

Access for All

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

Participant pack

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 - 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 can 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.

Senor 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, 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.

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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 level 3 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.

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

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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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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:

<i>Literacy Learners People who</i>	<i>Reading Cur. Ref.</i>	<i>Possible area of difficulty</i>	<i>Writing Cur. Ref.</i>	<i>Possible area of difficulty</i>
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:

<i>Numeracy Learners People who</i>	<i>Number Cur. Ref.</i>	<i>Possible area of difficulty</i>	<i>Measures, shape and space Cur. Ref.</i>	<i>Possible area of difficulty</i>
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:

<i>ESOL Learners People who</i>	<i>Speaking and/or Listening Cur. Ref.</i>	<i>Possible area of difficulty</i>
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 2 a Literacy

Teaching Approaches and Alternative Strategies

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

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

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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 (nb E3.3 in Literacy)	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 (nb E2.3 in Literacy)	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?

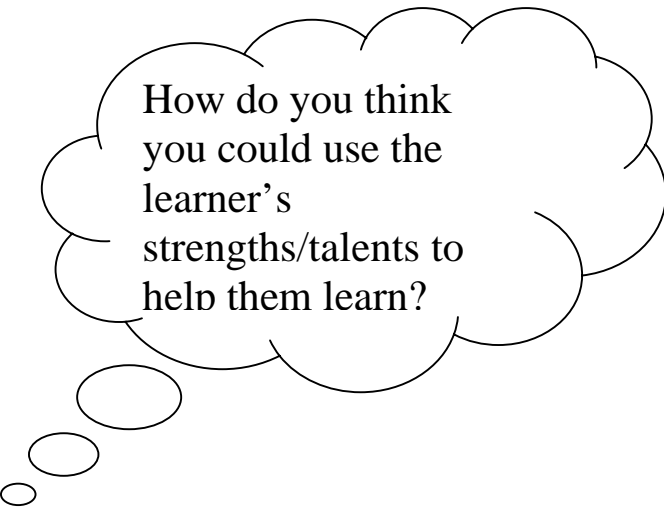
Be prepared to feedback to the group.

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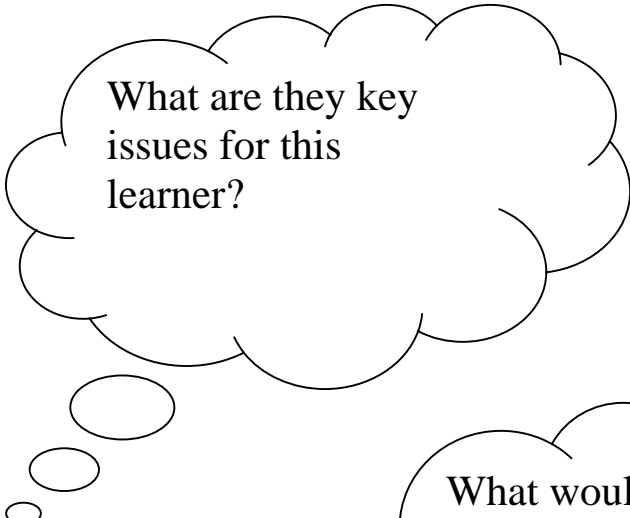
Activity sheet 3a

Name: **Charlene**

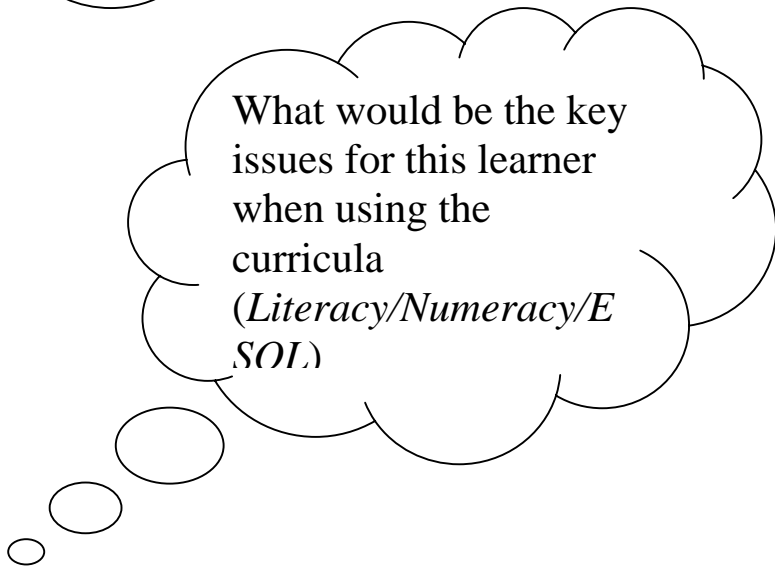
When looking at the DVD clip ask yourself these questions



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



What are the key
issues for this
learner?



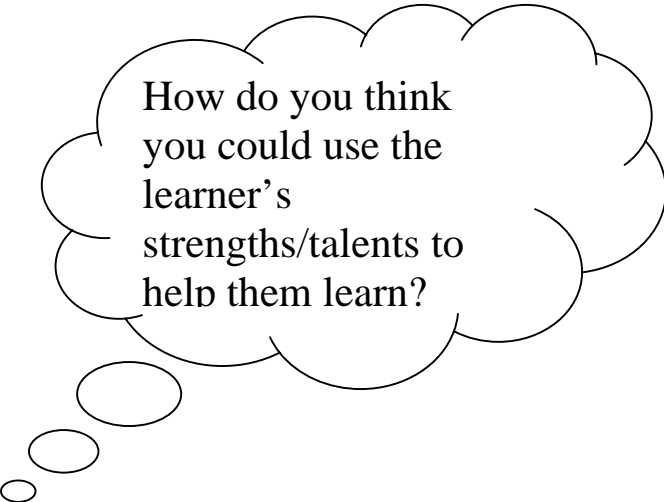
What would be the key
issues for this learner
when using the
curricula
(*Literacy/Numeracy/E
SOL*)

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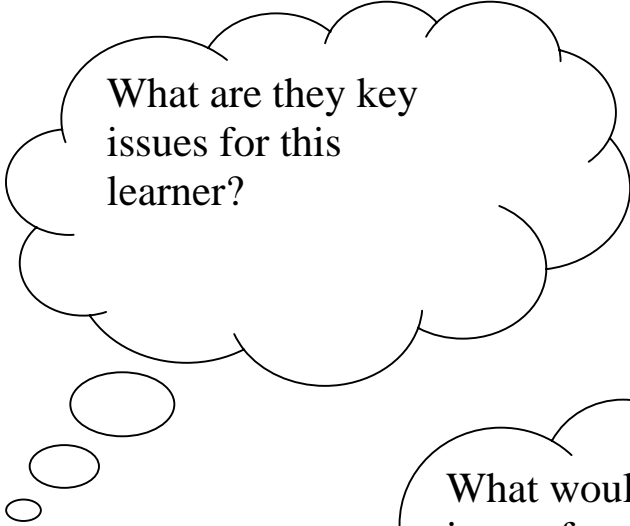
Activity sheet 3 b

Name: Susan

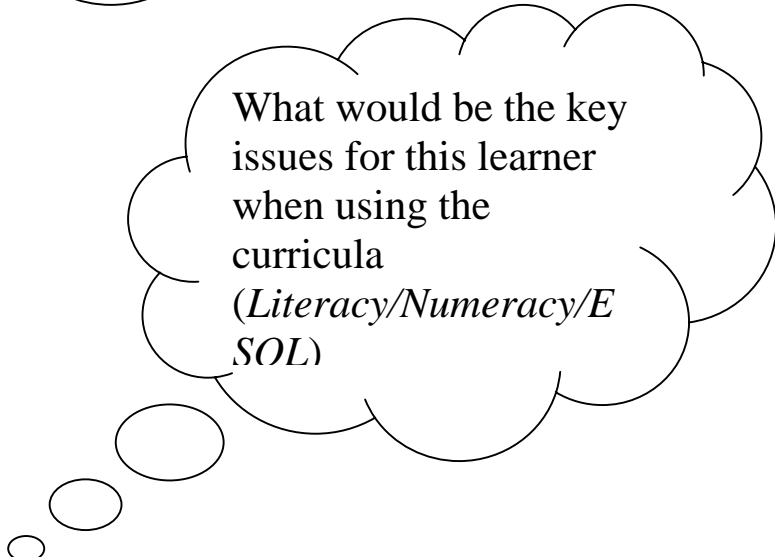
When looking at the DVD clip ask yourself these questions



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



What are the key
issues for this
learner?



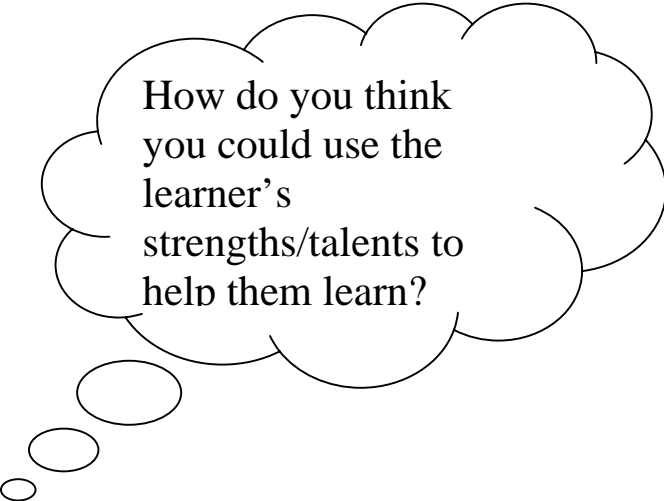
What would be the key
issues for this learner
when using the
curricula
(*Literacy/Numeracy/E
SOL*)

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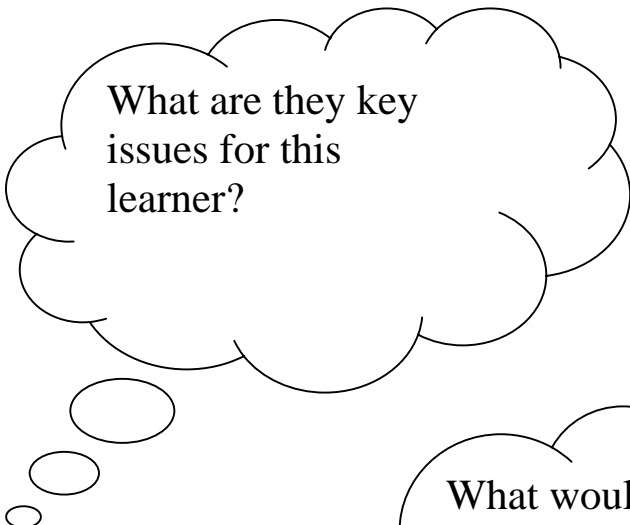
Activity sheet 3 c

Name: **Loueen**

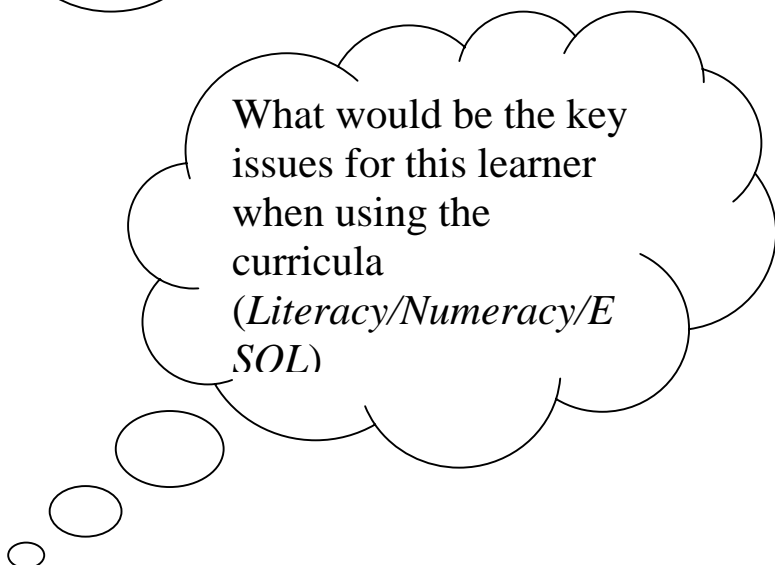
When looking at the DVD clip ask yourself these questions



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/E
SOL*)

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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 which 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.

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

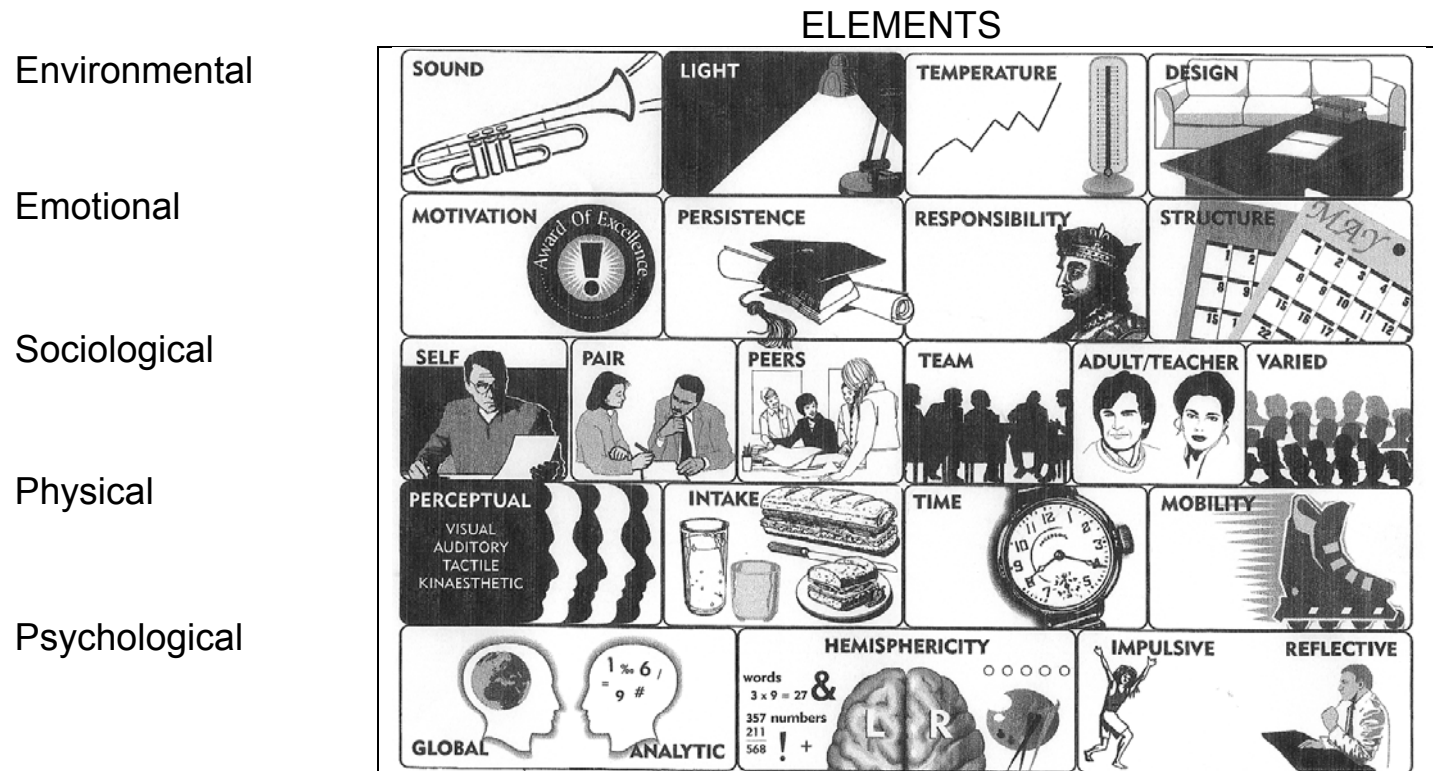
Obstacles to Differentiation

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



Simultaneous or successive processing

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Activity sheet 5

Elements

Environmental Strand					
Emotional Strand					
Sociological Strand					
Physical Strand					
Psychological Strand					

Signposts to further reading and websites

Suggested reading

Dee, L., Devecchi, C., Florian, L., Cochrane, S. (2006) *Being, Having and Doing: Theories of Learning and Adults with Learning Difficulties*, London: LSRC

Dee, L. (2004) Final Report for Project 10. DDA *Taking the Work Forward*. See LSDA website.

DfEE (2000) *Freedom to Learn, Basic Skills for learners with learning difficulties and/or disabilities*, Nottingham: DfEE

Department of Health, *Valuing People: a new strategy for learning disability for the 21st century. Towards Person-centred Approaches, Planning with People. Guidance for Partnership Boards*. Available to download for www.doh.gov.uk/learningdisabilities

Department of Health, [2007] *Valuing People Now: From progress to transformation*

Department of Health (2001) *Valuing People. A New Strategy for Learning Disability for the 21st Century. A White Paper*, London: HMSO

FEFC (1996) *Inclusive Learning*, Coventry: FEFC

HM Government (2007) *Progression through Partnership*

LSC (2006) *Learning for Living and Work*, Coventry: LSC

LSC (2005) *Through Inclusion to Excellence*, Coventry: LSC

Maudslay, L. (2005) *Changes and choices: valuing people in the curriculum. Guidance for colleges and post 16 education providers on implementing the Disability Discrimination Act*, London: LSDA