

Skills for Life Improvement Programme



Access for All

**A one-day continuing professional development
opportunity for practitioners**

Trainer pack

Skills for Life Improvement Programme

Course Information	1 day Participatory training
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Target Group	Job role Managers and Practitioners Subject Specialism Vocational Literacy Numeracy Sector FE, ACL, Prison, WBL or any sector engaging with learners with learning difficulties and/or disabilities whose literacy and/or numeracy skills have been assessed predominately at pre entry level.
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What will the session be like?	This is a participative day with participants engaged in a range of activities designed to offer knowledge on the impact of various disabilities and how the document Access for All can support the development of learners LLN skills. Reflection will be facilitated through individual and small group work and at times whole group activities.
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Rationale	What is the expected improvement in teaching and learning as a result of attending this course? By attending the training day participants will understand the concept of 'beginning with the learner' and how working in this manner will make for a more meaningful learning experience for both learner and teacher. Participants will gain further knowledge of how various disabilities may impact on learning and how they can differentiate their teaching to meet individual learners needs and support achievement.
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Aims	To understand how Access for All can support teaching and learning when implementing a whole organisation approach to literacy (communication), language and numeracy, of people with learning difficulties. Participants are asked to consider how they can use their learning to develop an inclusive approach in the organisation.
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Entry criteria

Course overview	<p>Aims and Learning outcomes</p> <p>Setting the scene – context</p> <p>Key Principles and developing a whole organisation approach</p> <p>Decisions, decisions – understanding various disabilities and strategies to meet needs.</p> <p>Areas of difficulty, teaching approaches and alternative strategies.</p> <p>Identifying learner’s needs</p> <p>Differentiation workshop</p> <p>Meaning based learning.</p>
Notes on equality of opportunity and inclusivity	<p>The premise of this training day is that learners are individuals with differing learning needs. The link is made during the day between using Access for All and the concept of Inclusive Learning (FEFC, 1996).</p>
Trainer experience or qualifications required	<p>Trainers need to be very familiar with Access for All. In addition, they should have a sound knowledge of <i>Valuing People</i> (DH, 2001) and more recently <i>Valuing People Now: for progress to transformation</i> [DH 2007] and the impact on people with learning difficulties. In addition, trainers need to have a sound understanding of the concept of Inclusive Learning.</p> <p>They should also be experienced trainers, have worked with learners with learning difficulties and/or disabilities and have a minimum of a Certificate in Education (PCE).</p>
Pre-training activities	<p>Trainers should familiarise themselves with:</p> <ul style="list-style-type: none">Access for AllLearning for Living Pathfinder Documents (DfES, 2006)Inclusive Learning (FEFC, 1996)Learning for Living and Work (LSC, 2006)ESOL Access for All – Parts 1 and 2Through Inclusion to Excellence (LSC, 2005)Progression through Partnership (HMSO, 2007)The FE Workforce Reforms <p>http://www.lifelonglearninguk.org/ittreforms/index.htm.</p>

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Resources

Resources to be available for participants at the session

Each participant must have a copy of Access for All

Reference copies of the following documents should be available:

Inclusive Learning (FEFC, 1996)

Learning for Living and Work (LSC, 2006)

Through Inclusion to Excellence (LSC, 2005)

Progression through Partnership (HMSO, 2007)

A complete set of the Learning for Living Pathfinder Documents (DfES, 2006)

Additional copies of the ESOL Access for All

Copy of the National Occupational Standards for Learning Support Practitioners

Valuing People Now: From progress to transformation [DH 2007]

Copies of the Core Curricula – one per pair of participants.

Equipment required

Flipchart

Laptop with speakers and DVD and CD capability

Internet connection

Sticky notes, thick markers

Participant packs

Copies of Access for All for each participant.

Decisions, decisions card sets x 6

Large poster mindmaps of 4 modalities of learning

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Access for All training

10.00 – 10.15	Introductions Aims and learning outcomes Reflective log
10.15 - 10.30	Setting the scene
10.30 - 11.00	Key principles and developing a whole organisation approach
11.00 – 11.15	Coffee
11.15 – 11.45	Decisions, decisions activity
11.45 – 12.45	Areas of difficulty, teaching approaches and alternative strategies
12.45 – 1.30	Lunch
1.30 – 2.15	Identifying learners' needs
2.15 – 3.15	Differentiation workshop [including tea]
3.15 – 3.45	Meaning based learning
3.45 – 4.00	Reflection and evaluation.

Close

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Access for All

Aim:

To introduce staff to Access for All and explore how it can support teaching and learning when implementing a whole organisation approach to improving learners literacy, language and numeracy skills.

Learning outcomes:

- An understanding of the rationale and structure of Access for All
- Explored how Access for All can support all learners across the whole organisation
- Considered individual learners' needs and how they can be met using differentiated learning and support packages
- Considered how they can share their learning with other colleagues and teams.

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Session plan and resources for: Access for All

Time	Content	Resources		
		No.	Style	Title
10.00 am	<p>Welcome and introductions. ...</p> <p>Trainers provide housekeeping details.</p> <p>Trainers draw participants' attention to Q cards (sticky notes) on all tables, these are for participants to record points or questions they would like the trainer to address during the day. The trainers will collect them in throughout the day and address them at appropriate points.</p> <p>Introduce the participants to the reflective log and notes page in their packs. <u>This forms an important element to their learning and trainers should encourage participants to reflect upon their learning and how they might share it with colleagues at the end of each session.</u> Handout 1 provides some examples as to how participants can share and cascade their learning with others and to develop a whole organisational approach to learners with LDD.</p> <p>Trainers present the aims and learning outcomes of the day using PowerPoint</p> <p>Introduce Access for All and briefly describe the structure. Do not spend too much time on this as further sessions allow time to explore A4A.</p>	<p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.1.4</p> <p>1</p>	<p>Sticky notes/ Q Cards</p> <p>ppt x 4</p> <p>Handout</p>	<p>Title slide showing whilst the introductions and housekeeping are being carried out.</p> <p>Aims of the day</p> <p>Learning outcomes</p> <p>Reflective Log</p> <p>Introducing Access for All</p> <p>Handout 1.Cascading "Access for All" to your Organisation.</p>

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Time	Content	Resources		
		No.	Style	Title
	<p>Broaden the discussion to cover the principles in A4A Page 6 and 7. Ask them to read these and reflect on those they feel they have good practice and any that they have not considered before or where practice is underdeveloped. Make notes on reflective log.</p> <p>Trainers should also signpost participants to the principles in ESOL A4A on page 9. Highlight a couple to develop the concept of good teaching practice.</p> <p>These principles are central to developing a whole organisation approach to learners with learning difficulties and/or disabilities</p> <p>Using ppt slide 3.2, describe how A4A can be used effectively as an introduction to the following sessions in depth work using the document.</p>	3.2	PPT	Using Access for All – what should we bear in mind
11.00 – 11.15	COFFEE			
11.15	<p>Activity</p> <p>Decisions, decisions activity</p> <p>This activity encourages participants to consider the 7 disability group covered in A4A and to start considering the implications for teachers and adapting strategies to meet learners needs.</p> <p>Give out the sets of cards with different learning approaches. These have been taken for the Introduction of Access for All and adapted to give the information on the cards.</p> <p>As a table, consider each card in turn and decide which category it best suits</p>		<p>Sets of cards and header cards x 6</p> <p>[depending on group numbers]</p>	<p>Laminated header cards each with one heading from the 7 categories</p> <ul style="list-style-type: none"> • Deaf and partially hearing learners • Blind and partially sighted learners • Learners who have mental health problems • Dyslexic learners • Learners with physical difficulties, including perceptual, speech and memory difficulties • Learners with learning difficulties • Learners with autistic spectrum disorders <p>Also sets of cards with disability information.</p>

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Time	Content	Resources		
		No.	Style	Title
	<p>Once groups have finished ask participants to walk around and look at the other categories and see if they agree or if there were any they feel would be better placed.</p> <p>Recognise that some may apply to more than one category.</p> <p>Trainers should also point out the additional disability groups covered in the ESOL A4A – long term health difficulties, acquired brain injury and memory difficulties as separate group.</p> <p>Handout provides answers and additional suggestions as well as a master pack of cards for cascade training.</p>	3	Handout-keep separate from delegate pack	Handout 3. Disability information
11.45	<p>Activity</p> <p>Areas of difficulty, teaching approaches and alternative strategies</p> <p>This activity is designed to encourage participants to work with the main body of A4A, the way information is set out and how they can use it to inform their practice.</p> <p>Trainers will need to consider how they wish to manage this activity depending on group members, as it may be preferable to undertake this activity in subject groups – ESOL, Literacy, or Numeracy.</p> <p>Ask participants to look at page 4 of A4A which describes the format. Trainers explain this information and say that this activity will look at areas of difficulty and the accompanying teaching approaches and alternative strategies.</p> <p>Ask participants to turn to the activity sheets 1a,b and c in their packs. Work through example as a</p>	1a,b,c	Activity sheets 1a,b and c.	Areas of difficulty which may be experienced by particular learners.- Literacy, Numeracy and ESOL

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Time	Content	Resources		
		No.	Style	Title
	<p>whole group and the ask groups to complete the activity sheet for each disability group. Take feedback 1 from each disability group</p> <p>Move on to consider teaching strategies and alternative approaches. Ask participants to find the appropriate information next to the curriculum reference. Take feedback. <i>Trainers note that this session whilst important can become long winded and is danger of becoming tedious and therefore it needs careful management to maximise the learning.</i></p>	2a,b,c	Activity sheets 2a,b and c.	Teaching approaches and alternative strategies.
12.45 – 1.30	LUNCH			
1.30	<p>Identifying learners needs using DVD of 3 learners – Charlene , Susan and Loueen.</p> <p>Using the DVD show clips of the 3 learners, asking participants to note down on the “cloud” diagram their ideas about each learner from the key questions. Further trigger questions are included to prompt discussion in small groups.</p> <p><u>Trainers note that there is a lot of information for participants to consider and the questions are demanding so allow time for this activity and be prepared to show the clips again.</u></p> <p>Take feedback, but only capturing salient points. All this information will be built on during the next activity on differentiation.</p>	3, 3a 3b 3c	DVD Activity sheets	Identifying learners needs Charlene Susan Loueen

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Time	Content	Resources		
		No.	Style	Title
2.15	<p>Differentiation workshop Ask participants to define what is meant by the term differentiation Using the slide to reinforce aspects to consider when differentiating meeting individual needs.</p> <p>Introduce part 1 of the activity, outlined in activity sheet 4 based on the learners on the DVD.</p> <p>Trainers need to consider how they will manage this workshop and whether they wish to take feedback from part 1 as a whole group or work the tables. Keeping a eye on the time introduce part 2 of the activity and take feedback to the group.</p>	Style	Title	<p>Introducing differentiation</p> <p>Differentiation workshop activity</p> <p>Obstacles to differentiation</p> <p>Core curriculum Documents</p> <p>Access for All</p>
3.15	<p>Meaning based Learning. The term learning styles tends to be used as an umbrella term for a wide range of different things such as cognitive styles, learning strategies and learning preferences. It may be more beneficial to consider this as meaning-based teaching and learning.</p> <p><i>Trainers should be familiar with the section in ESOL A4A on meaning based learning to deliver this section.</i></p> <p>A brief overview of the key elements to meaning- based learning with reference to the four perceptual modalities. A more detailed look at the Dunn & Dunn model is considered for discussion.</p> <p>Display 4 poster mindmaps and highlight to participants.</p>	<p>5.1</p> <p>5.2</p> <p>5</p>	<p>Ppt</p> <p>Activity sheets</p> <p>Posters</p>	<p>Meaning based learning</p> <p>The 4 modalities</p> <p>Dunn & Dunn overview</p> <p>Blank for participants to complete [5]</p> <p>Poster mindmaps</p>
3.45	Reflection and evaluation			
4.00	Finish			

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Access for All - reflective log

Session title	Reflect on your practice or provision. How will you use Access for All to support improvements?	Make notes on how you will can use this material or activity with your colleagues to support their learning.
Setting the scene		
Key principles and a whole organisation approach to Access for All		
Matching strategies to meet learners needs.		
Exploring areas of difficulty, teaching approaches and alternative strategies.		

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Session title	Reflect on your practice or provision. How will you use Access for All to support improvements?	Make notes on how you will use this material or activity with your colleagues to support their learning.
Identifying learner's needs.		
Differentiation workshop.		
Meaning based teaching and learning.		

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Handout 1

Cascading “Access for All” to your Organisation.

Below are some suggestions that you could use in your organisation to promote A4A in different sectors when developing a whole organisational approach.

Senior management Team

Raise awareness and understanding of A4A principles across the organisation. Build principles of A4A into SAR and equality and diversity plans. Ensure organisation’s disability statement, equal opportunities policies demonstrates a social model of disability and shifts the focus from what is “wrong” with a person to being fully included into the organisation. Carry out an access survey as part of implementing the DDA.

Personal Tutors

Use the introduction to A4A p.10 to ensure that terminology used is up to date and not offensive

Learning Support Staff

Ensure there is an Induction Programme for all support staff including volunteers and agency workers that includes A4A principles and terminology.

Advice and Guidance staff

Ensure there is a section on application forms where learners can disclose a range of individual needs and stress that this information is needed to provide adequate and appropriate support. Information on all types of support readily available in a variety of formats e.g. on DVD, in Braille etc. See page 51 of A4A which gives suggestions that might help when engaging learners with disabilities.

Staff Development team

Organise half-day CPD module on Access for All awareness.

Put the introduction to A4A on organisations Intranet system

Add your own ideas to suit your organisation.

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Handout 2

Access for All - Setting the scene

The Learning for Living and Work - national and regional strategies and plans outline 4 key investment areas:

- Investing in provision, understanding demand and building capacity
- Raising the quality of provision including workforce development
- Increasing economic participation in the economy and our communities through sustainable employment
- Increased social inclusion, improve the skills of individuals and enable them to contribute to local communities and economies.

This document gives clear messages as to how the FE sector should review and develop in order to meet the challenges. The focus of this consultancy considers the implications of the following:

Developing opportunities for learners to move into employment [using a broad definition of the term]. A key element is that the LSC expects that work-preparation programmes will be re-focused to adopt a supported employment model and will cease to fund programmes that do not focus on learning in the work place.

Working in collaboration with partners to offer a comprehensive and tailor-made pathway for learners appropriate to their needs. This includes the collaborative deployment of public funds and protocols being developed to guide this process.

The National strategy has been supported by a joint approach from government and the DfES [as was then known], Department of Health and Department of Work and Pensions and they have set out their commitment to a programme of change over the next 5 years in a joint strategy ‘**Progression through Partnership**’. This document outlines the joint commitment to the development of comprehensive and personalised services and gives guidance to providers in the FE sector as to how they should be working at regional and local levels to support the life chances of people with learning difficulties and/or disabilities. It also stresses the need to ensure that person centred planning is at the heart of all decision making and planning for learners with learning difficulties.

<http://www.dfes.gov.uk/publications>

‘Progression through Partnership’ A Joint Strategy between the DfES, DH and DWP on the role of Further Education and Training in Supporting People with Learning Difficulties and Disabilities to Achieve Fulfilling Lives

The National Pathfinder **Learning for Living** has produced a range of guidance documents to build on the experience of people working in a variety of settings, with learners at all curriculum levels and with different learning needs. The consortium has worked with others to identify what is most effective and offers suggestions for different approaches to the planning,

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delivery and evaluation of learning and teaching with a range of illustrative practice. The documents that compliment Access for All are.

ESOL Access for All Part 1 & 2 DfES 2006

This is intended to support inclusive learning for bilingual learners with learning difficulties or disabilities.

Person-centred approaches and adults with learning difficulties DfES 2006 Learning for Living Pathfinder materials

The purpose of this guidance is to support you in developing individualised programmes of learning, within the context of the skills for life curriculum, for adults working at pre-entry and entry levels ,2,and 3 who experience learning difficulties.

Creating learning materials: level 3 and 4

These two CPD modules have been developed at both level3 and 4 and the focus on the creating of learning activities and the materials needed to support them. They include elements of embedding, adapting existing materials and exploring the effect of learning preferences.

Skills for Working Supporting the development of literacy, language and numeracy skills for learner with learning difficulties or disabilities in a vocational context. DfES 2006

This guidance offers you ideas and suggestions on how to support the development of literacy, language and numeracy skills for learners in a vocational context.

The Concept of Learner Involvement

The recent publication "*Developing a Learner Involvement Strategy*" from the LSC (2007) builds on the above principles and the earlier commitments made in "Every Child Matters" (DfES, 2003) to improve the experiences and outcomes of young people, by seeking to involve learners themselves in all aspects of their learning. (Have a copy of handbook in your hand and explain it is free to download from the LSC website)

In addition, this handbook aims to support providers as they develop their own learner involvement strategies. It will help providers develop their own mechanisms for engaging with and responding to the needs of individuals. It is designed for use by all FE providers delivering provision funded by LSC and is pertinent to all learners.

Learner involvement is not a new idea so therefore should not be too scary a concept to many in the room. Learner involvement is linked closely with student centred approaches. Ask for a show of hands from the audience for those who involve learners on any issues, ask for some examples.

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FE workforce reforms

LLUK is responsible for raising quality through a standards-based approach to qualifications design and delivery, and for rationalising qualifications, to match qualifications to roles. LLUK has been working closely with awarding bodies and higher education institutions to develop overarching standards and a framework for teachers and Skills for Life teachers that was introduced in England in September 2007. Recent work has been to consider the role of Learning Support practitioners in the sector and to develop standards to support professional development. LLUK are currently holding dissemination events to provide information on the Professional Development Opportunities for Learning Support practitioners based on the National Occupational Standards (NOS) for learning support practitioners in the lifelong learning sector which describe the skills, knowledge and understanding required of all those who perform a learning support role. The standards will contribute to the professionalisation of the learning support workforce and support a wider recognition of the valuable role it plays in teaching and learning. The standards provide a benchmark for performance and will underpin professional development opportunities that recognize the developing skills of practitioners.

The role is described briefly below but full details can be found using the following link.

http://www.lifelonglearninguk.org/standards/standards_index.html

The role of the learning support practitioner is to:

- provide learning support for individuals and/or groups
- work with others to provide learning support
- promote learner independence and self-determination
- promote inclusion and participation
- improve own practice and that of the organisation
- provide specialist learning support.

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Decisions, decisions activity cards.

These should be printed out and cut up into sets for each group

Header cards
Deaf or partially hearing learners
Learners with learning difficulties
Learners with autistic spectrum disorder
Blind or partially sighted
Learners with mental health problems
Dyslexic learners
Learners with physical difficulties including perceptual, speech, memory and mobility difficulties
Decisions, decisions cards
Face the person and speak clearly and at a measured normal pace
Arrange lighting and seating so everyone's face is well lit
In group sessions/identify who is speaking visually

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Repeat questions when giving answers

Use short clear statements, avoiding jargon

Find out what has worked and failed previously

Be clear, unambiguous and check learners' understanding of task

Plan short, varied, relevant and practical learning activities

Do not be too directive

Use learning assistants creatively and sensitively

Provide learner with a named personal tutor

Use literal language and be precise

Group work could be difficult, do not force participation

Establish routines with the learner

Give consistent responses to inappropriate language/behaviour

Introduce speakers by name

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Produce resources in advance in appropriate format to suit individual need
Talk through visual materials
Stand in a well-lit place, facing learners
Use clear, simple written materials on non-glossy paper
Be sensitive
Allow learners to withdraw when experiencing behavioural variations
Allow for variations in learning capacity and attendance = flexible programmes
Remember teachers should not take on the role of counsellors
Encourage a mutually supportive and accepting environment
Use teaching strategies and materials which suit learners' learning style and are multi-sensory

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Encourage learners to develop strategies to enable them to be independent
Encourage the use of visual representations such as mind maps
Font size, style, colour and imagery should all be considered when producing handouts
Teach spelling through an individualised spelling programme
Consider the environment, e.g. location and arrangement of furniture and learning resources
Use individual assistive technology
Explore simple adaptations and writing communication aids for those with motor control problems
For speech difficulties, establish if the learner uses an alternative system of communication
Help those with memory problems find effective strategies or 'triggers'

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Handout 3

Decisions, decisions activity

Note for trainers. This handout provides the answers to decisions, decisions activity [emboldened statements] and additional suggestions, including Curriculum and Generic principles.

Curriculum principles

- Identify and build on learner's previous knowledge
- Follow learner's priorities and interests
- Work with learner's words, language and context
- Keep expectations high and enable learners to experience success
- Base learning approaches on individual learning style
- Build on strengths not focusing on weaknesses
- Look for alternative approaches and strategies
- Be clear about the purpose of any activity and how it relates to the learner's goals
- Learners have spiky profiles
- Review and monitor understanding regularly

Generic principles

- Treat a person as an individual not a condition
- Listen to the learner about the effects of their disability/difficulty
- Effects of impairment can change with circumstances
- Beware of own attitude and those of others creating barriers
- Encourage mutual support and acceptance within a group
- Take time to identify what works with a particular learner
- Experiment with teaching strategies
- Negotiate and discuss issues with learners
- Resources should be appropriate and adequate

Deaf or partially hearing learners

- Face the person and speak clearly and at a measured normal pace
- Approach learner from the side or front
- Arrange lighting and seating so everyone's face is well lit
- In group sessions/identify who is speaking visually
- Do not talk and demonstrate at the same time
- Use visual information wherever possible
- Provide written transcripts, notes and handouts in advance
- Repeat questions when giving answers
- Keep background noise to a minimum
- Use short clear statements, avoiding jargon

Learners with learning difficulties

- Treat learners as adults and individuals
- Build on learners' interests and motivation
- Find out what has worked and failed previously
- Be clear, unambiguous and check learners' understanding of task
- Develop memory retrieval/retaining strategies
- Plan short, varied, relevant and practical learning activities
- Do not be too directive
- Avoid paper-based activities when alternatives are available

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- Encourage learners to ask for help and to take responsibility for own learning
- Use visual cues to accompany texts
- Use learning assistants creatively and sensitively

Learners with autistic spectrum disorders

- Provide learner with a named personal tutor
- Use literal language and be precise
- Use carefully worded questions to assess learning.
- Allow extra time to check understanding
- Group work could be difficult, do not force participation
- Establish routines with the learner
- Prepare learner for any changes of routine in advance.
- Encourage a supportive environment within the group
- Give consistent responses to inappropriate language/behaviour
- Explain clearly the conventions when writing for different audiences

Blind or partially sighted learners.

- Individual needs differ, so ask the learner what they require
- Speak clearly; use a multi-sensory approach
- Introduce speakers by name
- Produce resources in advance in appropriate format to suit individual need
- Talk through visual materials
- Background noise can inhibit learning
- Stand in a well-lit place, facing learners
- Do not stand in front of a window
- Use clear, simple written materials on non-glossy paper
- Use blue or black pens

Learners with mental health problems

- Be sensitive
- Look for early successes
- Plan a variety of activities
- Allow learners to withdraw when experiencing behavioural variations
- Give learners time to settle and adjust
- Allow for variations in learning capacity and attendance = flexible programmes
- Remember teachers should not take on the role of counsellors
- Encourage a mutually supportive and accepting environment
- Develop activities that accommodate a variety of learning styles
- Provide practice and support for formal assessments, as these may be threatening

Dyslexic learners

- Learning should be contextualised and personally relevant
- Use teaching strategies and materials which suit learners' learning style and are multi-sensory
- Learners should understand their learning style and how dyslexia affects their learning

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- Encourage learners to develop strategies to enable them to be independent
- Processing difficulties will not be overcome by practice, so do not persist with strategies that do not work
- Use 'scaffolding' where appropriate
- Technology is an alternative means of access as well as a tool
- Encourage the use of visual representations such as mind maps
- Font size, style, colour and imagery should all be considered when producing handouts
- Teach spelling through an individualised spelling programme

Learners with physical disabilities including perceptual, speech, memory and mobility difficulties

- Consider the environment, e.g. location and arrangement of furniture and learning resources
- Utilise low tech aids, if necessary, to make temporary adaptations
- Use individual assistive technology
- Explore simple adaptations and writing communication aids for those with motor control problems
- Explore techniques which help compensate perceptual difficulties, such as ways of isolating blocks of text
- For speech difficulties, establish if the learner uses an alternative system of communication
- Listen closely and observe facial and body language, if it is difficult to understand learners
- Avoid finishing learners' sentences and allow time for their contributions
- Manage discussions to ensure that those with speech difficulties have time to contribute and are not interrupted
- Help those with memory problems find effective strategies or 'triggers'
- Use memory aids where necessary, e.g. alphabet cards, post-its, recorded audio instructions
- Avoid persisting with memory-based activities if they aren't working

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Activity sheet 1a Literacy

Areas of difficulty which may be experienced by particular learners Look in *Access for All* and find or two examples of possible areas of difficulty that may be experienced in Reading and Writing by each of the learner groups listed below:

Literacy Learners People who	Reading Cur. Ref.	Possible area of difficulty	Writing Cur. Ref.	Possible area of difficulty
Are deaf or partially hearing	Pg 136 Rw L1	Deaf learners may not be aware of, or look for multiple meanings, so may find dictionaries confusing or unhelpful.	Pg 184 Wt/E3	Deaf learners may have difficulties with linking words, as these are abstract [i.e. functional] and the concepts may be expressed differently in BSL. There may be no direct translation of many English linking words.
Are blind or partially sighted				
Have mental health problems				
Have dyslexia and related specific learning difficulties				
Have physical difficulties				
Have learning difficulties				
Have autistic spectrum disorders				

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Activity sheet 1b Numeracy

Areas of difficulty which may be experienced by particular learners Look in *Access for All* and find or two examples of possible areas of difficulty that may be experienced in Numbers and Measures, Shape and Space by each of the learner groups listed below:

Numeracy Learners People who	Number Cur. Ref.	Possible area of difficulty	Measures, shape and space Cur. Ref.	Possible area of difficulty
Are deaf or partially hearing				
Are blind or partially sighted				
Have mental health problems				
Have dyslexia and related specific learning difficulties				
Have physical difficulties				
Have learning difficulties				
Have autistic spectrum disorders				

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Activity sheet 1c ESOL

Areas of difficulty which may be experienced by particular learners Look in *Access for All* and find or two examples of possible areas of difficulty that may be experienced in ESOL Speaking and Listening and Writing by each of the learner groups listed below:

ESOL Learners People who	Speaking and/or Listening Cur. Ref.	Possible area of difficulty
Are deaf or partially hearing		
Are blind or partially sighted		
Have mental health problems		
Have dyslexia and related specific learning difficulties		
Have physical difficulties		
Have learning difficulties		
Have autistic spectrum disorders		

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Activity sheet 2a Literacy

Teaching Approaches and Alternative Strategies

In 2s/3s look up the appropriate information in *Access for all*.

Cur. Ref.	Description	Find some Teaching approaches and alternative strategies suggested for groups of learners of these elements:
Rt/L2.5	Level 2 – Reading – Text Focus Read critically to evaluate information and compare information, ideas and opinions from different sources	Use of – Highlighting – examples used in a variety of ways – relevant and familiar examples for <i>Learners with visual processing problems. Deaf and partially hearing learners. Dyslexic learners. Learners with autistic spectrum disorders or with learning difficulties.</i>
SLd/E3.3	Entry 3 – Speaking and Listening – Engage in Discussion Respect the turn-taking rights of others during discussions	
Ww/E1.2	Entry 1 – Writing – Word Focus Write the letters of the alphabet using upper and lower case	
Rs/L1.1	Level 1 – Reading – Sentence Focus Use implicit and explicit grammatical knowledge along with own experience to predict meaning, try out plausible meanings, and to read and check for sense	
Ww/E2.3	Entry 2 – Writing – Word Focus Produce legible text	

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Activity sheet 2 b Numeracy

Teaching Approaches and Alternative Strategies

In 2s/3s look up the appropriate information in *Access for all*.

Cur. Ref.	Description	Find some Teaching approaches and alternative strategies suggested for groups of learners of these elements:
MSS1/L1.2	<p>Level 1 – Common Measures</p> <p>Read, measure and record time in common date formats and in the 12-hour and 24-hour clock</p>	<p>Use alternative examples, digital timepieces. Markers. Memorisation strategies. Context. Tactile or audio alternatives. Pragmatic approaches. Check language conventions.</p> <p><i>Covers: Some learners who are pre-lingually deaf, dyslexic or have learning difficulties.</i></p> <p><i>Learners with tracking problems or directional difficulties.</i></p>
HD2/L2.1	<p>Level 2 – Probability</p> <p>Identify the range of possible outcomes of combined events and record the information using diagrams or tables</p>	
MSS2/E1.1	<p>Entry 1 – Shape and Space</p> <p>Recognise and name common 2-D and 3-D shapes</p>	
N2/E2.1	<p>Entry 2 – Fractions</p> <p>Read, write and compare halves and quarters of quantities</p>	
N1/E3.3	<p>Entry 3 – Whole Numbers</p> <p>Recall addition and subtraction facts to 20</p>	

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Activity sheet 2 c ESOL

Teaching Approaches and Alternative Strategies

In 2s/3s look up the appropriate information in *Access for all*. Suggest any additional approaches arising from learning English as an additional or other language.

Cur. Ref.	Description	Find some Teaching approaches and alternative strategies suggested for groups of learners of these elements:
Rt/L2.5	Level 2 – Reading – Text Focus Read critically to evaluate information compare information, ideas and opinions from difference sources	Use of – Highlight – examples used in a variety of ways – relevant and familiar examples for Learners with visual processing problems. Deaf and partially hearing learners. Dyslexic learners. Learners with autistic spectrum disorders or with learning difficulties.
Sd/E3.2 <i>(nb E3.3 in Literacy)</i>	Entry 3 – Speaking and Listening – Engage in Discussion Respect the turn-taking rights of others during discussions	
Ww/E1.2	Entry 1 – Writing – Word Focus Write the letters of the alphabet using upper and lower case	
Rs/L1.1	Level 1 – Reading – Sentence Focus Use implicit and explicit grammatical knowledge along with own experience to predict meaning, try out plausible meanings and to read and check for sense	
Ww/E2.2 <i>(nb E2.3 in Literacy)</i>	Entry 2 – Writing – Word Focus Produce legible text	

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Activity sheet 3

Identifying Learners Needs

You will be shown DVD clips of three different learners: Charlene, Susan and Loueen.

For each learner complete one of the “cloud” diagrams. Discuss your thoughts and consider the trigger questions below to extend your thinking.

Charlene.

What strategies does Charlene suggest might help her learn more effectively??

What do you think are the benefits of having Charlene in your group?

How would you support a learner’s need to lip read? [see page 53 from Access for All to aid your thinking]

Susan

What does Susan say about her past learning experiences that we can learn from?

What do you think are the main qualities needed in a teacher of dyslexic adults?

What classroom management issues does Susan raise and how would you manage them?

Loueen

What motivates Loueen? How will you channel her energy?

How can you help Loueen gain the skills for her to sustain some type of employment?

Which skills do you consider are a priority for Loueen: consider, literacy, numeracy and life skills?

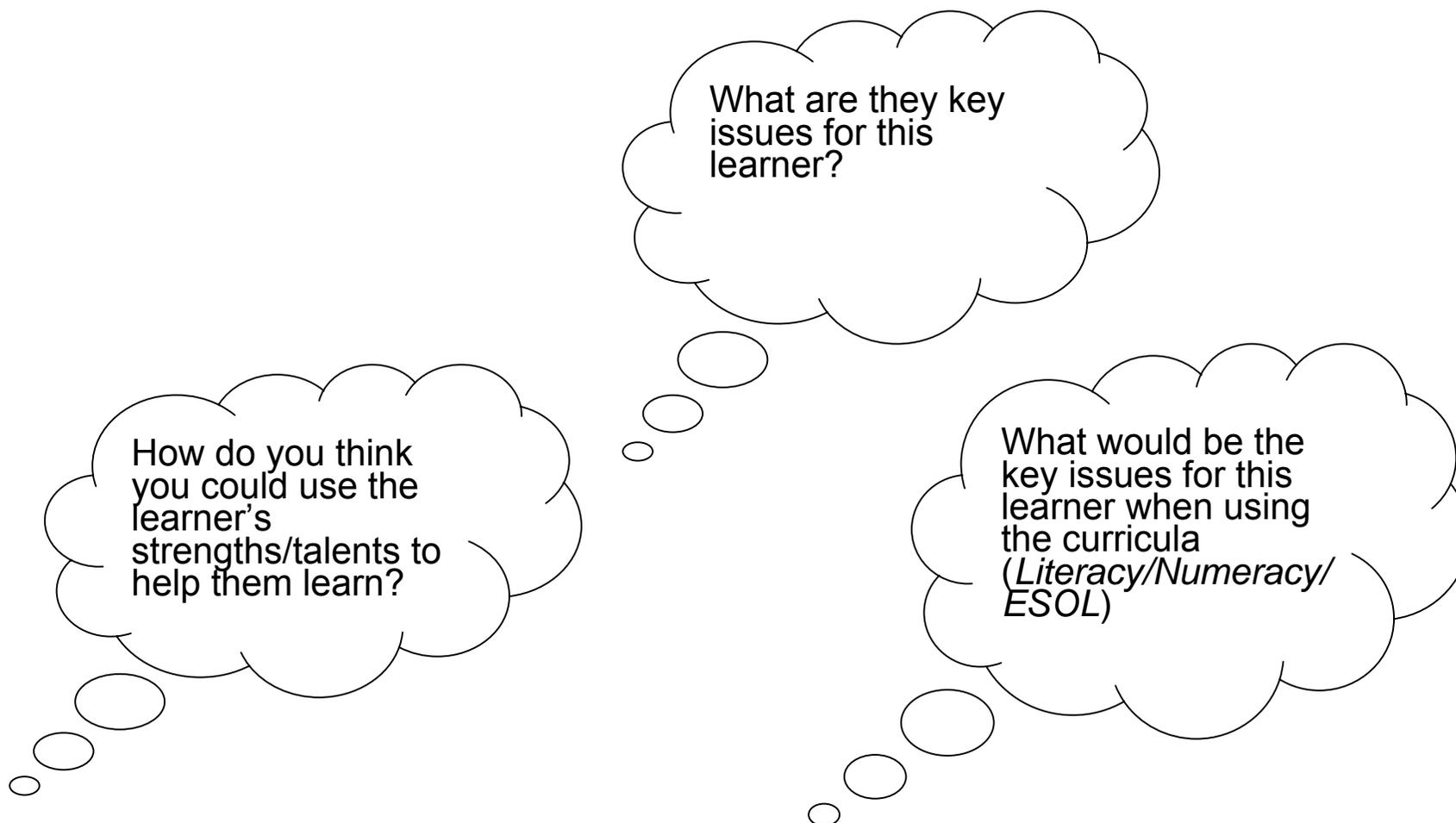
Be prepared to feedback to the group.

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Activity sheet 3a

Name: **Charlene**

When looking at the DVD clip ask yourself these questions

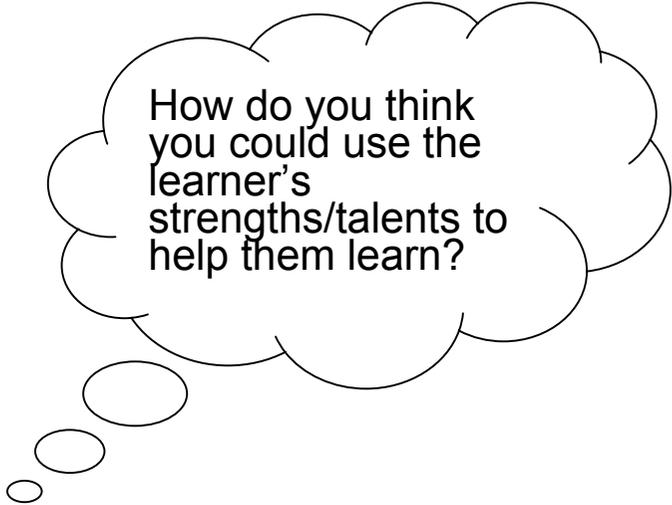


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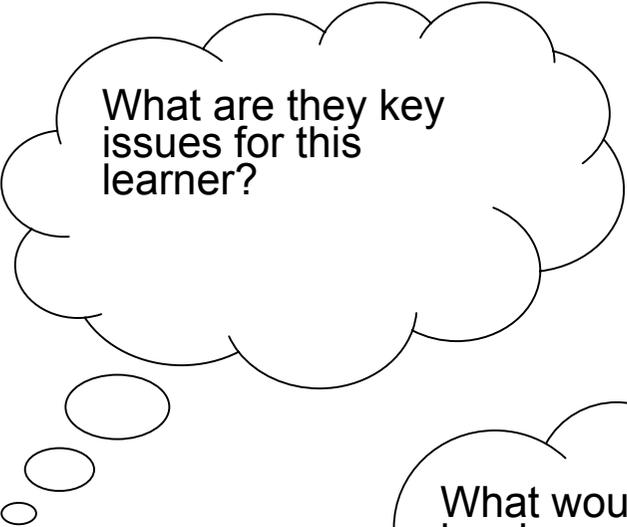
Activity sheet 3 b

Name: **Susan**

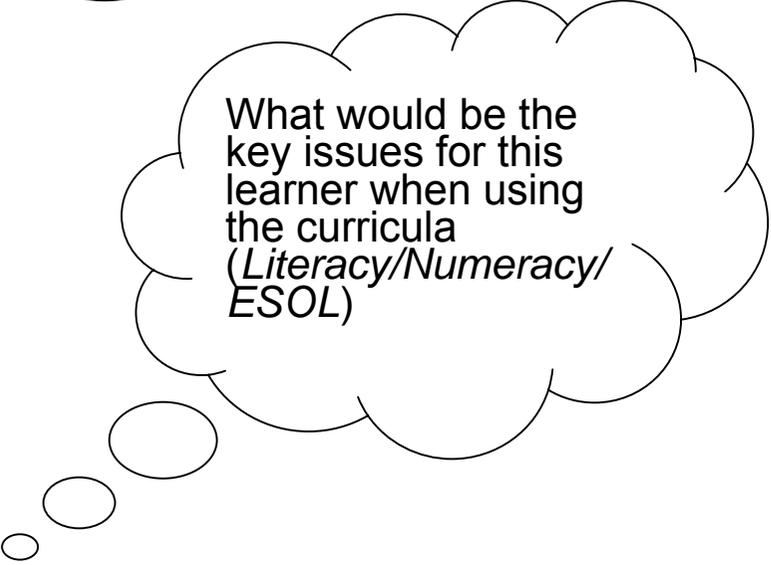
When looking at the DVD clip ask yourself these questions



How do you think you could use the learner's strengths/talents to help them learn?



What are the key issues for this learner?



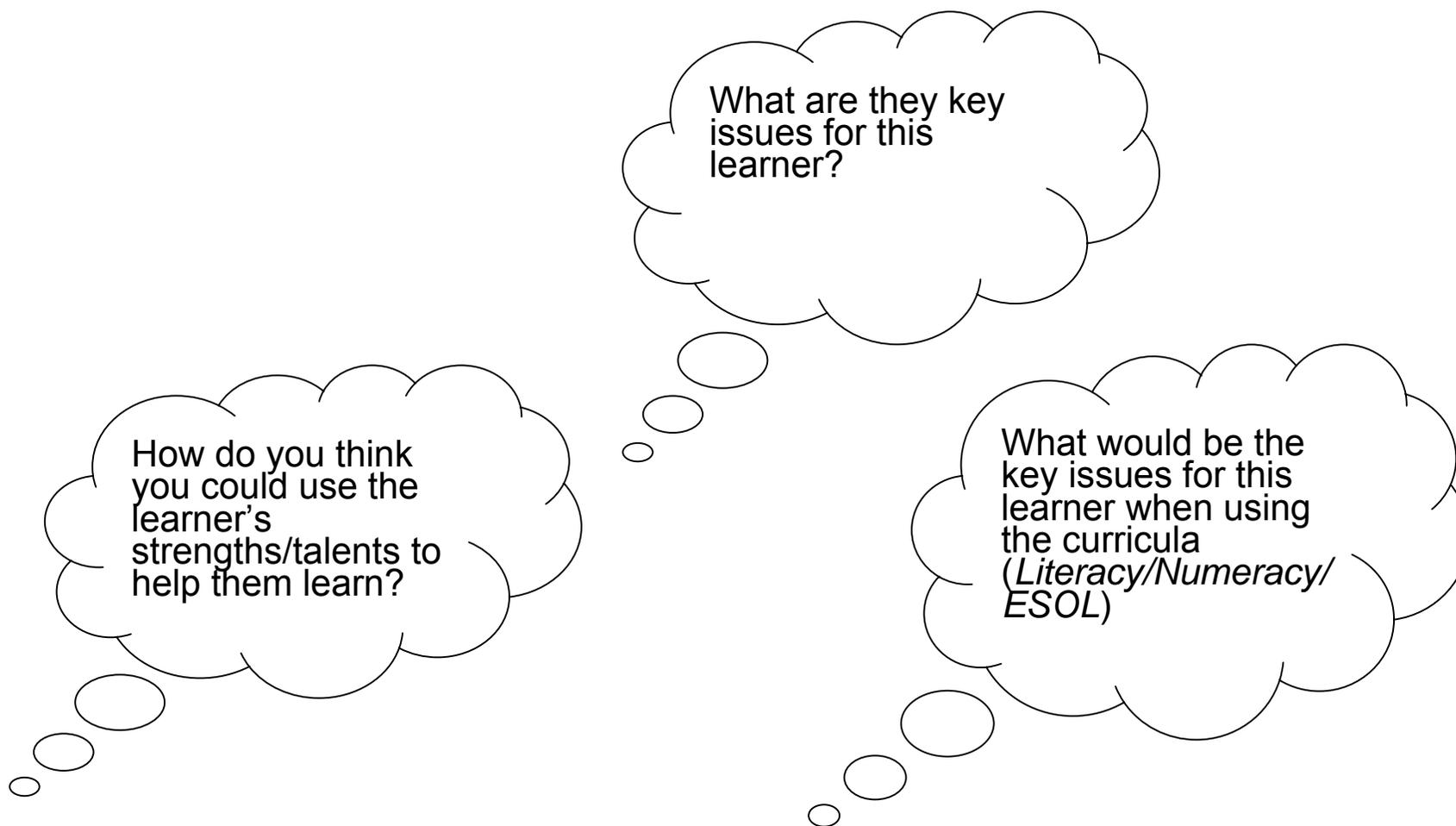
What would be the key issues for this learner when using the curricula
(*Literacy/Numeracy/ESOL*)

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Activity sheet 3 c

Name: **Loueen**

When looking at the DVD clip ask yourself these questions



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Activity sheet 4

Introducing differentiation – activity

Part 1

Work in groups of 3 select 2 of the 3 learners and using your notes from the previous discussions, determine the issues likely to arise for each learner:

- a] in the classroom environment
- b] when working with the whole group
- c] when working in pairs or small groups

Consider what differentiated teaching approaches and strategies could you use?

Note your thoughts on activity sheet 4.1

Part 2

Below are targets taken from each learner's individual learning plan.

- Develop a learning activity or lesson plan that would support the development of the target for ONE of the learners.

Use the following to help you:

- core curricula
- Access for All
- Notes from the activities undertaken in the morning session
- Obstacles to differentiation activity sheet 4.2 which give guidance and ideas on how to manage differentiation within the classroom.

Record your lesson or activity plan on the activity sheet and be prepared to share your ideas with colleagues.

Targets

Charlene – number Use + - x in a practical content perhaps using money or measurement.

Loueen - writing Use grammar [tenses] and punctuation to make meaning clear. Ws/E3.1.Ws/E3.2. Ws/E3.3

Susan – Reading develop comprehension skills Rs /E.2 and E3

Tea will be taken during this workshop.

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Activity sheet 4.1

Aim: To determine the issues likely to arise for each learner:

In the classroom environment	When working in a whole group	When working as a small group
What differentiated teaching approaches and strategies could you use?		
Describe the learning activity and any resources		

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Activity sheet 4.2

Obstacles to Differentiation

The following references in *Access for All* give guidance on how to manage differentiation within the classroom:

Resources	Page 137, 324
Punctuality and attendance	Page 25
Conflicting needs within a group	Pages 6-7, 75, 77
Managing the resentment of groups within the learning setting	Page 8
The needs of the group versus the needs of the individual	Pages 6-7, 165, 167
Use of classroom support	Page 57
Managing capacity to learn/short-term memory problems/limited attention span	Pages 31-32, 77, 95, 97, 119, 205, 227
Managing spiky profiles within a group	Pages 109, 117, 141, 215
Managing large groups	Page 52
Using personal support and encouraging independent learning	Pages 6-7, 24-25, 218, 221
Managing the different paces at which learners learn	Pages 44-45

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Dunn & Dunn Learning Styles Model

ELEMENTS

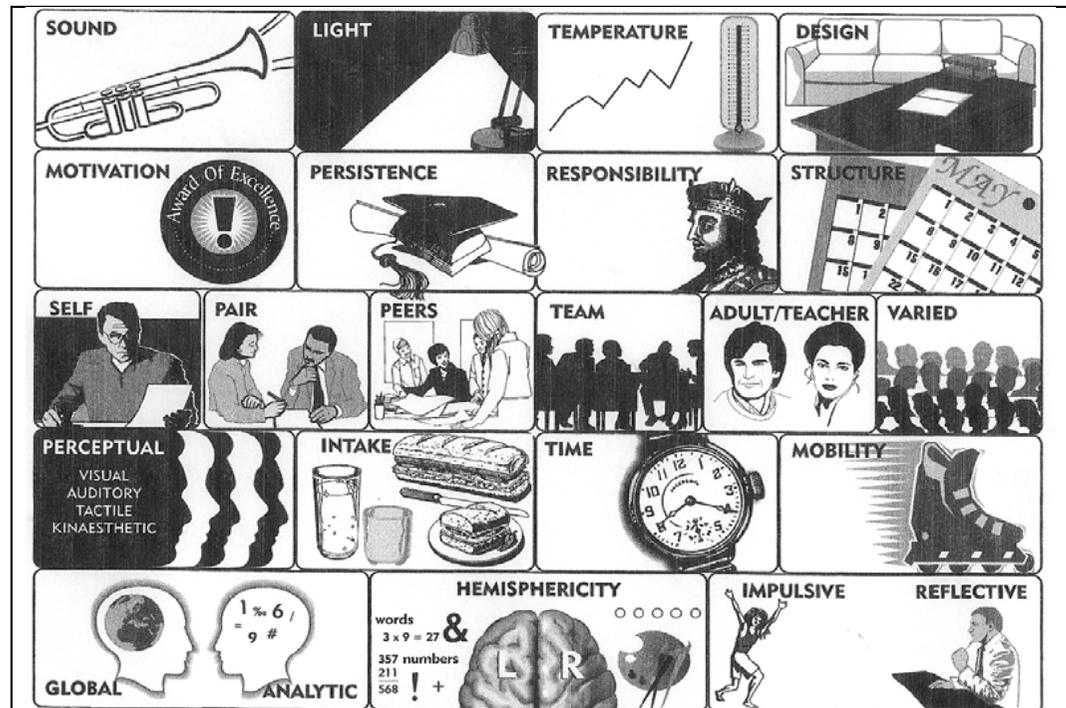
Environmental

Emotional

Sociological

Physical

Psychological



Simultaneous or successive processing

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Activity sheet 5

Elements

Environmental Strand					
Emotional Strand					
Sociological Strand					
Physical Strand					
Psychological Strand					