



Bridging the Training Gap

ENABLE Scotland's Teacher Education Campaign Report

March 2011

ENABLE Scotland
Leading the way in learning disability



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Introduction

ENABLE Scotland is the largest voluntary organisation in Scotland of, and for children and adults with learning disabilities and their families. We have a strong voluntary network with around 4000 members in 55 local branches as well as 500 national members throughout Scotland. Around a third of our members have a learning disability. ENABLE Scotland campaigns to improve the lives of people with learning disabilities and their families and carers.

ENABLE Scotland provides a growing range of flexible, person-centred services for children, young people and adults with learning disabilities. These include supported living, support into training and employment, community groups, family short breaks services, self-advocacy, youth and community groups.

ENABLE Scotland's view is that children, young people and adults with learning disabilities have the same rights as everyone else to an education that will enable them to reach their full potential. Education should be meaningful and purposeful, building not just knowledge but also self-esteem and skills for life, enabling all young people to become "successful learners, confident individuals, responsible citizens and effective contributors." This is the key aim of the Scottish Government's Getting It Right for Every Child (GIRFEC)(1) programme, and this approach is embedded into Curriculum for Excellence(2).

All school staff should recognise the possible physical, cognitive, emotional and/or behavioural challenges faced by children and young people with learning disabilities and/or autistic spectrum disorders and receive adequate training to fully support pupils to meet these challenges successfully in the learning environment.

Such training would enable schools to meet their legal responsibility under the Education (Additional Support for Learning) (Scotland) Act 2004 (3) to "ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential" as stated in the associated Supporting Children's Learning Code of Practice 2010 (4).

Executive Summary

In 2010 ENABLE Scotland's Young Families Support Committee identified the issue of a basic lack of understanding of learning disability by some classroom teachers and support staff as being a major barrier to inclusion and a successful learning experience for children and young people with learning disabilities. The evidence would suggest that this also contributes to the high rates of exclusions among pupils with additional support needs.

In July 2010, ENABLE Scotland's Development Officer for Children and Young People wrote to every local authority in Scotland using the Freedom of Information (Scotland) Act 2002 to ask what professional development on additional support needs (ASN) was currently offered to teachers and learning support assistants (Appendix 1). From the responses received, we discovered that although many education authorities offer a wide range of courses on supporting children with learning disabilities in the mainstream classroom, very few make this training mandatory for all staff. In some areas, learning support assistants receive only basic training in subjects such as moving and handling and positive behaviour management. A common approach is pupil-specific training, in other words only to provide training to staff directly involved with a pupil with a specific support need. While this may make financial sense, it fails to create a whole-school approach to meeting the support needs of pupils with learning disabilities.

ENABLE Scotland is calling for *all* staff involved in a child's education, from head teachers to learning support assistants, to participate in *mandatory* professional development courses (CPD) on basic behaviour management strategies, learning disability/autism awareness and communication skills, as well as developing a general understanding of inclusion and equalities. This would enable staff to create a supportive learning environment for children with learning disabilities and greatly reduce the need to use exclusions in response to disruptive or challenging behaviour in the classroom.

We also wrote to all the universities in Scotland that offer Initial Teacher Education courses to find out what the B.Ed. and PGDE courses cover in relation to ASN (Appendix 2). This research revealed that the core element of disability/equalities education delivered as part of ITE is basic and general. Elective modules cover the relevant issues in much more depth but are only available to a limited number of students.

ENABLE Scotland is calling for the core curriculum of all initial teacher education courses at every university to cover not only relevant legislation, policies and guidance but also how these translate into actual practice in the classroom so that newly qualified teachers can confidently support the education of *all* learners. This knowledge can then be built on throughout their career in mandatory CPD courses as outlined above.

The Need for Change

In 2009/10 pupils with a disability were almost twice as likely to be excluded from school than those without a disability and 5 times as likely to be excluded if they had additional support needs(5). This is unacceptable and must be addressed by education authorities and the Scottish Government as a matter of urgency. Exclusion can impact negatively on a young person's life well beyond their school years. In fact research has even indicated a clear link between school exclusion and criminal record status in later life (6).

Inadequate support at school leads to poor outcomes for young people whether or not they are excluded. 48.2 per cent of leavers from publicly funded secondary and special schools with additional support needs had 5 or more qualifications at SCQF level 3 or above, compared to 91.9 per cent of those with no additional support needs. 21.6 per cent of those with ASN had no qualifications at SCQF level 2 or above compared to 2.8 per cent of the rest (7).

It is important to note that the existence of legislation and policy (no matter how good) does not guarantee inclusive practice. Attitudes and beliefs are essentially what determines practice in education authorities, schools and classrooms. Inclusive practice is in turn dependent on an inclusive school culture. Effective professional development should encourage practitioners at all levels to reflect on their own attitudes and beliefs and potentially lead to positive change. Anecdotal evidence suggests that head teachers' attitudes have an important role to play in fostering an inclusive culture in their schools.



Case Studies

Evidence from case studies submitted to ENABLE Scotland from parents of children and young people with learning disabilities and/or autism shows that the absence of an inclusive culture can present enormous difficulties for the child, the family, and the school. In extreme cases, lack of understanding and not having a strategy in place to cope with so-called “challenging behaviour” can lead to a tragic outcome, such as the one below.

Case Study 1:

A severely autistic boy was permanently excluded from a special unit in a mainstream school. He was labelled violent and sectioned and is now in a locked ward. His mum has to travel a 140 mile round trip to visit him. The reason he was labelled as violent was that he bit the auxiliary. He is overstimulated when the wind blows on his face and could not cope with the sensation, causing him to bite.

Sometimes all that is required is a minor adjustment that takes account of a child’s needs, based on a basic understanding of learning disability. In the case study below, the teacher failed to recognise that the pupil’s misbehaviour was caused by simple discomfort.

Case Study 2:

A young boy with Down’s Syndrome was in mainstream school in Moray. Mum got a phone call to say that he was misbehaving and could she come and take him out of school. When she arrived, he was sitting in a hot room with his jumper on and his face bright red. She asked why no-one had taken his jumper off as he was misbehaving because he was hot and uncomfortable. Staff asked mum to take him home for the rest of the day.

Case Study 3:

Mum of two Julia Main is fully supporting the ENABLE Scotland campaign and will be one of the first to sign the petition. Her oldest son, nine year old Tommy, has autism, dyspraxia and allergies while five year old Jake also has autism and severe speech difficulties.

“In my experience the support given to my children has varied from teacher to teacher. Because training to support children with additional support needs is not mandatory it is almost just your luck. Tommy was lucky in primary one that his teacher was experienced and trained in this field however subsequent teachers were not. I was told by one teacher he was not mixing with other children. He has autism and socialising can be difficult. Had sufficient training been given to the teacher she would have not only recognised this but would have strategies as to how to best work with Tommy to help him reach his potential.

I felt I had no choice but to send Jake to a specialist school as I was worried there would not be sufficiently trained staff at our local mainstream school. If all teachers and classroom assistants were required to undertake training in supporting pupils with additional support needs then children would have an equal opportunity to participate in mainstream education”.

Parents often comment that the attitude of the head teacher makes a big difference to the support their child receives in school.

Case Study 4:

“My son was threatened with exclusion within days of a new head teacher’s arrival when he was in primary 7. My son did have challenging behaviour. He also had an excellent auxiliary and an understanding head teacher. This resulted in him having full attendance till the new head’s arrival.

After one incidence of him shouting and hitting out inappropriately she told him if he did it again he would be excluded. I knew given the nature of my child’s difficulties there would be other instances of shouting out and it would only be a matter of time before he was excluded. After discussion with my husband we decided we would keep my son off school until she could offer the support required.

I went to school early the next morning and told her he would not be coming back to school having been threatened with exclusion. She was horrified at my response and wanted him to return immediately. We were able to have a discussion and he was able to complete primary 7 with full attendance. This was not easy, as she had no appreciation of his difficulties. I spent the remainder of term on tenterhooks expecting a call to come and take him home.

This was a mainstream primary school and highlighted to me the different responses of individual head teachers has a huge impact of outcome for children with difficulties. I think it is very difficult to train head teachers with preconceived ideas (and little understanding of additional support needs) how to be compassionate of the whole situation. The answer does not lie in removing the child from the school. It needs strategies to deal with difficult situations. Support to train staff to do this is very limited and almost impossible to access.”

Children with learning disabilities or an autistic spectrum disorder are sometimes labelled as 'badly behaved' with the blame placed on inadequate parenting. There is sometimes a lack of understanding that so-called "challenging behaviour" is often either directly attributable to the child's disability, or a result of frustration due to communication difficulties.

Case Study 5:

"My daughter is in mainstream with the support of an auxiliary. She is in P2. We sent our daughter to the local school on the advice of her consultant and the community paediatrician because they felt her language would benefit. She has severe epilepsy, global delayed development and learning difficulties. There have been several instances when we have either been made to feel or it has been actually said to us when we have encountered problems, that this is what happens when you 'choose a mainstream school.'

My daughter has some behavioural problems, which we have had to deal with at home for a long time but her behaviour at school has always been much better. However recently she has been refusing to eat her school lunch and with school and other agencies we've been trying to come up with strategies to help this. The support for learning teacher told us that she thinks our daughter's behaviour is going to be a bad influence on other children who see her refusing lunch and will copy her so we have to do something about it!

My daughter can be violent towards me and I have found this upsetting for many years but it is also something we've put a lot of work into and the school have been aware of this. The same teacher brought up at a meeting a while ago the fact that my daughter had pushed her auxiliary away. This has only happened once. The teacher told us this was totally unacceptable but just looked at us. We know that hitting isn't acceptable but this is the unpleasant side of the brain damage my daughter has, and is the tough stuff to deal with.

My daughter has autistic spectrum traits, and because I feel the school don't understand I have asked for a formal assessment in the hope that if the school can label her behaviour they will understand it's medical.

I think the school and the local authority 'talk the talk but don't walk the walk!' I feel that they can deal with her when she's being 'normal' but when the difficult parts of her condition cause problems they can't cope. We are left wondering whether we have done the right thing for our daughter or not. I can only hope we have."

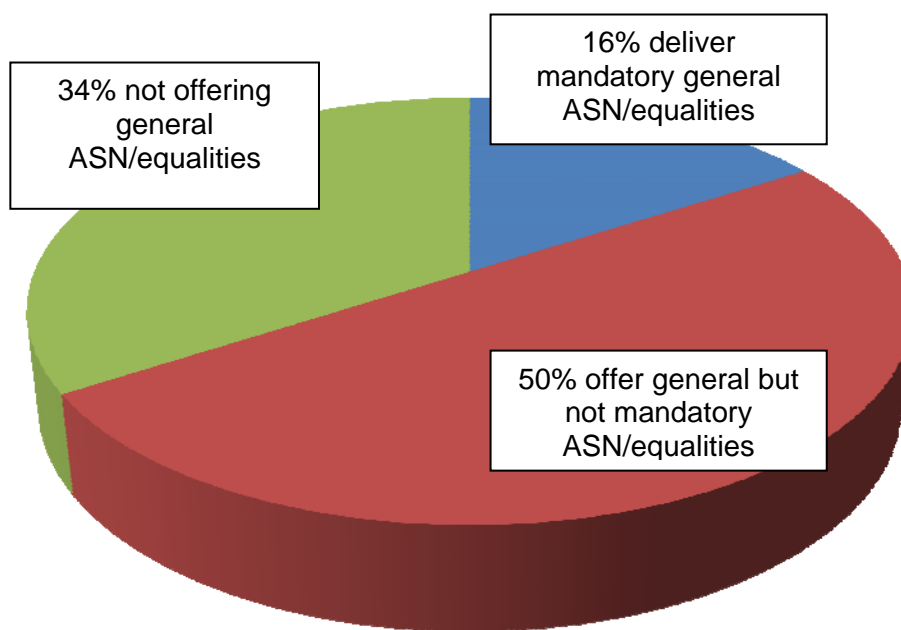
Local Authority Findings

In July 2010, ENABLE Scotland wrote to all 32 Local Authorities (LA) in Scotland under the terms of the Freedom of Information (Scotland) Act 2002, asking for information about what training would be offered to teaching staff and learning support staff on additional support needs (ASN) and disability equality during 2010/11 (Appendix 1).

Replies were received from all 32 Authorities. A summary table of findings can be found in Appendix 2 and a breakdown of individual LA responses follows in Appendix 3. Six of the responses (Clackmannanshire, Edinburgh City, Falkirk, Inverclyde, North Lanarkshire and Orkney) were incomplete or inadequate and may not therefore be an accurate reflection of what these local authorities offer.

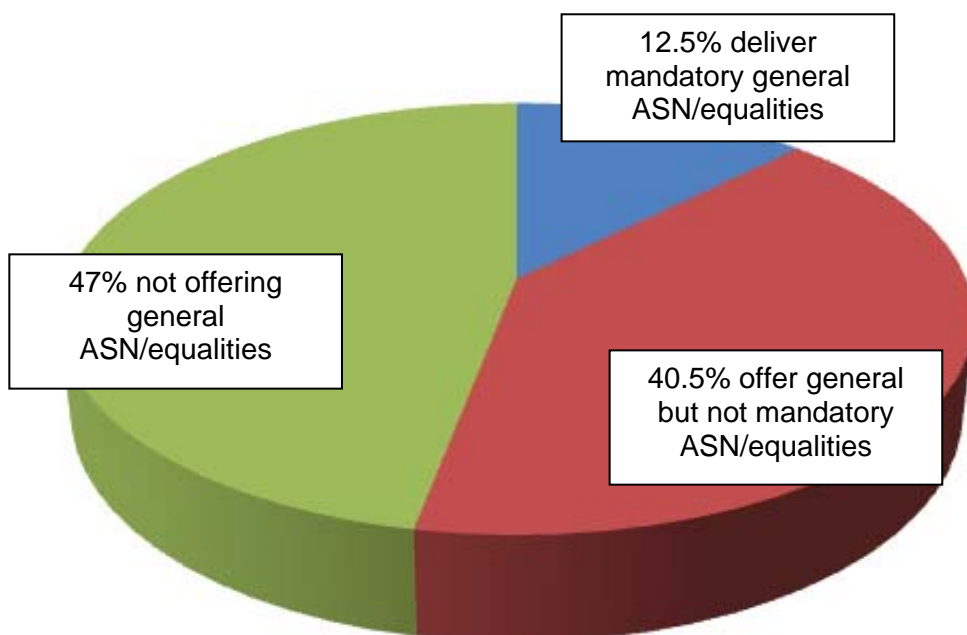
From the responses received, it would appear that 21 out of 32 LA's (65.6%) offer general ASN/equalities training to teachers but it is only mandatory in 5 areas (East Ayrshire, East Lothian, Midlothian, Perth & Kinross, Scottish Borders). Of these, in East Lothian it is mandatory for probationer teachers *only*.

Fig.1 Percentage of Local Authorities offering general ASN CPD for classroom teachers



17 LA's (53.1%) offer general ASN/equalities training to support for learning staff but this is only mandatory in 4 areas (East Ayrshire, Midlothian, Perth & Kinross, Scottish Borders).

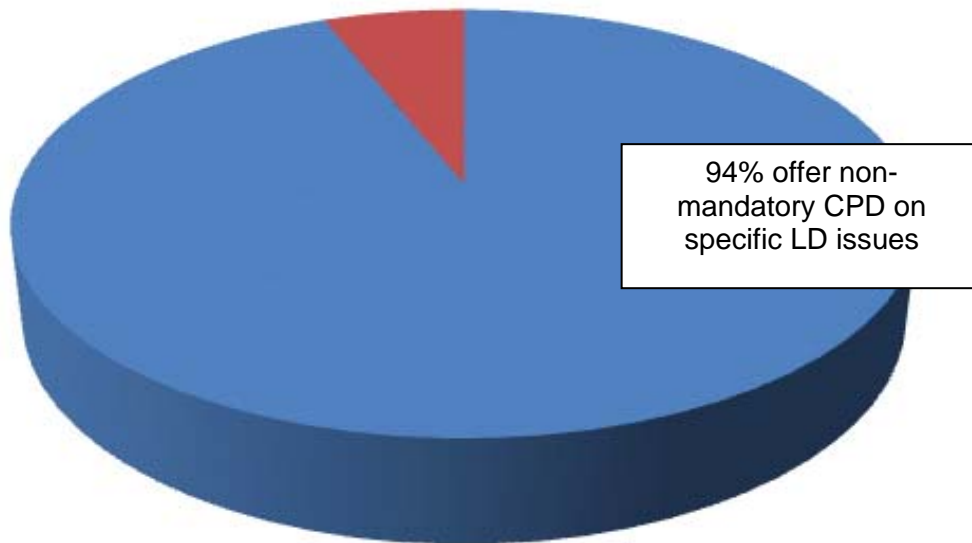
Fig. 2 Percentage of Local Authorities offering general ASN CPD for classroom assistants



It is worth noting that only 3 LA's (East Dunbartonshire, Glasgow City and Inverclyde) specifically referred to training on Staged Intervention. In East Dunbartonshire and Inverclyde this is offered to teachers and support assistants and in Glasgow City it is offered to ASL Coordinators only, to be cascaded down to classroom teachers.

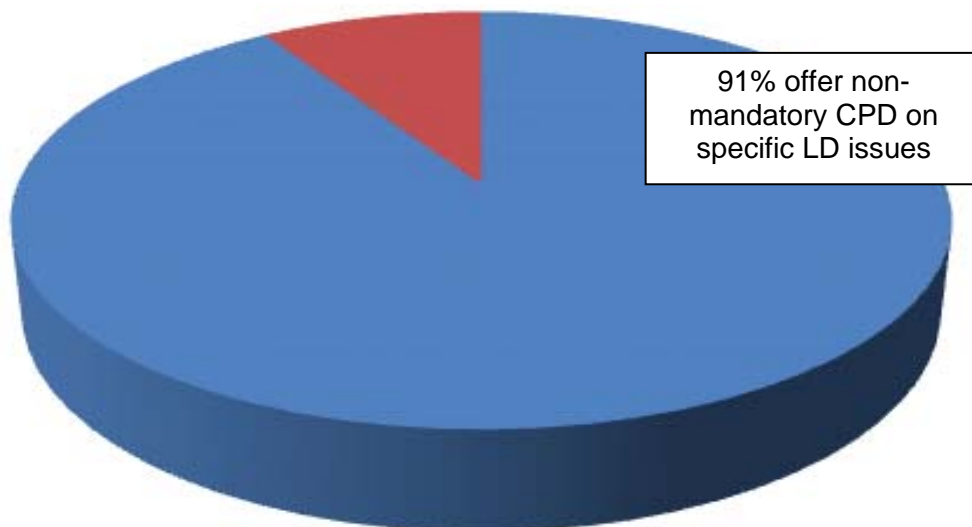
30 out of 32 (93.75%) of LA's offer training on specific ASN arising from learning disabilities or difficulties (e.g. autism/dyslexia/Down Syndrome) but this is not mandatory in any area. Staff can choose from a menu of available training as they see fit. In many cases (e.g. Aberdeen, Argyll & Bute, Dumfries and Galloway) it is offered on a pupil-specific basis. In other words staff will only receive training if they have a pupil in their class with that particular support need or disability.

Fig.3 Local Authorities offering non-mandatory CPD for teachers on specific LD issues



29 LA's (90.6%) offer similar training on specific learning disability issues to support for learning staff, but again this is on a voluntary basis or as/when required.

Fig. 4 Local Authorities offering non-mandatory CPD for support assistants on specific LD issues



21 LA's either referred to or supplied hard copies or links to training materials e.g. course outlines, extracts from training manuals, training menus or timetables, PowerPoint slides etc. The remaining 11 did not supply the requested materials.

Only 9 LA's (28%) provided copies of, or referred to, specific Scottish Government policies or guidance relating to ASN/disability equality training during the period 2008-10. Policies referenced included: Autism Toolbox (8), Dyslexia Toolkit (9), Curriculum for Excellence (2), GIRFEC (1), ASL Act 2009 amendments (10). The majority of the other 23 authorities simply stated that this information could be found on the Scottish Government website. None of the LA's referred to the ASL Act Code of Practice 2010 (4) or their own policies based on this code, which they are required to have. However this may have been due to the fact that the Freedom of Information request was made in July, prior to the ASL amendments coming into force in November.

18 LA's (56.25%) provided evidence that they had implemented Scottish Government guidance on national policies relating to providing additional support in the classroom. This evidence was varied and included: a Pupil Support Strategy group Action Plan (Dumfries & Galloway), an action plan on implementing changes to the ASL Act (East Ayrshire), assessment arrangements and transitions policies for pupils with ASN and/or disability (East Lothian), guidance on record keeping and planning for ASN (Fife), a manual covering all aspects of ASN and disability provision in schools (Perth & Kinross) and various others. No LA provided evidence relating to Staged Interventions.

From the above, it is clear that while a wide variety of training courses and materials are available, not all teachers and support staff receive this training. The picture is patchy, with some areas providing only the basic minimum and others providing a wide range of courses to all staff. Very few make CPD on additional support needs mandatory.



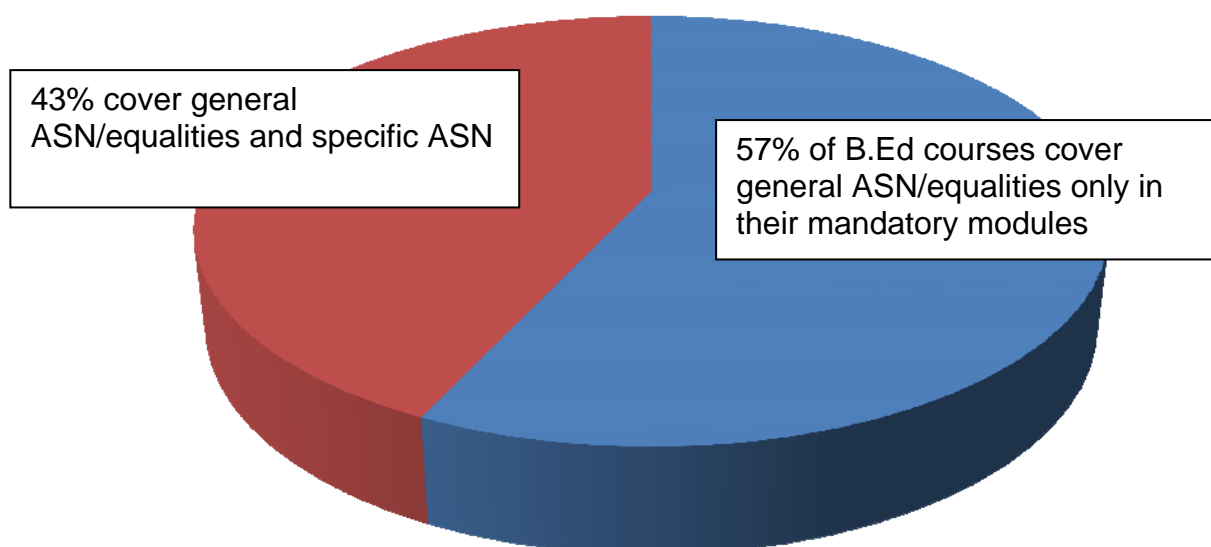
University Findings

In July 2010 ENABLE Scotland also sent Freedom of Information requests to the 8 Scottish universities offering Initial Teacher Education (ITE) courses (Appendix 4). A summary table can be found in Appendix 5 and Appendix 6 contains a more detailed breakdown by university.

Aberdeen, Dundee, Edinburgh, Glasgow, Strathclyde and West of Scotland universities offer both the Bachelor of Education (B.Ed.) four year course and Post Graduate Diploma of Education (PGDE) one year course. The Open University offers only the PGDE. Stirling has its own, unique ITE course but for the purposes of this report, it has been treated as if it were a B.Ed. course.

All seven B.Ed courses (including Stirling) include a basic, general coverage of ASN and equalities issues in their mandatory modules. However, only three (Aberdeen, Edinburgh and West of Scotland) cover specific ASN issues (including dyspraxia, autism, learning disability) as part of their mandatory course content. Although it is still limited in scope – for example at Aberdeen University, this mandatory element only consists of one lecture on autism and one on literacy difficulties.

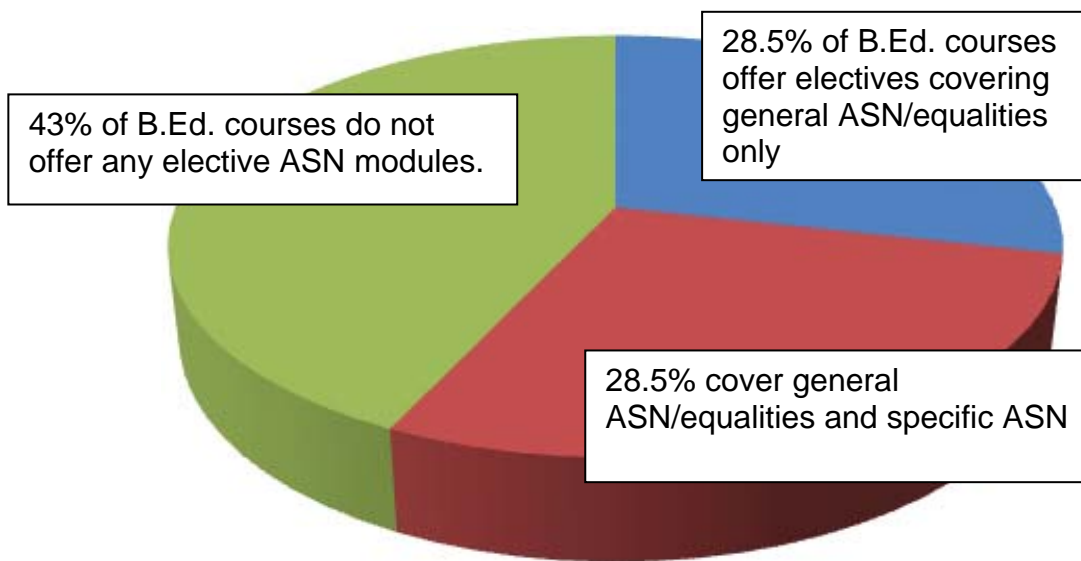
Fig.5 Mandatory B.Ed Curriculum



Four B.Ed courses (Dundee, Edinburgh, Glasgow, Strathclyde) offer more in-depth elective modules on ASN/equalities but of these, only two universities (Edinburgh and Strathclyde) deal with specific ASN issues (e.g. autistic spectrum disorders, Down Syndrome, learning disability, mental health). At Edinburgh, approximately 20% of final year students take the ASL: Inclusive Approaches elective and 10-15% of students choose to focus on ASN in their dissertation. At Strathclyde, about 20% of students in third year and 16% in 4th year take the Supporting Inclusion of Children with ASD in Mainstream Education elective and 31% of the third and fourth year cohort take ASN: Preparing to Support Learning in the Primary Classroom. The numbers of available places on these elective modules is capped and in fact the courses are oversubscribed. Those who study the ASN elective at Strathclyde overwhelmingly say that it should be compulsory for all students.

Fig.6

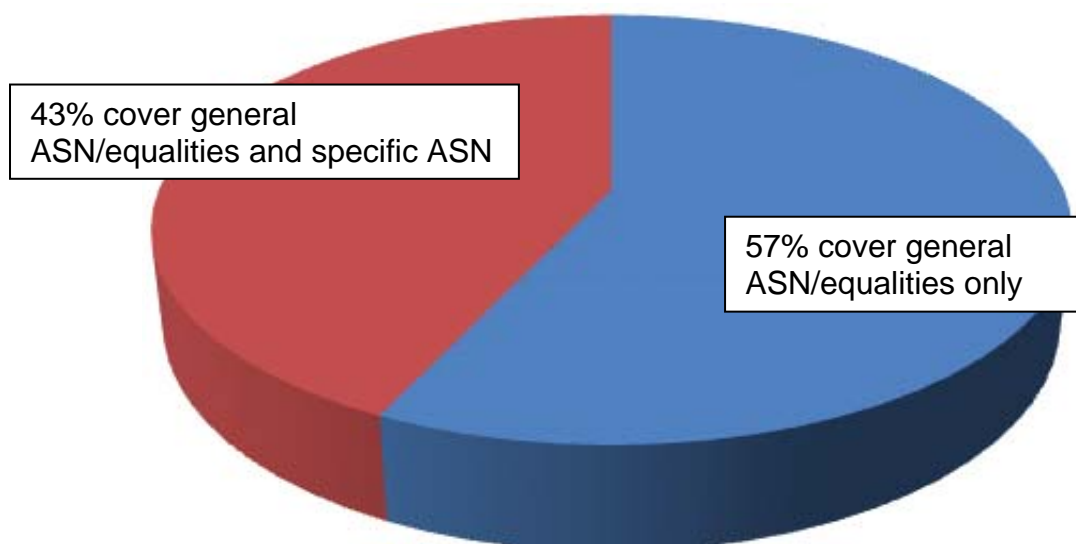
B.Ed. Electives



All of the seven PGDE courses cover general ASN/equalities issues as part of their mandatory modules but only Dundee, Glasgow and the West of Scotland include specific ASN topics such as dyslexia, autism, Asperger's, ADHD, dyspraxia.

Fig. 7

Mandatory PGDE Curriculum



Strathclyde was the *only* university offering elective modules as part of their PGDE programme. 22% of the 2008/9 cohort chose to take the Additional Support for Learning elective. Again, the numbers are capped for this elective and the course is over-subscribed.

Five universities provided training course materials such as module handbooks, timetables and course outlines. The Open University declined to provide any such materials on the grounds of time and cost and the University of the West of Scotland refused on the grounds of public and commercial interests. Dundee gave no reason for not providing this information.

Aberdeen, Dundee, Edinburgh, Glasgow and the West of Scotland universities all made specific reference to the new Framework for Inclusion (11). A frequent comment was that inclusion and equalities are “embedded” in all the courses. While this is a commendable approach, it seems to mean that there is less focus on specific issues teachers may face in the classroom and very little emphasis on practical strategies to cope with these issues.

Conclusion

Graham Donaldson's recent review of teacher education (12) made 50 recommendations on improving the quality of teacher education in Scotland. One of these recommendations was that additional support needs should be a core area for teacher education. In fact, ASN was identified by teachers themselves as the third highest area of need in terms of professional development. Donaldson states "all new teachers should be confident in their ability to address additional support needs."

ENABLE Scotland welcomes this recognition of the importance of educating student teachers on additional support needs and will fully support any Scottish Government plans to implement Graham Donaldson's recommendation. We also call on Education Authorities to ensure that existing teachers and support staff are required to attend professional development courses with a focus on additional support needs, that will enable them to confidently educate *all* pupils in their classroom.

Mild to moderate learning disabilities (MLD) are often misunderstood, undiagnosed and unrecognised, though far more prevalent than better-known conditions such as dyslexia or autism. Therefore pupils with MLD frequently do not have their needs met in the classroom and may be labelled as difficult or challenging, thus missing out on the support they require to benefit fully from their education and reach their potential. It is vital that any training programmes put in place (in both universities and local authorities) recognise and address the needs of this large body of pupils.

Since this research was carried out, the full extent of budget cuts are beginning to make themselves felt. Some local authorities are considering making drastic reductions in their staffing levels. There is a very real danger that massive cuts will also be made to CPD budgets. A CPD rationale paper included in Moray Council's response encouraged staff to "focus on what *must* be done, not what should or could be done." This is likely to become the prevailing attitude unless local authorities recognise that investment in professional development on ASN makes good economic sense and results in savings in the longer term. After all, the cost of successfully supporting a pupil in a mainstream setting is significantly less than supporting them in a special unit if they are excluded.

There has already been a dramatic reduction in the number of university staff lecturing in ASN. For example at the University of Strathclyde a merging of the Faculty of Education into a larger Faculty of Humanities and Social Sciences, along with a significant uptake of an early voluntary redundancy scheme on offer has seen the disappearance of the Centre for Educational Support which until recently housed 10 specialists in the area of ASN. Seven of these specialists have now retired with another one retiring this year. The reality is that even though ASN modules are popular with students, not enough teaching staff are available to deliver these courses. This situation is not unique to University of Strathclyde - it is replicated across Scottish universities offering initial teacher education courses.

It remains to be seen what impact these potentially devastating developments will have on additional support available in the classroom for pupils with learning disabilities. Please help us to halt this trend by joining our campaign.

Join our campaign!

We want to work with universities, local authorities and schools to ensure that all teachers and support staff are fully trained and equipped to provide the right additional support for children and young people with learning disabilities and/or autistic spectrum disorders in Scottish schools.

We want to see mandatory training for our teachers and support staff (both in initial teacher education and continuing professional development) on:

- general topics of additional support needs, inclusion and equalities.
- specific topics of behaviour management strategies, communication strategies and learning disability/autistic spectrum disorder awareness.

We believe this progressive approach would benefit all children and young people with learning disabilities and/or autistic spectrum disorders in many respects, not least getting the right support for learning at the right time. Outcomes include:

- improved educational attainment and achievement
- greater confidence and self-esteem for pupils
- good relationships with peers and school staff
- successful partnerships between school and parents
- a pleasant, supportive learning environment for all
- lower exclusion rates
- improved prospects for further education, employment and training
- young people will leave school equipped for adult life as **“successful learners, confident individuals, responsible citizens and effective contributors”**

What You Can Do to Help:

1. Sign our petition here:

www.enable.org.uk

Or phone 0141 226 4541 and ask for a paper copy of the petition to be sent to you.

2. Write to your MSP about this issue. You can find current contact details here:

www.writetothem.com

3. Let us know what's happening in your area and if you wish to do so, share your family's experiences of support in the classroom with us (your stories will be kept anonymous):

Phone Linda Noble on 07889 456 104 or email linda.noble@enable.org.uk



Please get involved now – thank you!

References

1. GIRFEC

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

2. Curriculum for Excellence

<http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/>

3. Education (Additional Support for Learning) (Scotland) Act 2004

<http://www.legislation.gov.uk/asp/2004/4/contents>

4. Supporting Children's Learning: Code of Practice (2005, revised 2010)

<http://www.scotland.gov.uk/Publications/2010/08/11140218/0>

5. Summary Statistics for Schools in Scotland 2010

<http://www.scotland.gov.uk/Resource/Doc/332904/0108414.pdf>

6. The Edinburgh Study of Youth Transition and Crime

<http://www.law.ed.ac.uk/cls/esytc/findings/academic.htm>

7. SQA Attainment and School Leaver Qualifications in Scotland 2008/9

<http://www.scotland.gov.uk/Resource/Doc/307042/0096530.pdf>

8. Autism Toolbox

<http://www.scotland.gov.uk/Publications/2009/07/06111319/0>

9. Dyslexia Toolkit

<http://www.frameworkforinclusion.org/AssessingDyslexia/>

10. Education (Additional Support for Learning) (Scotland) Act 2009

http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf

11. Framework for Inclusion

<http://www.frameworkforinclusion.org/>

12. Teaching Scotland's Future

<http://www.reviewofteachereducationinscotland.org.uk/teachingscotlandsfuture/index.asp>

Appendices

Freedom of Information Requests to Scottish Education Authorities July 2010

- 1) What structured additional support needs (ASN) and/or disability equality training will your authority offer to classroom teachers in 2010/11 in terms of:
 - a. Continuous Professional Development (CPD)
 - b. In-service training
- 2) What structured ASN/disability equality training will your authority offer to learning support assistants in 2010/11 in terms of:
 - a. in-service training
 - b. any other training opportunities
- 3) Can you provide copies of relevant sections of any current training manuals/materials that set out details of ASN/disability equality training offered to classroom teacher and learning support assistants?
- 4) Can you provide copies of any relevant policy directives, guidance or recommendations with respect to ASN/disability equality training for classroom teachers and learning support assistants that you have received from the Scottish Government during the period 2008 – 2010?
- 5) Can you provide copies of any written communication, reports or records relating to the implementation of such directives/guidance or recommendations during the period 2008-2010?

Thank you.

Linda Noble
Development Officer: Children & Young People
ENABLE Scotland

Local Authority Summary

Key:

C – compulsory

P – probationers

| | | Aberdeen City | Angus | Argyll & Bute | Clackmannanshire | Dumfries & Galloway | Dundee City | East Ayrshire | Dunbartonshire | East Lothian | East Renfrewshire | Edinburgh City | Falkirk | Fife FE | Glasgow City | Highland | Inverclyde | Midlothian | Moray | S Ayrshire | Lanarkshire | Orkney Islands | Perth & Kinross | Renfrewshire | Scottish Borders * | Shetland Islands | South Ayrshire | South Lanarkshire | Stirling | West Dunbartonshire | West Lothian | Western Isles | | |
|---------------------------------------|------------------------|---------------|-------|---------------|------------------|---------------------|-------------|---------------|----------------|--------------|-------------------|----------------|---------|---------|--------------|----------|------------|------------|-------|------------|-------------|----------------|-----------------|--------------|--------------------|------------------|----------------|-------------------|----------|---------------------|--------------|---------------|---|---|
| Teachers | General ASN/Equalities | ✓ | ✓ | - | - | ✓ | ✓ | ✓ | ✓ | C-P only | ✓ | - | - | - | - | ✓ | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | ASN Specific LD | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Support for Learning Assistant | General ASN/Equalities | ✓ | ? | - | ✓ | ✓ | - | ✓ | ✓ | - | ✓ | - | - | - | - | ✓ | ✓ | ✓ | - | ✓ | - | ✓ | ✓ | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | ASN - Specific LD | ✓ | ✓ | ✓ | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Training Materials | - | - | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | - | ✓ | - | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SG Policies | ✓ | - | - | ✓ | ✓ | ✓ | - | ✓ | - | ✓ | - | - | - | - | - | - | - | ✓ | ✓ | - | - | - | - | - | - | - | - | ✓ | - | - | - | - | - |
| | Evidence | ✓ | - | - | - | ✓ | ✓ | ✓ | - | - | ✓ | - | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Inadequate Answer | - | - | - | ✓ | - | - | - | - | - | - | - | ✓ | ✓ | - | - | ✓ | ✓ | ✓ | ✓ | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Key - Local Authority Breakdown

AS – autistic spectrum
ASD – autistic spectrum disorder
ASL – additional support for learning
ASN – additional support needs
CfE – Curriculum for Excellence
CSP – coordinated support plan
DS – Down 's syndrome
CYP – children and young people
Girfec – Getting it Right for Every Child
IEP- individual learning plan
LD – learning disability
PDA – professional development award
PLP – personal learning plan
PG – post graduate
NQTs – newly qualified teachers
NVCI – non-violent crisis intervention
SFL – support for learning
SG – Scottish Government
SLA – support for learning assistant
SLT – speech and language therapist
© - compulsory

| Aberdeen City & Aberdeenshire | | | | |
|--|--|---|---|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | None provided. Developed by each school according to need. | Work to SG guidance provided on specific groups e.g. Autism toolkit. All guidance on Aberdeen City Website. | Council website (esp. Pathways to Policy) |
| ASL 2009 Pupil – specific training Disability Awareness (delivered by voluntary organisation) Respect for All/Respect for all Challenge equalities project for children but draws in staff. | | | | |
| | Review of aux staff has temp delayed PDA training opportunity. | | | |
| Notes: Not known if above are compulsory or voluntary. | | | | |

| Angus | | | | |
|--|---|---|----------------|----------------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | Booklet of training and funding opps for SLAs available. No specific manuals – training developed by Principal Teachers according to need. | On SG website. | None provided. |
| Training events/network meetings on ASN/dis equ No specifics PG inclusion cert/dip in ASN – teachers & specialist staff. In-service courses include: Autism Focus/Intro to Autism/Autism Toolkit | “Supporting the Supporters” training (various topics – disability?) HNC in ASN PDA for newly appointed SLAs | | | |
| Intro to ASN – teachers/specialist staff & SLAs. Specialist/principal teachers offer supp/advice/training to staff on: Behaviour support, autism, multiple complex needs, etc. | | | | |
| | | | | |

| Argyll & Bute | | | | |
|--|------|--|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | Extracts from PDA manual. ASN draft training prog 2010/11 Calm draft training prog 2010/11 | | |
| ASL Act (Headteachers) Supports teachers working towards DIPSEN Various courses offered: <ul style="list-style-type: none"> ▪ CALM ▪ Autism toolbox ▪ TEEACH strategies ▪ Social Stories ▪ TEACCH TTAP Assessment toolkit (transitions – autism) | PDA | | | |
| Pupil specific training incs: <ul style="list-style-type: none"> • Moving & handling ▪ Autistic Spectrum Disorders ▪ Behaviour management | | | | |

| Clackmannanshire | | | | |
|--|--|--------------------|--|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | - | Dyslexia toolkit Autism toolkit ASL Act 2009 | - |
| ASL 2009 (for ASN co-ordinators and support staff) Training on Down's Syndrome for all schools where there are pupils with DS | | | | |
| PG ASN course (6 staff) Dyslexia-friendly schools (1prim/1sec) | Dedicated INSET day (no info re. content) ASD training (2 prim) | | | |

| Dumfries & Galloway | | | | |
|--|------------------------|---|--|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Pupil – specific training eg moving & handling ASL Act 2009 Dis Equ Training Resources Pack available CfE - © | | Dis Equ Training Pack contents pages | CfE guidance ASL consultation Letter re. ASL Advocacy service ASNT report Advice re. ASL changes Various correspondence | CPD course list 2008/9 Action Plan – pupil support strategy group. |
| PG ASL | CALL course descriptor | | | |
| NQTs – Inclusion training | | | | |
| Notes: main focus for CPD this year will be CfE | | | | |

| Dundee City | | | | |
|--|---|--------------------|---------------------------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| CfE Specific training: <ul style="list-style-type: none">▪ NVCi/CALM▪ Makaton▪ Intro to ASL▪ ASL 2009▪ Moving & handling Professional network groups address ASN/equalities issues | General ASN training – doesn't cover disability issues. Specific training: <ul style="list-style-type: none">▪ Individual planning (ASL/CfE/GIRfEC)▪ Moving & handling▪ CALM/NVCi PDA – possibly depending on cost. | | Links to SG policies & guidance | |
| Notes: only compulsory courses are admin of meds & prof development | | | | |

East Ayrshire

| Training Offered | | Training Materials | SG Policies | Evidence |
|--|------|--|-------------|--|
| Teachers | SLAs | | | |
| <p>Online Equality course – ©</p> <p>Equality conference to cover disability.</p> <p>Nurture training</p> <p>Various ASN training available on request as needed or as part of CPD. Includes:</p> <ul style="list-style-type: none"> ▪ Behaviour strategy ▪ Dyslexia ▪ Autism/AS ▪ ASD: managing challenging behaviour <p>ASL Act 2009</p> | | <p>In-service training menu (Psychological Services)</p> <p>GIRfEC Int Assessment Framework</p> <p>Network support service</p> <p>CPD menu</p> | - | <p>Action plan on implementing changes in legislation & practice (ASL)</p> |
| <p>Probationers – ASN general & specific.</p> <p>Equality issues.</p> | | | | |

| East Dunbartonshire | | | | |
|---|---------------------|---|---------------------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| PG ASN (funded) <ul style="list-style-type: none"> ▪ ASL 2009 ▪ Staged intervention ▪ Girfec ▪ Autism Toolbox ▪ Moving & Handling | Planned for 2010/11 | All courses available through 'Gateway' website | List of various policies. | - |
| <ul style="list-style-type: none"> ▪ Inclusive classrooms ▪ Challenging behaviour ▪ Dyslexia ▪ Autism ▪ Nurture groups ▪ Social com dev CfE | as required | | | |

| East Lothian | | | | |
|--|------|--------------------|-------------|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Probationers - ASL & Equalities -© Supporting pupils with language and communication impairments. Supporting language and literacy in children with development delay. Transition arrangements for CYP with ASN | | | | Assessment arrangements for pupils with disability / ASN. Transition arrangements policy. |
| Various courses available: <ul style="list-style-type: none"> ▪ Sign-a-long ▪ Attachment ▪ Working with parents of CYP with ASN ▪ CSPs ▪ Autism ▪ Managing Behaviour of CYP on autistic spectrum ▪ Social stories ▪ Visual structure for pupils with ASD | | | | |

| East Renfrewshire | | | | |
|---|-------------|---|--|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | "Disability Discrimination & Schools" PowerPoint presentation. SLT Training PSA Training Framework Training programme for identified staff (e.g. ASD advisers) NQT induction scheme and timetable | CPD pack – An intro to Inclusion (HMIE) (not attached) | |
| NQT training - Core modules – general - optional modules inc. dyslexia, autism, equalities Inclusive Educ Cert/Dip | | | | |
| Training needs for all staff identified & delivered at school level. (Requests made to Quality Improvement Service) SLT service offers various courses for early years and secondary staff. Quality Improvement Team developing training menu 2010-13 for school clusters will include core elements e.g. restorative practice, communication skills. Schools have identified Equality Co-ordinator/ASD Adviser & Dyslexia Adviser who receive specialist training. Each school has a link Educ Psych who draws up ASN training programme based on staff needs. | | | | |

| Edinburgh | | | | |
|---|------|--------------------------------|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | CPD provision list for 2010/11 | | |
| Various ASL related courses (general) Various specific ASL Courses: <ul style="list-style-type: none"> • ADHD • Augmentative Communication • ASD – social com groups • ASD – strategies to support learners • AS in secondary • Challenging behaviour strategies • Dyslexia • Down's Syndrome • Moving & handling • Communicating with parent • Sign-a-long | | | | |

| Falkirk | | | | |
|---|----------------------------|--------------------|-------------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | Available from SG | |
| Various training targeted at specific staff including: <ul style="list-style-type: none"> • ASD • Sensory Impairment (not probationers) • Language & Communication Issues • Aspergers | | | | |
| Specific learning difficulties Boardmaker ASL Act 2009 (senior mgt/principal teachers only) IEP's | PDA Moving and Handling | | | |

| Fife | | | | |
|---|------|--|-------------------------|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Probationers: <ul style="list-style-type: none"> • ASN general • ASD • Specific LD <u>CPD (Teachers only):</u> ASD intro ASD strategies Getting it right in Fife | | Course outlines available online. Boardmaker V6 Training pack Talking mats framework Moving & handling learning outcomes and handout. | Referred to SG website. | Links to guidance on: <ul style="list-style-type: none"> • Record keeping & planning for ASN • Specific LD • ASD • Assessment |
| CPD Courses (for all): <ul style="list-style-type: none"> • Boardmaker • Moving & handling • Personal Communication Passports • Symbols training • Talking Mats Range of other courses available on ASN/disability – details not available at time of FOI. | | | | |

| Glasgow City | | | | |
|--|--------------|---|--------------------|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | Range of resources available but not provided due to cost. (Some listed.) | | ASL Act – Every child is Included – available on request. |
| Probationers: Meeting needs of all learners inc ASN pupils “I CAN” – language development support. ASL Co-ordinator training on individual AS plans for staged intervention process – will be cascaded to teachers. ASD training framework ASD/Language & Communication Difficulty (events) | Intro to ASD | | | |
| Training needs identified by each school. Pupil specific training delivered by professional services eg Educ Psychs, SLTs, Dyslexia Support Service etc Moving & Handling Behaviour Management CALM/TCI (special schools only) | | | | |

| Highland | | | | |
|--|---------------|---|-------------|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Probationers: ASN Training ASL Act 2009 (senior managers/HTs/school mgrs/SFL teachers to cascade to other staff) | ASN awareness | Tailored to individual groups, no set manuals. Training to cover changes to DDA/single equality scheme/ASL changes in development. | | Links to Council's Disability Equalities Scheme/SFL website |
| Equalities training Various specific training based on pupil needs include: <ul style="list-style-type: none"> • Down's Syndrome awareness training (delivered by DSS) <ul style="list-style-type: none"> • Autism • Sensory curriculum (units/special schools) • Talking Mats | | | | |

| Inverclyde | | | | |
|---|---------------------------|--------------------|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Local Authority gets ASN training priorities each year: <u>2010/11:</u> Down's Syndrome ASD Staged Intervention/CSPs GIRfEC & CSPs ASL 2009 | | | | |
| | Moving & Handling CALM | | | |
| Notes: minimal response | | | | |

| Midlothian | | | | |
|--|------|---|-------------|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| New ASL & Equalities legislation training day in support of Inclusion & GFE – © for all pre-school & primary staff. Various training offered, mostly by request from schools includes: <ul style="list-style-type: none"> • ASN • Behaviour Support Toolkit • ASD awareness & strategies | | “Education for all” presentation - inclusion/GIRfEC/ASL/CfE etc Training programme 2010/11 | | Flyer re: ASL/Equalities training docs |
| IEPs CSPs NQTs: Support for Learning (GIRfEC) | | | | |

| Moray | | | | |
|--|---|--|---|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Various courses including: <ul style="list-style-type: none"> • Moving & Handling • Managing Challenging Behaviour | | Links to range of training materials & programmes. | Links to: <ul style="list-style-type: none"> • Anti-Bullying policy • GIRfEC • PVG | Various reports, letters, flyers, memos, invites |
| TEACHH (NAS) PG Cert/Dip – Inclusive Studies PG Cert in Autism & Learning NQTs – ASN Awareness | PDA MOVE ELKLAN (speech, language & communication skills) | | | |
| Notes: See CPD rationale paper 2009/10 – “focus on what <u>must</u> be done not what should or could be done” | | | | |

| North Ayrshire | | | | |
|--|------------------|--|------------------------|----------------------------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Equalities Champions Training TEACCH (NAS) for all staff working with CYP with ASD Headstart – dyspraxia therapeutic movement programme. | | All materials held on electronic CPD database (no link provided) | Referred to SG website | Training contracts listed. |
| Single Equalities Framework PG DiP Dyslexia classroom strategies CfE & PLP | Lifting & Moving | | | |

| North Lanarkshire | | | | |
|--|---|--------------------|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| <ul style="list-style-type: none"> • Intro to SFL • ASN multi and single agency delivery • Planning for ASN • Complex needs • Inc & Equality (Playbank) • Transition Planning • GIRfEC PG Cert/Dip in Inc Educ | <ul style="list-style-type: none"> • Moving & Handling • Understanding Disability & Inclusion Refresher • HNC & PDA in Support for Learning • Autism (12 wk college course) | | | |
| Notes: Answer to q3 – 5 “to be provided in due course” but not received. | | | | |

| Orkney | | | | |
|---|------|--------------------|----------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| NQTs – ASN & Disability/Equalities training. | | | Referred to SG | |
| Targeted/issues based training for all staff on programmed basis includes in 2010/11: <ul style="list-style-type: none"> ASL 2009 amendments Autism Dyslexia GIRfEC | | | | |
| Notes: Equality, Diversity & Inclusion workbook given as answer to q3 – not found | | | | |

| Perth & Kinross | | | | |
|---|------|----------------------------------|----------------|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| ASL Act - © ? Equality Disability Training - © Courses for all staff include: <ul style="list-style-type: none"> Disability Inclusion Down's Syndrome IEPs (Nursery & Primary) Handling Children's Behaviour ADHD | | Details available on P&K Website | Referred to SG | 'Towards Excellent Support' available Autumn 2010 (covers all aspects of ASN provision & disability) |
| Equality Impact Assessments | | | | |

| Renfrewshire | | | | |
|--|--|-------------------------------------|--------------------|-----------------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| CSPs | PDA Building Positive Relationships | Extracts from ASN training manuals. | | |
| Personal Safety for all staff working with CYP with challenging behaviour "Exploring Equality" via intranet | | | | |

| Scottish Borders | | | | |
|---|---|---------------------------|--------------------|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Equality & Diversity Training - © | | ICS training materials | | 2008-10 CPD Course provision list CPD provision report 2008/9 |
| | Integrated Children's Services (ICS) induction sessions | | | |
| Notes: ICS training doesn't specifically cover disability. Due to restructuring of services, training this year is focusing on ICS but hopes to re-establish normal CPD provision soon. | | | | |

| Shetland | | | | |
|---|---|--------------------------------|-----------------|---|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Disability Awareness Equality Act 2010 training from EHRC to be cascaded by HTs. Probationers – ASN & Inclusion Certificate of Inclusive Education (Various other training options available) | SVQ2 – includes disability awareness & equality issues. Pupil specific training available eg: <ul style="list-style-type: none"> • Moving & Handling • CALM • Signing • ASD | Managing inclusion guidelines. | Various listed. | Example of circular re. Dyslexia. Toolkit sent to HTs and ASN teachers. |

| South Ayrshire | | | | |
|---|------|-----------------------------|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Various courses on offer (most delivered via in-service) include: <ul style="list-style-type: none"> • Language disorders <ul style="list-style-type: none"> • Dyslexia: • ASL 2009 • Positive Behaviour Management <ul style="list-style-type: none"> • ADHD • Attachment • ASD • Aspergers | | Course list and descriptors | | |

| South Lanarkshire | | | | |
|--|------------------|---|----------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| <p>In-service training not recorded centrally.</p> <p>Nominated for training by HTs as part of employee's professional development review.</p> <p>Headstart TEACCH</p> <p>Training available on ASN includes:</p> <ul style="list-style-type: none"> • Equality Co-ordinators • Social stories/visual supports for ASD • Specific speech & language difficulties • Challenging behaviour • Intro to ASD • Dyslexia • Autism Toolbox • Aspergers <p><u>Equalities Champions Training:</u></p> | | <p>CD with extracts of training materials for teachers & SLAs</p> <p>CD Rom</p> | Referred to SG | |
| <p>Single Equalities Framework PG Dip Dyslexia Strategies</p> | Lifting & moving | | | |

| Stirling | | | | |
|---|-----------------------|---|--|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| PG ASN <ul style="list-style-type: none"> • ASN problem-solving • Staged Ints & IEPs • ASL Act & CSPs • ASL amendments Probationers: ASN training (general) Dyslexia-friendly schools (1prim/1sec) | ASD training (2 prim) | ASD training powerpoint ASN Outreach Service staff development day agenda Equalities legislative powerpoint ASN Outreach service probationers training powerpoint. Training programme (draft 2010/11) | Listed: <ul style="list-style-type: none"> • Dyslexia Toolkit • Autism Toolkit • ASL Act 2009 | Equalities guidance for schools. Dis Equality scheme draft action plan. |
| Down's Syndrome training for all schools with DS children Rolling Annual Training: <ul style="list-style-type: none"> • Makaton • Intro to PCP • Positive Behaviour | | | | |

| West Dunbartonshire | | | | |
|---|---------------------------------|---|-------------------------|--|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| ASL 2009 & New Equality Act legislation CPD courses offered to schools (schools identify which courses they want depending on need) include: <ul style="list-style-type: none"> • Additional Support Modules • ADHD • Attachment • Autism • DS • Dyslexia • GIRfEC • Challenging Behaviour • Language Impairments • CfE Most of the above will be offered to SLAs as well as teachers exc. those specific to teachers. | | Equality training materials (to be forwarded). Other training packs belong to trainers & not held centrally. | Referred to SG website. | Anti-bullying policy Incident monitoring reports. |
| | Building Positive relationships | | | |
| Notes: Equality training materials not forwarded. No incidents of disability motivated incidents recorded March – May 2010. | | | | |

| Western Isles | | | | |
|---|--|--|-------------|----------------------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| | “Educ Support Workers as Key Players” – outcomes from this inform development of specific training strategy for this group of staff. | Workshop descriptors Prof Dev Opportunities Calendar 2008/9 | | Training Audit 2007. |
| Training programme directed at <u>all</u> staff: <ul style="list-style-type: none"> • Equalities Duties • Staged Interventions • ASL online course: <ul style="list-style-type: none"> - themes: identify / assess / diagnosis / response - with occasional specific ref to: <ul style="list-style-type: none"> ASD ADHD Dyslexia Behaviour & emotional literacy Developmental assessment | | “Meeting Needs Supporting Learners” handbook | | |
| Notes: Training Audit by Prof D MacLeod (Centre for Inclusion & Equality) who also delivered talk to staff in Midlothian. | | | | |

| West Lothian | | | | |
|--|---|--------------------|-------------|----------|
| Training Offered | | Training Materials | SG Policies | Evidence |
| Teachers | SLAs | | | |
| Info on in-service training in schools not held centrally. <ul style="list-style-type: none"> All Staff: <ul style="list-style-type: none"> • Nurture groups • ASD practical strategies • Signalong | | | | |
| ASL Act 2009 – senior managers Probationers - <ul style="list-style-type: none"> • Positive behaviour management • Autism awareness • Intro to dyslexia PG Dip ASL PG Cert/Dip Educ Supp PG Cert Autism | Supporting Challenging Behaviour/Promoting Positive Behaviour | | | |

Freedom of Information Requests To Scottish Universities Regarding Initial Teacher Education



July 2010

- 1) What will your B.Ed course curriculum cover with regard to additional support needs (ASN) and/or disability equality in 2010/11 in its:
 - a. mandatory modules
 - b. elective modules
- 2) What proportion of your B.Ed students chose to take each elective ASN/disability equality module in 2008/9?
- 3) What will your Post Graduate Diploma of Education (PGDE) course curriculum cover with regard to ASN and/or disability equality in 2010/11 in its:
 - a. mandatory modules
 - b. elective modules
- 4) What proportion of your PGDE students chose to take each elective ASN/disability equality module in 2008/9?
- 5) Can you provide copies of relevant sections of any current training manuals/materials that set out details of ASN/disability equality training offered to B.Ed and PGDE students?
- 6) Can you provide copies of any relevant policy directives, guidance or recommendations with respect to ASN/disability equality training for student teachers (both B.Ed and PGDE) that you have received from the Scottish Government during the period 2008 – 2010?

Can you provide copies of any relevant communications, reports or records relating to the implementation of such directives/guidance or recommendations?

Linda Noble
Development Officer: Children & Young People
Enable Scotland

University Summary

| | | Aberdeen | Dundee | Edinburgh | Glasgow | Open Uni | Stirling | Strathclyde | West of Scotland |
|--------------------|------------------------------------|----------|-----------|-----------|-----------|-----------|----------|-------------|------------------|
| PEP | Mandatory-General ASN/equalities | ✓ | ✓ | ✓ | ✓ | N/A | ✓ | ✓ | ✓ |
| | Mandatory-Specific ASN | ✓ | - | ✓ | Not known | N/A | - | - | ✓ |
| | Elective – general | - | ✓ | ✓ | ✓ | N/A | - | ✓ | - |
| | Elective – LD Specific ASN | - | Not known | ✓ | - | N/A | - | ✓ | - |
| DDEE | Mandatory – general ASN/equalities | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | ✓ | ✓ |
| | Mandatory – LD specific ASN | - | ✓ | - | ✓ | Not known | N/A | - | ✓ |
| | Elective - general | - | - | - | - | - | N/A | ✓ | - |
| | Elective – LD specific | - | - | - | - | - | N/A | ✓ | - |
| Training Materials | | ✓ | - | ✓ | ✓ | Refused | ✓ | ✓ | Refused |
| SG Policies | | ✓ | ✓ | ✓ | ✓ | - | - | - | ✓ |
| Evidence | | ✓ | ✓ | ✓ | - | - | - | - | ✓ |

University Breakdown

| | B Ed | | PGDE | | | | |
|------------------|--|---|--|--------------------------|--|--|---|
| University | Mandatory Content | Elective- content & %age | Mandatory Content | Elective- content & %age | Training Materials | SG Policies | Evidence of Implementation |
| Aberdeen | General – inclusion, differentiation ASN specific – supporting children with autism, supporting children with literacy difficulties (1hr lecture in whole year! For each of above). | N/A – no core ASN/disability equality in elective modules. | Professional studies course covers general aspects of ANS & disability equality. | N/A | PGDE prog handbook PGDE draft timetable 2010/11 B Ed timetable 2009/10 | Framework for Inclusion | Various research articles on inclusive practice. |
| Dundee | Inclusive approach across all programmes promotes ASN to trainee teachers throughout all studies. | Inclusive Education (12 students) out of how many? | Intro. Module covers legislation on ASN/equality issues. “Inclusion Additional Focus Time” – morning of workshops on specific ASN issues e.g. dyslexia “All lecture inputs presented with an inclusive practice approach” | N/A | - | Framework for Inclusion | Framework for Inclusion development days. |
| Edinburgh | Issues of ASN and inclusion embedded in <u>all</u> ITE progs Yr 1 – lecture on ASN/Disability issues Yr 2 – ASN & Disability | ASL: Inclusive Approaches (Yr 4, Prim, B.Ed only) Approx 20% final year students take this elective. | PGDE secondary – gen. Intro to ASL. PGDE Primary – Social Justice & inclusion, ASL, Learning Behaviour | N/A | Course outline – B.Ed Prim Yr 4 ASL Inc Approaches Educ 1-3 (B.Ed.) course outlines | Framework for Inclusion Supp Children’s Learning Code of Practice | Unable to supply – no reason given. 2008 review of PGDE Sec Prog |

| | | | | | | | |
|-----------------|---|--|--|--------------------|--|---|--|
| | Equality Course Yr 3 – covers social inclusion, ASL, specific needs e.g. LD, MH, SEBD | 10-15% final year students focus on ASN in dissertation. | Equalities approach embedded across all courses (curriculum areas & prof studies) | | Various handouts & resource sheets PGDE secondary lecture schedule Ppts on social justice/equality & inc | GIRfEC Dyslexia Toolkit HMIE report on dyslexia | |
| Glasgow | 2010/11 Bed 4 – Prof Dev course contains input on range of ASL issues. | 2010/11 – ASN course covering all aspects of ASL. | Understanding learning & teaching – covers: challenging behaviour. Supporting & Including All Pupils covers: <ul style="list-style-type: none"> • ADHD • Dyslexia • Autism & AS • Sensory impairment Inclusion embedded in all ITE progs. | N/A | B.Ed. Yrs 3 & 4 course handbook 2009/10 | Framework for Inclusion | Framework for Inc. given to all staff. |
| OPEN | No B.Ed. course | N/A | Disability Equality embedded in all course materials of mandatory modules. | N/A – no electives | Request refused on grounds of time & cost | None | None |
| Stirling | No B.Ed. courses or PGDE courses. ITE course only one of its kind in Scotland. | | N/A | N/A | EDU 9H6 & EDU 9A5 module handbooks | None | None |
| | Difference of Identities module covers: <ul style="list-style-type: none"> ▪ Inclusion disability | | | | | | |

| | | | | | | | |
|-------------------------|--|--|---|-------------------------------|---|--------------------------------|--|
| Strathclyde | <p>B.Ed. Yr 2 Module: Barriers to learning & the context of schooling covers:</p> <ul style="list-style-type: none"> ▪ policy & legislative framework ▪ inclusive education ▪ social justice | <p>Supporting the Inclusion of children with ASD in mainstream educ 3rd Yr – 20% 4th Yr – 16%</p> <p>ASN: preparing to support learning in the primary classroom cover:</p> <ul style="list-style-type: none"> ▪ ASN general ▪ Inclusion ▪ Specific ASN e.g. dyslexia, AS, DS, LD | <p>Children's Rights Inclusion ASN Equality</p> | <p>ASL 22% 2008/9</p> | <p>Module descriptors</p> | <p>None</p> | <p>None</p> |
| West of Scotland | <p>School & prof studies (Yrs 1-4) covers:</p> <ul style="list-style-type: none"> ▪ Diversity ▪ Legislation & guidance ▪ Inclusive approaches ▪ Early intervention ▪ Specific ASN e.g. dyspraxia, dyslexia, ASD | <p>N/A</p> | <p>As for B.Ed.</p> | <p>N/A</p> | <p>Request refused on grounds of commercial interests and public interest</p> | <p>Framework for Inclusion</p> | <p>2 members of staff contribute to Framework for Inclusion development project.</p> |