

Including all children assignment

[Education](#)



For this assignment I am concentrating on the one child from my year one class, Aaron, a 6 year old boy has been diagnosed with ADD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder) and possibly Dyslexia. He has difficulty in developing literacy and innumeracy skills, which affects attainment in other curriculum areas, because of this he has fallen severely behind his peers in his progress.

Aaron presents persistent emotional and behavioral difficulties which substantially and regularly interfere with his learning. Aaron also has communication difficulties, he finds it difficult to sound out new words and, when talking he sometimes mispronounces his words. He also has difficulty in remembering what someone has just said to him. Aaron has IEPs (Individual Education plans) and a BSP (Behavior Management/Support Plan) in place.

As stated previously, Aaron has difficulty in developing his literacy and innumeracy skills, which affects his attainment in other curriculum areas, because of this he has fallen severely behind his peers in his school progress. To help support Aaron in his progress in developing his literacy and innumeracy skills, on a one-to-one basis, we go to the library where it is quieter and less chaotic for extra reading or math so that Aaron can concentrate better, where we read, write and play constructive educational games.

To assist Aaron with his emotional, behavioral and communication faculties, I sit with him in class listening to what the teacher is saying and repeat it to Aaron in an easy to understand way so that Aaron can complete the task set,

I gently remind him to put his hand up in class rather than just blurt things out and when he starts to feel angry, I take him out the class and we sit somewhere quietly and chat about how he was feeling and why and then to divert his attention away from those feelings, we talk about the things he likes doing, his hobbies and interests.

He also sees a Behavioral Support team once a week to help control his anger issues, where he learns to use his emotions in a good way with breathing, counting and asking to go to his time out space. Words – 392

APPROACHES TO SUPPORTING LEARNING A school is an institution peopled by children and adults. The school exists to facilitate the education and development of children. Whatever the adults' specific roles in the school, they are primarily there to support the children's learning.

In good practice, schools show a strong commitment to partnership work, looking for opportunities, seizing them, and establishing, developing and maintaining relationships with external agencies. According to my school policy on inclusion, School Policy, (2009) Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, and background.

It ensures particular attention to the provision made for and the achievement of different groups of pupils within the school. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include: Girls and boys Minority ethnic and faith groups, travelers, asylum seekers and refugees

Pupils who need additional support to learn English as an additional language Pupils with disabilities Pupils with special educational needs More able and gifted and talented pupils Children who are looked after by local authority Other children, such as sick children, young carers and children from families under stress Any pupils who are at risk of disaffection and exclusion There are three main principles as set out in the National Curriculum: Setting suitable learning challenges Responding to pupils diverse learning needs Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our commitment We are committed to constantly monitor, evaluate and review our practice to ensure that all pupils: Make good progress and achieve Are able to learn effectively without interference and disruption Are treated respectfully Receive additional help according to their needs Have access to a broad balanced and relevant curriculum Feel safe secure and happy within our school setting Reach their potential both academically and personally KIWI . 5 What support or advice is provided by external agencies, if any, and why?

All schools work alongside a host of well established external agencies in and around the school setting, whose main aim is to help support the pupil, teacher, school and parent/career. External agencies bring a high degree of specific professional knowledge and specialist skills which teachers themselves may not have. The behavior specialist that works with Aaron helps support and advise him with his anger management issues and advises staff that work with him on different approaches that would be beneficial to Aaron. What approaches are used and why you think they are important.

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And, What the support provided by the school and, where relevant, external agencies is trying to achieve. The support provided enhance high quality learning and teaching, helping place classroom learning in context and helping young people to see the purpose and relevance of what they are doing. External agencies can also derive professional development from their involvement in schools, including becoming more aware of classroom practice. Many organizations are keen to make a contribution to the education of children and young people and use of their staff as external experts helps to facilitate this.

Many agencies become involved in schools through the initiative of individual teachers or establishments. Some experts make initial contact with schools whilst others only work in local schools or schools in which they have known Contacts. This can mean that some schools are not always able to engage external experts as a result, for example, of their location. Local authorities often help to overcome this difficulty. Why the support provided is important in terms of the child, the other children, the teacher and the school. Benefit for pupil There is evidence of clear benefits from the use of external experts.

School staff are very positive about the benefits for young people resulting from well leaned contributions by external experts, recognizing that their contribution builds on and enhances learning led by teachers. External experts can bring valuable specialist knowledge and skills to areas of the curriculum, helping children to see the relevance of learning in personal and social education which enriches the pupil's experiences, by allowing them to make links between work that is going on in their own community and what they are learning in class.

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Benefit for teacher Contributions from external experts complement the work of the teacher and help to enhance high quality learning and teaching. Many teachers report that they derive significant professional development when working alongside external experts. Benefit for school The use of local external experts can help strengthen partnership links with and within the community, for the ultimate benefit of the young people and their community.

As well as helping to develop the curriculum of the school, involvement of experts can support the development of the ethos and life of the school as a community. Working collectively to obtain positive outcomes from schools and outside agencies work in partnership. According to Kristin Black-Hawkins et al, (2007), there is an enduring dispersed perception amongst policy makers and practitioners that groups of children, in particular those who find learning difficult, have detrimental effect on the achievement of other children.

UK- 1. 2 Challenging this basic assumption, achievement and inclusion in education argues that high levels of inclusion can be entirely compatible with high levels of achievement and that combining the two is not only possible but essential: if all children are to have the opportunity to participate fully in education Katherine Wear (The Open University, 2013) suggests that the construct a 'sense of self is a task that begins in infancy and continues until we are adults. A child's 'sense of self (or identity) is well formed by the time they start at around 5 years of age.