutes per group)

Each group should appoint a reporter to talk to their poster/ slide. Each professional group should then be prepared to answer questions on their service.

Unit 4 Collaborative working

Total: 45 mins

Presentation

Allow 15 mins

Display Slide 1 (Joining up Services)
Discuss slide.

Display Slide 2 (The Vision - Manual of Good Practice)
Discuss slide.

Display Slide 3 (The Vision - EPSEN statement etc)
Discuss slide.

Display Slide 4 (Collaboration - What is it?)
Talk to the slide emphasising the positive benefits to all from collaboration.

Display Slide 5 (Effective Collaboration - multidisciplinary/ interdisciplinary practice)
Discuss slide.

Activity 3 (Barriers to Collaboration)

Allow 15 mins

Divide participants into small, **multidisciplinary** groups and ask them to discuss possible barriers to good collaboration. Take feedback from each group and have a scribe note the various barriers on a flipchart.

Display Slide 6 (Barriers to Collaboration)

Compare the barriers identified by the groups to those on the overhead. Identify discrepancies.

Activity 4 (Overcoming the Barriers)

Allow 15 mins

In the same small groups, discuss the main barriers identified and explore possible solutions. Take feedback from each group and have a scribe note the various solutions on a flipchart.

Display Slide 7 (Working Together Successfully)

Collaboration will not be effective if it is forced or contrived. It involves attention to the issues highlighted in the slide and how they might be overcome.

- professional respect - effective collaboration cannot be achieved until all professionals acknowledge and respect each other's different role and accord each other the necessary status and courtesy.
- interpersonal factors - it is vital that consideration is given to feelings and relationships when planning collaborative work.
Are the staff able to work together? Do they want to work together?
Do staff feel threatened by someone else in their territory?
- communication - needs to be clear and understood by all concerned. This includes information about meetings, children etc.
- joint planning - obviously no piece of collaborative work can take place without those involved having the opportunity to plan together and to set joint goals.

This section is in three parts:

Part 1 - Auditing Collaboration (20 minutes)

Part 2 - Record Keeping (25 minutes)

Part 3 - Individualised Educational Programmes (30 minutes)

Part 1 - Auditing Collaboration

Allow 20 mins

By being aware of the difficulties associated with collaboration, people can begin to look for solutions to them. Auditing an establishment's approaches to collaboration can be very helpful.

Distribute handout 3 (Joint Partnership Agreement developed by North & South Lanarkshire, adapted from a Fife Council document).

Activity 5 (How Good is Our Partnership?)

Divide participants into small **multidisciplinary** groups.

Each group should choose two Performance Indicators (PIs) from the six listed on page (i) of the document. Discuss with colleagues how well your establishment meets the criteria for each PI. Use the audit checklist sheets provided to record individual responses. Take feedback from each group noting good practice and also where difficulties generally arise.

Part 2 - Record Keeping

Allow 25 mins

Activity 6 (Record Keeping)

Distribute handout 4.

Divide participants into small **multidisciplinary** groups.

People of all disciplines are likely to keep a written record of their involvement with individual children although the way in which records are kept will vary between disciplines. Each course participant should have had prior notification to bring along examples of record keeping from his or her discipline. Each group member should take a few minutes to describe their own discipline's record format to the others in the group. The group then completes the activity, recording aspects of records which are common to many disciplines and those which are specific to only one or two disciplines. Feed key points back to the whole group.

Part 3 - Coordinated Support Plans and Individualised Educational Programmes

Allow 30 mins

The purpose of this section is to put IEPs into a context:

- why do we need IEPs?
- what is an IEP?
- what should be in an IEP?
- who should contribute to it?
- how can it be managed effectively?

Presenter should explain to participants that an IEP is a vehicle for including pupils with additional support needs within the whole "Raising Standards - Setting Targets" initiative as is their right. Good teachers already have in place some form of individualised forward plan for those pupils who are unable to cope with the class programme.

Display Slide 1 (Draft Education (Additional Support for Learning) (Scotland) Bill 2003)
Remind group that the forthcoming Bill will expect 'joined up' working from all professionals working with the child in order to implement coordinated support plans, including IEPs.

Display Slide 2 (IEP, Manual of Good Practice)

Individualised educational programmes will be expected to be devised for those children whose needs are such that they require a highly structured programme of work.

Who....? Presenter should clarify "significant, planned intervention".

What.....? It is important to stress that:

- an IEP is a **working document** containing a pupil's targets
- an IEP should reflect the areas of the curriculum that need to be individualised for the pupil

Display Slide 3 (IEP -What it is not/ what it is)

Talk to each bullet point, emphasising and expanding on the points made.

Display Slide 4 (SMART Targets/ Long and Short-term Targets)

Explain acronym:

SMART - Specific Measurable Achievable Relevant Timed

Inform participants that targets should contain each of these elements:

Specific	- targets must be clear and unambiguous so that pupil and teacher know what is being aimed for, both in the short term and in the long term.
Measurable	- targets must be written in such a way that the intended outcome is obvious and success criteria explicit.
Achievable	- targets should be within the pupil's reach so that success is attainable.
Relevant	- targets must be appropriate, building on previous strengths and skills.
Timed	- targets should be set within a definite period of time and reviewed frequently. An IEP contains the long-term and short-term targets to be achieved by the child.

Using the slide, explain the difference between long-term and short-term targets giving examples as illustration.

Display Slide 5 (Gathering information for an IEP)

Talk to the slide emphasising the importance of gathering information from a range of sources and the necessity to involve parents and other agencies where appropriate in setting the targets.

Display Slide 6 (Explicit Teaching)

Talk to the slide emphasising the importance of collaboration when developing the 'teaching' programme. In this context all professionals involved with the child can be regarded as teachers.

Inform participants that these issues will be revisited in subsequent parts of the course. e.g. case studies exemplifying the joint development of IEPs between teacher and therapist.