

INCLUSIVE EDUCATION UNIT

**Inclusion model for children
with profound disabilities
and complex needs**

EVALUATION REPORT

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DISABILITIES AND COMPLEX NEEDS**

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CHIȘINĂU 2019

Evaluation of the Inclusive Education model for children with profound disabilities and complex needs – Inclusive Education Unit, developed by Lumos Foundation

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'We are very grateful. There are so many children in local areas still at home. It is not normal. They should have the opportunity to be able to learn.'

Grandparent of a pupil at the Inclusive Education Unit, Petre Stefanuca Lyceum, Ialoveni, Moldova

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ABBREVIATIONS

- CPA – Central Public Authorities
- IEU – Inclusive Education Unit
- ISCED – International Standard Classification of Education
- LPA – Local Public Authorities
- OECD – Organisation for Economic Co-operation and Development
- PISA – Programme for International Student Assessment.
- SEN – Special Educational Needs
- SEND – Special Educational Needs and Disabilities
- UN – United Nations

EXECUTIVE SUMMARY

- The Lumos Foundation's (Lumos) work on inclusive education in Moldova is of world class quality. It has worked at all levels of the Moldovan education system to produce a model of 'best practice'. The project is far reaching, covering policy, teacher training and the creation of an exemplary model for inclusion: The Inclusive Education Unit (IEU) at Petre Stefanuca Lyceum.
- Lumos has achieved their successes by building on strong community partnerships with the government, policy makers, educators, other organisations, teacher-trainers and families to create a solid and sustainable platform for future developments. It has found people in government, teacher training and community organisations who share their vision for inclusive education and have created a coalition of organisations committed to driving forward this vision.
- The Inclusive Education Unit is well designed, well-resourced and well-staffed. It is a cutting-edge example of the vision for inclusive education for children with complex needs across Moldova. By providing a 'gold standard' model, in-keeping with international standards of outstanding practice, Moldova has the example necessary to plan the roll-out of other Units of this quality.
- Pupils, parents and staff are proud of the IEU and advocate strongly for the rollout of future centres modelled on the IEU across Moldova. All were keen to showcase the impact of the IEU on pupil progress and their subsequent life chances.

NEXT STEPS AND RECOMMENDATIONS

- Similar Units, like the IEU, placed alongside a strong mainstream school should be rolled out across Moldova. It should be noted that a significant amount of work done by the Lumos Foundation, particularly in respect of policy initiatives, building multi-layered collaboration and work done on training programmes, lays a strong foundation for such a rollout.
- The model has profound impact on children's access to education, on their development and wellbeing. This impact is felt by parents, families and communities. The IEU model is therefore appropriate for the Moldovan context.
- There are benefits to such a Unit, justifying initial cost (design of building; quality, specialism and range of staff; equipment and resources). Units 'add value' in many ways. For example, a Unit within a region inspires, motivates and forms a basis for training of educational professionals who work in schools across a wide geographical area. Specialist providers, such as staff in the IEU, offer unique professional learning opportunities to teachers in other settings. This in turn, raises the quality of education in schools across the region. It should also be mentioned that the work done in achieving the pilot, such as the procedures, policies, curriculum design, training processes and implementation procedures have already been completed. This reduces the cost of rollout of similar Units considerably.

- PISA (The OECD benchmarking tool for student progress internationally) 2015 commends Moldova for its improvements in Maths and Reading. Moldova's progress is described as 'substantially improved' since 2009, with Maths scores increased by 23 points and Reading by 28 points. Disparity between highest and lowest income bands is still large however (equivalent to 3 years of schooling) and between urban and rural populations (equivalent to one and a half years of schooling). Investment into Inclusive Education is an important part of the strategic vision to continue the excellent educational progress made by Moldova.
- The IEU met all required standards (see file 'evaluation frameworks'). However, as in all countries, mainstream schools must continue to be vigilant and place inclusion high on their agenda. Resources such as the Whole School Special Educational Needs and Disabilities (Whole School SEND) reflection frameworks should be routinely used to ensure that inclusive teaching is encouraged, prioritised and continually improved (see Appendix 2). A range of other research-based resources are provided to support this process (Appendix 2).

BACKGROUND

The Lumos Foundation Moldova is a branch of the UK charity Lumos Foundation (Lumos), based in London. Lumos has been working in the Republic of Moldova since 2006, supporting the Government and local public authorities to implement reforms in child protection, education, social care, and health, with the aim to ensure the right to family life for every child.

The following projects have been implemented:

- *Project 1:* Reform of the residential child care system (2008 – to date);
- *Project 2:* Development of the mechanism for evaluation and accreditation of social services providers (2008 – 2014);
- *Project 3:* Development of early childhood intervention (ECI) to support all children to achieve their full potential, preventing family separation and reducing under 5 child mortality at home (2009 – to date);
- *Project 4:* Development and promotion of inclusive education (2010 – to date);
- *Project 5:* Promotion of child participation (2013 – to date);
- *Project 6:* Integration of children with disabilities into mainstream schools (2014 – 2016).

Lumos activities in Moldova are carried out both at central and local levels. At the local level the projects are implemented in the following regions: Florești, Ialoveni, Chișinău, and Găgăuzia. The programme of activities is included in and carried out in accordance with the approved annual activity plans by the partner ministries: Ministry of Education, Ministry of Health, Ministry of Labour and Social Protection.

EVALUATION AIM AND OBJECTIVES

AIM

The Inclusive Education Unit (IEU) is a unique service in Moldova which ensures access to education for children with profound disabilities and complex needs. Some of these children previously received no education at all. The IEU was developed and piloted in one region with the aim of being replicated across the country. During the piloting process over the last 2 years, the IEU has reported excellent results and positive outcomes for children.

This inclusion model has raised the interest of various stakeholders who play important roles in promoting access to education, including UNICEF and the World Bank. Recently, the Moldovan Ministry of Education evaluated the IEU and noted the high quality and relevance of the work with children with special educational needs (SEN).

The Lumos Foundation therefore commissioned UCL Centre for Inclusive Education to conduct a mid-term evaluation of the IEU, to cover the following objectives:

OBJECTIVES

- Evaluation Objective 1: Presentation of the theory/model; determine what adjustments have been made and whether it is on plan.
- Evaluation Objective 2: Assess the impact of the model.
- Evaluation Objective 3: Assess transferability and quality of the model, with a particular focus on sustainability, and whether it can be developed for use across Moldova and internationally.
- Evaluation Objective 4: Document lessons learnt and provide recommendations.

Specifically, the evaluation assessed the following:

- **Relevance:** To what extent does the implemented model adhere to its original design? To what extent does the model adhere to national and international best practice?
- **Impact:** What difference (for example in terms of behaviour, adaptation, self-administration, relationships, learning skills, etc.) has the model made to the lives of the beneficiaries?
- **Efficiency:** Were the resources and other inputs used efficiently to achieve the outputs? Are there opportunities to improve efficiency?

- **Effectiveness:** To what extent is the project on track to achieve its objective and outcomes? What progress has been made so far? What factors may be limiting the achievement of intended results?
- **Sustainability:** To what extent is the model likely to be replicated at the country level after the end of the project? What legal, methodological, financial, institutional changes are likely to be sustained beyond the project lifetime? What actions need to be taken to increase the likelihood of the project results being sustainable?

METHODOLOGY

EVALUATION/FIELD WORK IN MOLDOVA (MEETINGS, APPLICATION OF EVALUATION TOOLS, ETC.)

The first part of the process (December 2018) consisted of a documentary analysis, understanding the initial situation in Moldova including the profile of the young people, the cultural and educational norms, the policies and legislation in place in respect of inclusive education and disability rights. The second step was to examine the terms of reference and initial implementation documents of the Lumos Foundation Project, including the piloting inclusion model and any indicators of timeline, projected milestones and key performance indicators.

The contract documents ask that evaluators consider the extent to which the implemented model adheres to its original design and/or national and international best practice. The researcher is mindful that some alterations to original concepts are based on greater understanding of the nuances and complexities of local contexts, which may both hinder and improve upon original models. Similarly, the researcher is aware that there is a journey towards best practice and that imposition of a formulaic model without due attention to local context is generally non-productive over the long term.

Activities completed:

- Initially, the Lumos team were invited to provide relevant preliminary documents such as those relevant to how children are assessed, enrolled, identified and how planning is done to meet their needs both within the centre and accessing community resources outside the centre. We also saw sample Individualised Education Plans and school policies such as safeguarding procedures and workplace procedures such as staff handbooks etc.
- Observation protocols were used to evaluate classroom/play/community-based activities, including the Sensory Audit from the Autism Education Trust; the Communication Supporting Classroom Observation Tool from the Communication Trust and an Inclusive Classroom observation tool.
- Semi-structured brief interviews were conducted with stakeholders, including children, parents, staff, management and others involved with the inclusion agenda in Moldova. We obtained information about the communication needs of children and how this is used to design an approach that is relevant for children with alternative communication methods, such as sign language or Makaton/PECS/ProloQuo, etc.

The field work in Moldova (December 2018) used the following methodologies to explore the specified areas:

1. A preliminary discussion with Lumos Management and specific project Management Team was undertaken to identify core themes and also to understand the local context, specific local challenges and contextual factors which may impact (positively or negatively) on project implementation.
2. A criteria-based checklist to identify features and recommendations in respect of premises, resources and equipment. We used a profile list of broad areas of children's needs to develop these checklists, which utilised the evidence base on elements such as sensory processing, supporting communication and reasonable accommodations for accessibility. The researcher carried out a 'walkabout' with senior members of staff, looking collaboratively at the checklist and discussing the observations.
3. Observations were conducted of children at play, in recreation activities, in community activities and in lessons which were used to triangulate: information on outcomes for children, the extent to which activities for children are well-designed and person centred and whether the level of support is appropriate (i. e. adequate yet supports scaffolding for independence). The observations fed into the final report to demonstrate impact already achieved and 'next steps' recommendations. Evidence from observations was also be used to add context to the case studies (see below).
4. Three focus groups involving parents, Inclusive Education Unit staff and children (including nondisabled children) were undertaken to understand levels of satisfaction, participation and attitudes towards inclusion. The focus groups required careful thought, to enable participants to communicate in different languages or use alternative communication strategies. The focus groups were carried out with a trusted and known member of the Lumos Foundation and a translator, using questions prepared by and asked by the UCL researcher.
5. Book-look of students' work was undertaken, plus a scrutiny of 'in-situ' documents to evaluate pupil progress, pupils' access to the curriculum, staff selection and recruitment, staff training (both how this is decided and its efficacy) and access to extra-curricular activities. The researcher also saw the Individual Education Plans relating to children currently at The Inclusive Education Unit.
6. Semi-structured interviews with key centre staff members were undertaken throughout the process, focusing on attitudes and perceptions, how arising problems are tackled, next steps and future action plans.
7. Conversations were had with The Inclusive Education Unit management over selected scrutiny documents, such as budget; future planning; policies and procedures (such as monitoring and assessment) including how such documents are used, updated and made available to stakeholders.

8. Discussion with wider stakeholders was also undertaken, such as the Moldova Ministry of Education and/or partner or referral non-government organisations (such as other agencies who refer children or support with community access), other Lumos project representatives and representatives of CPAs and LPAs.
9. School leaders and staff as appropriate were also included in less formal dialogue, which included resource sharing.

EVALUATION FINDINGS

The evaluation methods for the Lumos Foundation's inclusive education model for children with profound difficulties and complex needs, developed as part of *Development and Promotion of Inclusive Education* Project, were based on field observations and documentary scrutiny. The researcher found examples to show improvement in the quality of life for vulnerable children and enhanced access to community-based services by evaluating both base-line data taken from pupils' initial records of provision before the Lumos Foundation programme, supported by interviews, observations and focus groups to gather the views of pupils and parents about the changes to their lives as a consequence of the programme.

EVALUATION OBJECTIVE 1. PRESENTATION OF THE THEORY/MODEL; DETERMINE WHAT ADJUSTMENTS HAVE BEEN MADE AND WHETHER IT IS ON PLAN

THE INCLUSIVE EDUCATION UNIT: GENERAL CONCEPT

Status: Division of mainstream school (Lyceum); Education and care cluster

Mission: Ensuring access to education for children with severe/multiple disabilities

Objectives:

- Ensure access to relevant and appropriate educational programmes and services, in support of, and in response to, the identified children's needs;
- Develop basic skills through developmentally appropriate practices;
- Create a supportive learning environment that stimulates children physically, intellectually, socially and emotionally;
- Involve parents as a part of the education process;
- Prevent school dropout, institutionalization and separation from family;
- Create premises for children's social inclusion.

Beneficiaries: 20 – 25 children (6 – 16 years old) with severe disabilities from the communities located within a radius of 10–15 km from the district centre.

Services/Activities:

- Education (cognitive/intellectual development);
- Psychological assistance/counselling (social and emotional development);
- Speech therapy (speech and language development);
- Physiotherapy (physical rehabilitation / development);
- Hydrotherapy (physical rehabilitation / development);
- Specific therapies: play, art, occupational, etc.;
- Development of life self-administration skills;
- Care/ Health care;
- Transportation;
- Meals;
- Support, information, counselling, education for parents/careers.

TYPES/FORMS OF ACTIVITY ACCORDING TO THE NEEDS OF THE CHILD:

- Inclusion in mainstream education/classroom with appropriate support (partially or occasionally);
- Learning activities in IEU classroom;
- Small group learning in IEU;
- 1:1 learning support in IEU.

The aim is to consider the extent to which the implemented model adheres to its original design and/or national and international best practice.

FINDINGS TO DATE:

The IEU was created based on the successful public-private partnership between the Lumos Foundation, the Regional Public Administration, Regional Department of Education and the school hosting the Inclusive Education Unit.

A summary of 129 documents was inspected. The overwhelming conclusion is that there is a depth and longevity of partnership working between the Lumos Foundation, the Ministry of Education, the psycho-pedagogical teams and educational professionals inside and outside the Inclusive Education Unit. This has enabled work to be done across numerous spheres including:

- Inclusive education policies (e. g. National program on developing Inclusive education in Moldova for 2011-2020);

- Special Chapter 'Inclusive Education' in the Education Law (Code);
- Normative acts on:
 - enrolling children with SEN in mainstream education;
 - organising the educational process based on an inclusive perspective (individual educational plan, curriculum adaptation, etc.);
 - organising final evaluation and certification of the children with SEN who graduate compulsory education;
- Methodologies and Guidelines on:
 - Child developmental assessment;
 - Delivering support provision;
 - Organisation and functioning of the inclusive services at the school level;
- Initial teacher training;
- Further training of school teachers and university-based teacher trainers.

The consequence of this careful weaving of an inclusive ideology into a wide range of documents results in a high consistency of original vision being maintained across both the geographical spread and the temporal continuity of this project. The geographical spread across Moldova benefits from the ideology of inclusion becoming a recognisable aspect of Moldovan policy and legislation. The visibility of the ethos of inclusive education is then infused into teacher training materials and into materials for those involved in teacher training, ensuring that educational professionals across the full geographical spread have access to both the ideology of inclusive practice and also the strategies and pedagogy to carry out inclusive education in their respective classrooms.

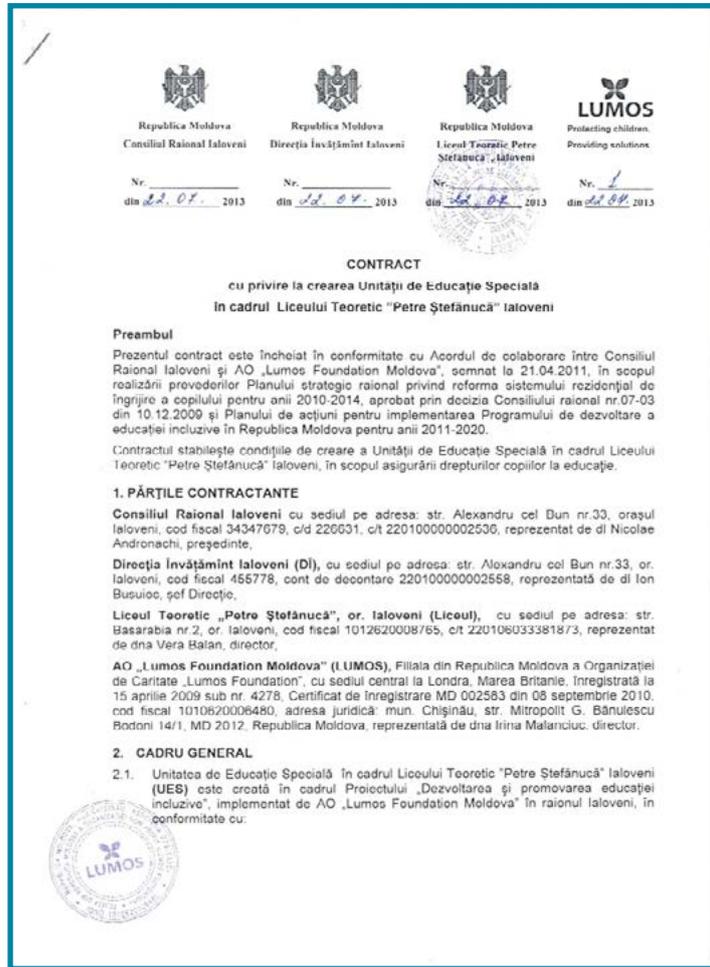
In respect of the temporal continuity of the project, inclusive vision needs to be an integral part of government policy and woven into training in order to 'stand the test of time' and grow and develop over time. In addition, the efforts made by the Lumos Foundation to emphasise collaboration and multi-stakeholder input means that there is a 'shared vision' and a 'common language' across a wide range of disciplines and stakeholders.

The common language and shared vision are visible across a wide range of documents, developed for different purposes and different audiences. Examples are given below:

Document 1 shows a contract, signed between the Lumos Foundation, Moldovan authorities and the school hosting the Inclusive Education Unit.

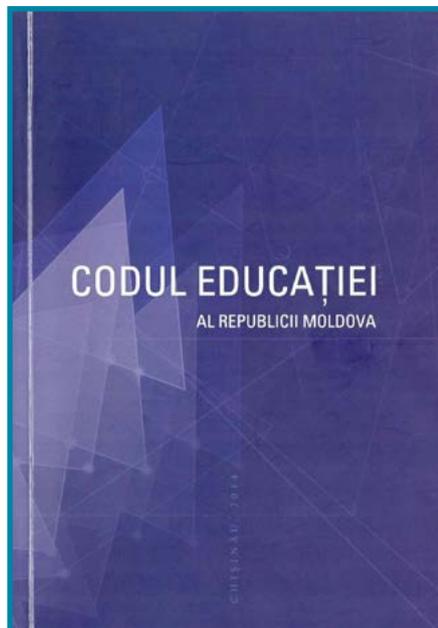
The IEU was created based on this successful public-private partnership.

Such collaborative working ensures that time has been spent to coordinate visions and strategic planning, essential to sustainability.



Document 2 shows the detailed recording of meetings across a variety of stakeholders and partners, demonstrating the collaborative nature of the Action Plan for IEU creation. It shows how thoroughly the creation process has been planned, and how responsibilities have been shared between Lumos and different state stakeholders

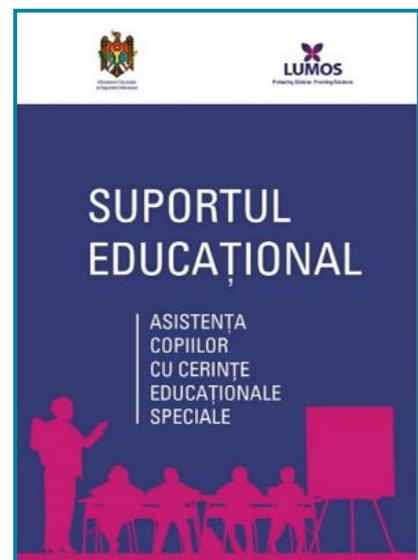




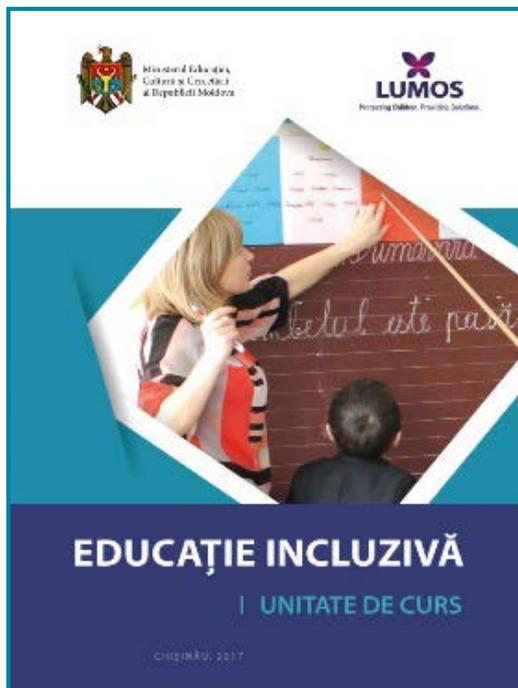
Document 3 shows the Moldovan Education Code. As a consequence of the Lumos Foundations' advocacy, a special chapter targeting inclusive education was added to a significant policy document.



Document 4 – Guidelines on child developmental assessment – extends the teacher training ethos to support teacher trainers and supports psychopedagogical services created in all 35 regions across Moldova to organise and carry out child assessment.



Document 5 – Guidelines on learning support for children with special educational needs – supports teachers in delivering qualified assistance to SEN children and provides samples of efficient inclusive pedagogy.



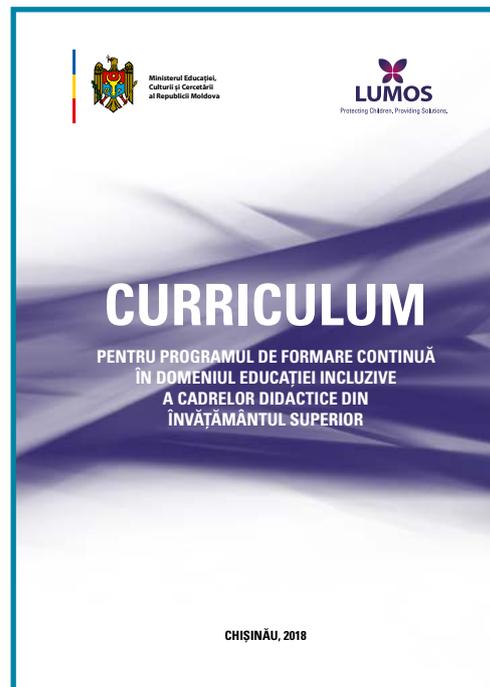
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Document 6 shows a teacher-training manual produced by Lumos to embed appropriate training for inclusion across the Moldovan Educational Workforce.



Document 7 shows The Curriculum for on-going inclusive education training for staff from the pre-university level.



Document 8 shows The Curriculum for on-going inclusive education training for university staff.

OBJECTIVE 1 CONCLUSIONS

The Lumos Foundation has taken an exceptionally thorough approach to developing a theory of inclusion that meets international standards. With a starting point grounded in UNESCO best practice, the Lumos Foundation has then developed a model that has stringently incorporated the views of stakeholders within Moldova.

The Lumos Foundation has engaged significantly with policy makers, schools, teachers, teacher trainers, parents and young people to develop an appropriate model. The model is far reaching. It extends beyond the creation of an innovative centre (The Inclusive Education Unit) and incorporates changes to policy and development of teacher training materials and practices.

Adjustments have been made operationally to incorporate the varied perspectives of stakeholders. However, the intrinsic vision of the model has persisted and has realised its early ambition.

NEXT STEPS

This model has made a strong start. As reported in the Mid-Term Evaluation (Hayes and Cara 2013), teacher training remains challenging in terms of continued uptake. Maintaining the momentum of training, consistency in the quality of training and take-up across all regions remains a challenge.

Crucially, long term success relies on:

- Political will;
- Resourcing;
- Innovation to retain 'inclusion' as a top-agenda item;
- Continued efforts and activities to drive training;
- Scrutiny to ensure that inclusive practice is visible in classrooms across Moldova.

These elements form part of a sustained vision towards inclusion. There needs to be continuing drive and energy to keep inclusion at the top of the educational agenda. The additional file of 'resources' has been collated to provide a detailed framework to maintain inclusion at the heart of school action plans and ongoing policy direction.

EVALUATION OBJECTIVE 2. ASSESS THE IMPACT OF THE MODEL

A particular strength of the Lumos Foundation model is that inclusion is considered to be multi-layered. Pupils are included in many ways, through location and participation. The language of inclusion is used frequently, and inclusion is an expectation and a goal on pupil's individualised education plan.

Pupils are:

- Included in school instead of being 'invisible' at home;
- Once in the Unit, given an individualised plan which specifies the level of inclusion: social/recreational; partial and total;
- Enabled to access a classroom curriculum through specific ways of curriculum modification;
- Supported by an assistant;
- Provided with opportunities to work with their peers in school in a variety of ways, including: the classroom; paired mentoring activities such as the work on the sensory booklets and shared celebratory activities such as Christmas and New Year celebrations.



LESSON OBSERVATIONS

Three mainstream lessons were observed, which included one or more students from the IEU.

Lesson 1: This lesson was a maths lesson. It was active and engaging, using a starter activity which motivated all learners. I observed:

- Use of concrete resources;
- Peer talk;
- Use of metacognition (thinking about thinking);
- Creativity;
- Subtle differentiation to include 'focus child' (mathematical problems were slightly easier).

Lesson 2: Literacy lesson. The teacher engaged well with the focus child, with good use of the child's name.

- IEU student was reading different book, more appropriate to his level. Perhaps this could be done with one or more other children?
- Targeted focus on phonics/letters game.
- Could language have been further extended by perhaps asking for more words beginning with 'B' or ending in 'au'?

Lesson 3: Adjectives. A well designed, very motivating lesson full of activities.

- IEU student had specialist support. Although this is good practice, support staff may limit a child's independence. (See Teaching Assistant review document in the 'resource' file for guidance on best practice in use of Teaching Assistants).
- IEU student was supported by other students.
- All children were well engaged in all activities.

Conclusions:

- Teachers had planned lessons with care to include children with a wide range of disabilities;
- Teachers knew children well;
- Children with disabilities enjoyed the lessons;
- Other children enjoyed having a range of abilities in their classroom and there were examples of helpfulness and pride;
- More small group activities and more paired work would increase opportunities for inclusion even further.

ASSESSMENT OF LESSONS USING CRITERIA-REFERENCED GRID

Three lessons were observed using the following grid (also available in file 'evaluation frameworks'):

Inclusive teaching observation checklist

Year group/class	Date	Number of Add
Context (e.g. pupil grouping or set, number of children receiving SE At School Action, School Action Plus or through a Statement)		
Inclusive teaching strategies (tick if observed)		Comm
Whole class teaching		
1	Access to teacher and any resources used has been planned for (e.g. a number line or grid, or text is visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher, not behind)	
2	Children's seating purposely planned	
3	Rules and routines for the lesson taught and displayed, praise for children keeping the rules	
4	All children clear about objectives of lesson	
5	All children clear about structure of lesson and day, e.g. visual timetables are on display	
6	New or difficult vocabulary clarified, written up, displayed, returned to	
7	Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words	
8	Support in place for children who cannot 'hold things in their heads' – sticky-notes, jottings, individual whiteboards	
9	Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining), one child to add 24 To 52, a less able child to then add 25 to 52	
10	Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience	
11	Questions used to ensure the rest of the class are listening – 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'	

12	Children clear about the timescale for the question: 'This is one for a quick response', 'This is one which needs several minutes to think about', or 'This is one I want you to work at for 10 minutes'	
13	Time/support is given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly	
14	Children help and support each other with ideas, they give one another space in which to think and respond to questions, the contribution of all children is valued	
15	Time out (talking in pairs or other groups) used to maintain attention, link to children's own language or experience	
16	Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able	
17	Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role	
18	Visual and tangible aids used, e.g. story sacks, real objects, signs/symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations	
19	Strategies which children need to use (e.g. for problem solving or text composition) made very explicit	
20	Evidence of children who need it being pre-prepared or pre-tutored where this would help them to access the lesson	
21	Additional adults, if present, are actively involved throughout in supporting or assessing learning	

RESOURCING AND ENVIRONMENT

- The Inclusive Education Unit is well resourced;
- The equipment is appropriate and up-to-date;
- There is a good number of specialist staff;
- Displays are inspirational and of high quality;
- Equipment to help develop independence, such as the handrail, prevalence of visual timetables and the range of toilet equipment help staff to offer the lowest amount of support needed, encouraging as much independence as possible.

The following was observed at the IEU:

Staffing:

- Staff are well chosen and go through a rigorous selection process
- Staff are fully cognisant of the vision and ethos of the centre
- Staff training is ongoing and relevant. Some training includes parents.

Environment:

- A clean, well-lit modern unit linked to the main school building to enable ease of movement between the two. This emphasises 'inclusion within design' as children and staff from unit and school moved freely between the settings to work together.
- A strong focus on physical accessibility via no-barrier access to all areas and hand rails alongside the walls.
- A sensory room, well equipped, designed to help pupils with self-regulation; managing anxiety and stress; sensory processing; intensive interaction and improving motor and co-ordination skills.
- Displays on the walls included pupils' own work, inspirational artwork displaying core UN 'rights of the child' and photographs of activities and community events.
- Visual timetables are evident throughout the premises. All rooms showed a pictorial representation as well the relevant word on the door.



Physiotherapy Hoist

- Well-resourced small rooms for one-to-one lessons
- Well-resourced areas for physiotherapy work and hydrotherapy area, including hoists and exercise equipment.
- The toilets were carefully designed to support greater independence, with pupils able to learn increasingly independent actions to support their own life-skills.
- The outdoor area has space for ramps, a garden, tables and an 'abacus' apparatus.
- School buses are equipped for wheelchairs with ramps.
- Designated area for parents, called the 'Parents' Academy' where parents are welcome. Parents make good use of this and are highly visible around the IEU.



Visual Timetable and Picture Exchange Cards

ASSESSMENT OF THE ENVIRONMENT USING THE SENSORY AUDIT TOOL AND COMMUNICATION SUPPORTING CLASSROOM OBSERVATION TOOL

The researcher used two different evidence-based frameworks (see Appendix) to scrutinise the extent to which the setting was:

- Responsive to the sensory needs of pupils;
- Stimulating communication as an integral part of the curriculum.

FINDINGS:

The IEU scored highly across ALL criteria on both frameworks (see example below). However, the mainstream school scored less well across all measures. The core areas for consideration are:

- More small group-work activities;
- More paired-work activities.

For inclusion to continue to grow, the mainstream school provision will need to incorporate more of the examples of great practice from the IEU. This comment does not detract from the excellent work that the school is doing alongside the IEU. It simply serves as a reminder that the journey of inclusive education is one of continued improvement and continued learning.

Examples of good practice include:

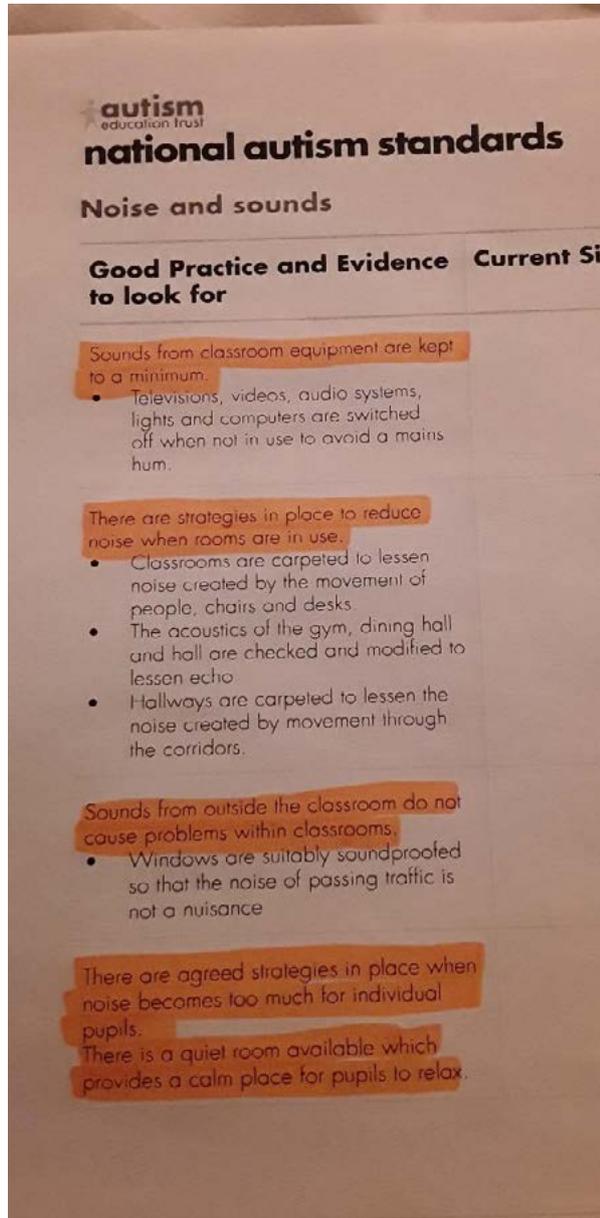
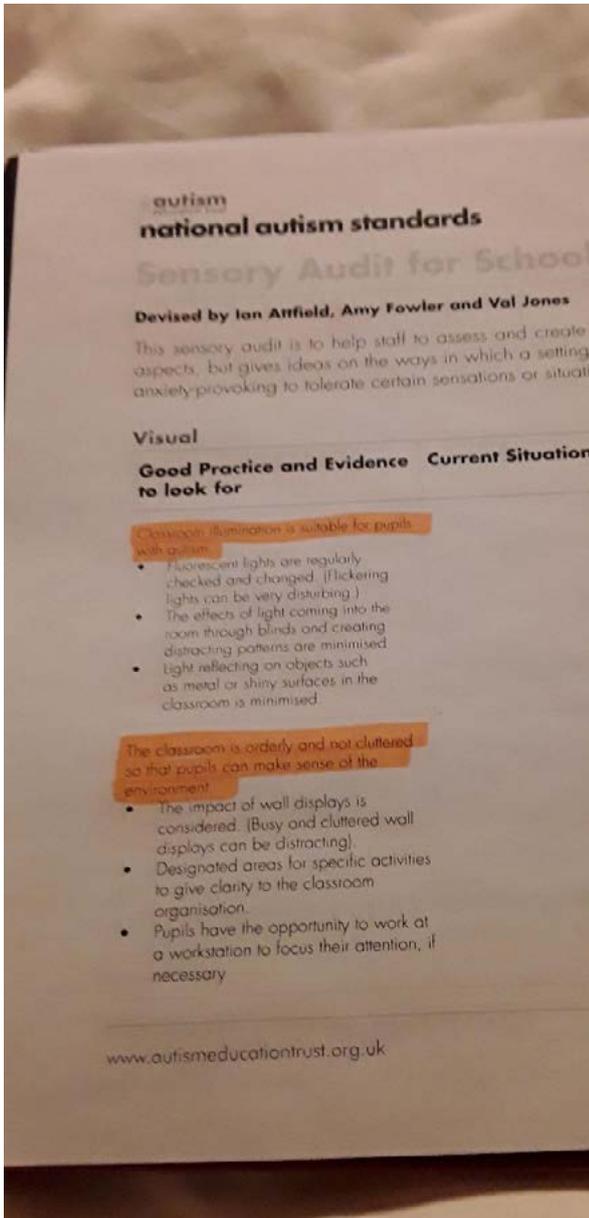
- From the Sensory Audit Tool:
 - Classrooms are non-cluttered, to support the needs of pupils with Autism;
 - Noise is reduced outside and inside the classroom;
 - Sensory support activities are available within study areas.

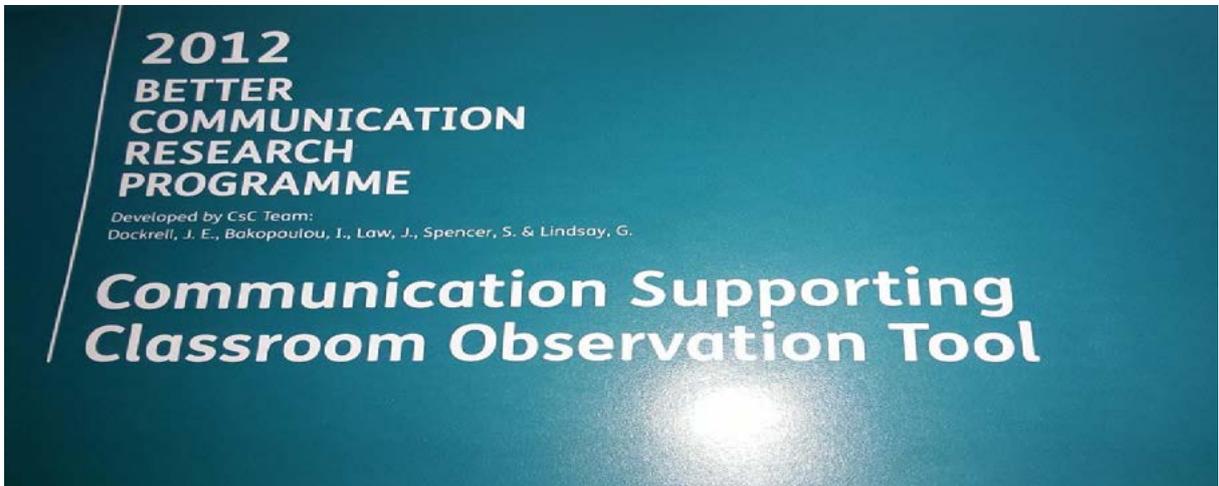
- From the Communication Supporting Classroom Observation Tool:
 - There are quiet spaces for reading or individual studies;
 - Language building opportunities are prioritised in lessons;
 - Adults encourage vocabulary learning;
 - Peer talk activities are encouraged and built into lesson plans.



Sensory Tools

Recommendation: The continued use of below Frameworks will support continued good practice. Links to both are provided in Appendix 2.





Language Learning Environment		Not 5
This dimension involves the physical environment and learning context		
1	The classroom is organised to emphasise open space.	
2	Learning areas are clearly defined throughout the classroom.	
	Learning areas are clearly labelled with pictures/words throughout the classroom.	
	Space for privacy/quiet areas where children can retreat to have 'down time' or engage in smaller group activities. These areas are less visually distracting.	
	Children's own work is displayed and labelled appropriately.	
	Some classroom displays include items that invite comments from children.	
	Book specific areas are available.	
	Literacy specific areas are available.	
	Background noise levels are managed consistently throughout the observation, and children and adults are able to hear one another with ease.	
	Transition times are managed effectively, so that noise levels are not excessive and children know what to expect next.	

Language Learning Opportunities		Not Seen
This dimension involves the structured opportunities that are present in the classroom to support		
1	Small group work facilitated by an adult takes place.	
2	Children have opportunities to engage in interactive book reading facilitated by an adult (for example: asking predictive questions, joining in with repetitions, story packs etc.).	
	Children have opportunities to engage in structured conversations with teachers and other adults.	
	Children have opportunities to engage in structured conversations with peers (Talking partners).	
	Attempts are made to actively include all children in small group activities.	
il	/25	Notes:

Community links:

- Alumni and school council work together on community activities such as New Year celebrations and 'flash mob' events.
- A pupil in the IEU presented at an international conference.
- Links with an inclusive kindergarten are maintained.

INTERVIEWS AND FOCUS GROUPS

Interview/meetings with Head Teacher and Manager of the Inclusive Education Unit were undertaken.

Findings:

- Children in the unit and resource centre are making great progress.
- Children without disabilities become involved and benefit enormously from contact with a wide range of pupils.
- Staff take great pride in being a 'trailblazer' in Moldova.
- Head teacher has just won a national prize at a national conference which celebrates her work on inclusive education.
- There is a strong emphasis on the importance of working collaboratively: government, other administrative districts, other schools, with parents.

Meetings with parents:

- Parents were emotional in their desire to convey the difference the programme has made to themselves and their children.
- Words and phrases such as 'miracle' and 'answer to my prayers' were heard frequently.
- Parents explained how progress had been made, including cognitive and physical progress such as walking and confidence in social situations, such as eating, for autistic children.

Focus group with Inclusive Education Unit staff and mainstream teachers and specialist support staff such as psychologists:

- The group was well attended, and staff were keen to share their thoughts.
- Many examples of children's progress were given.
- Staff were passionate about their role and articulated their commitment to the role.

MEETING WITH MICHAEL:

(Please note, permission to use name has been given)

- Previous student keen to maintain links with the group;
- Unit facilitated work-based apprenticeship where Michael now works;
- Michael praised the support he had been given and identified a number of staff members by name for further praise.

FOCUS GROUP WITH CHILDREN:

The sixteen children in the focus group were mixed ability and mixed age. They shared information about the IEU. Particularly impressive was the sensory book pages made by pupils in the main school to explore life skills activities such as counting, matching, using buttons with pupils in the IEU. These pages structure small group activities between pupils and provide opportunities to make friends.

Here are some examples of their statements:

- *'I started off spending 10 minutes in the (mainstream class) and now I am in it full time'*
- *'I used to need diapers and now I don't.'*
- *'I couldn't read in First Grade, but now I can read, write and multiply.'*

CASE STUDIES

Case studies include those of individual children's journeys of greater confidence, skills and inter-dependence. These case studies take the form of 'vignettes'. They are statements made by parents in the Parental Focus Group and were noted down after translation by the professional translator. The Parental Focus Group became a mini case-study of its own, as the overwhelming support the parents had of the IEU materialised as a small petition they wished to be handed over to the Head of the Moldovan Department of Education. This demonstrates a commitment to the ethos of the IEU, manifesting as a desire to campaign for a rollout of similar provision across Moldova.

THE VIGNETTES:

1. *'I used to have to sit permanently with my child, a small child. She couldn't attend school. I was so happy when the IEU opened. But there are still so many children and only one school like this'*
2. *'I am the Mum of a 9yr old in 3rd Grade. We were lucky to start from the beginning. He's made great progress; more independence; more socialising; writing now. We understand him so much better. I'd be happy if this project could roll out; it has been a great help.'*

3. *'My boy is D, in the 2nd Year. School meant a lot from the beginning. He's more patient; speaks a lot more; helps around the house, works with his 'LogoPad' and with other specialists.'*
4. *'When my 9yr was in Kindergarten, he couldn't speak or hold a pen. We've registered good progress. He fulfils all tasks: colours, figures, number, 200-piece puzzle, dancing, nods to say 'hello'; washes dishes, lays table, washes clothes. He's patient and he understand more. It is easier as a mother. He actually runs away back to school. He loves his teachers. We are a united family.'*
5. *'I'm M's mum. He's a ten-year-old and he attends classes. He's received well by his fellows and colleagues. I'm very happy with what we are offered. We meet as mothers and do great things together. He does many things. As a fellow mother has just said, before he couldn't hold a pen and now he can read and write. He asks, "Is it school tomorrow!"'*
6. *'It is our first year in school. She is 7 years old and has Autism. It means parents can take a break. The state of mind of the child depends on the state of mind of the parent. There really should be more schools like this.'*
7. *'In our first year at school we had a very unpleasant experience. We hated even the word 'school'. She would have negative reactions. After one year we came here. She cried for half a year but attends school with pleasure now. We cannot imagine life without school. She asks, 'When is school?' Previously she didn't want to eat, would only eat at home. Now she eats here and is very happy; sits at a table now; really likes it. It is great such a centre exists. We need as many of these as possible.'*
8. *'I'm a grandparent of a 12-year-old with Autism. She did not communicate; could not tolerate noise. She can manage now. She cooks, arranges clothes, writes. We are very grateful. There are so many children in local areas still at home. It is not normal. They should have the opportunity to be able to speak too.'*
9. *'We started with the High School in the village but there was no result. But here he is writing, he has a diploma as 'Best Chef' and helps around the house. We are happy such a school exists.'*
10. *'I have a boy of 10 years old. We made some progress, but since attending here he can sort his clothes and shoes. He still doesn't speak, but he wants to come to school. He is calmer and less aggressive.'*
11. *'I'm the mother of N, a 10-year-old. One of the most complex in the Unit, she has cerebral palsy. She comes part time. I notice she has pink cheeks and is happier. She integrates with other children and is making good progress. Parents need more help like this.'*
12. *'My eight-year-old is in 2nd Grade. She attends extra-curricular activities and gets away from the house. It feels great here.'*
13. *My 12-year-old cannot walk. He is calm and obedient, and I am really glad the centre exists. I hope he will continue with his progress.'*
14. *'I'm D's mother. He's smart and respectful since he started this project. He feels better than ever. He is supported by rails here which help his balance. He speaks single syllables and is tired when he gets home. He is excited to come here in the morning; he is very happy to attend.'*

15. *'I am O's mother. He has Epilepsy. When he attends the centre, he is very happy. He cannot explain how happy. Before he could not hold a cup or a plate. I'm happy he is attending different activities. He is also tired after school. I'm grateful school is open. Before he could not even attend Kindergarten.'*
16. *'My daughter is 15, nearly 16. She doesn't walk. No-one could touch her, but she is getting better. She can now drink independently, but still not speak. I am glad the school exists.'*

I also met a young man named Michael who had left the Centre to become an apprentice shoemaker. Michael talked about friendships he had made amongst staff, pupils in the Centre and children in the mainstream school. He spoke of the importance of having a job and how this was all possible because of the Centre.

Conclusion: All parents or family members in the Focus Group identified progress and wellbeing as part of their child's attendance at the IEU. Many advocates for more centres like the IEU to be created across Moldova.

EVALUATION OBJECTIVE 3. ASSESS TRANSFERABILITY AND QUALITY OF THE MODEL, WITH A PARTICULAR FOCUS ON SUSTAINABILITY, AND WHETHER IT CAN BE DEVELOPED FOR USE ACROSS MOLDOVA AND INTERNATIONALLY

The documentary analysis and field-data enabled the researcher to assess the quality and sustainability of the model. One element of sustainability is the ability to achieve collaboration across legislation and training. Significant gains have been made in this respect as noted under the assessment of Objective 1.

FINDINGS

The quality of the model is high, and ALL stakeholders recommended rolling out the model across Moldova.

- **Relevance:** The implemented model adheres strongly to its original design and corresponds closely to national and international best practice. The above findings confirm that all following objectives are being met comprehensively:
 - Access to relevant and appropriate educational programmes and services, in support of, and in response to, the identified children's needs is enabled;
 - Basic skills are being developed through developmentally appropriate practices;
 - A supportive learning environment that stimulates children physically, intellectually, socially and emotionally has been created;
 - Parents are fully involved as a part of the education process;

- School dropout, institutionalisation and separation from family is being prevented as a result of the work being done by the IEU;
- A state-of-the-art premise for children’s social inclusion has been created.
- **Impact:** In terms of behaviour, adaptation, self-administration, relationships, learning skills, etc. the model is making significant difference made to the lives of the beneficiaries. This has been confirmed through focus groups with parents, children and IEU staff (see details above). Additionally, children’s individual records show that progress is being made across academic, physical and social-emotional targets. Staff are carefully selected and take part in a continuing professional development programme and the IEU is fully resourced with equipment and teaching materials (see Appendix 1).
- **Efficiency:** Observations and ‘learning walks’ show that resources and other inputs are used efficiently to achieve the outputs. As rollout progresses to other Units in different locations, efficiency savings are likely as the processes, policies, procedures and networks are now in place already as a result of the successful pilot project which has put in place a model with proven effectiveness within the Moldovan context.
- **Effectiveness:** The project is on track to achieve its objective and outcomes. The project has made inspirational and innovative progress and is changing the lives of children, families and communities. The effectiveness goes beyond this, however. The teacher training programmes will be introducing and enhancing inclusive teaching practice across districts and the changes to policy open the door to a continued focus on inclusive education in Moldova. It is therefore crucial that this progress is sustained, and the model expanded into other districts.
- **Sustainability:** The model should be replicated at the country level after the end of the project. As the legal, methodological, financial and institutional changes have been made to enable the success of the IEU pilot project, the infrastructure is now in place to support the potential rollout of this model to Moldova and indeed internationally.

To increase the likelihood of the project results being sustainable, the researcher has collated a variety of resources to enable schools and units to evaluate their provision on a continuous, self-improving basis. This includes evidence-based structures to support the auditing of teaching and educational provision and professional development needs of staff (see Recommendations below).

EVALUATION OBJECTIVE 4. DOCUMENT LESSONS LEARNT AND PROVIDE RECOMMENDATIONS

LESSONS LEARNT:

- The model proves the possibility of including the most vulnerable children in mainstream education by shifting educational paradigm based on principles of equity, respect for differences and social justice.
- Such a complex model can be created and put into action by engaging appropriate stakeholders, allocating sufficient and adequate resources, and ensuring authentic inclusive school ethos.
- Educational inclusion of the children with profound disabilities and complex need requires essential investments in staff competencies and in creating an inclusive environment.
- Integrated support provision and individualised/child-centred approach to inclusion ensure the very positive outcomes for children.
- The model provides best practice on planning, organising and delivering inclusive education for children with different needs.
- Child participation (in all its occurrences) is paramount to a sustainable inclusion.
- Functioning of the IEU during the last two years was ensured, exclusively, from the state budget, so the model is feasible and can be expanded across Moldova. The replication of such a model requires further mandates for authorities, in order to allow for, inter alia, changes in policy and legislation, in the school curriculum, in teacher training, etc.
- Donors' participation in developing inclusion models is very important and has to be an added value to state contribution.

RECOMMENDATIONS:

- Using the criteria used to select the Petre Stefanuca Lyceum, new schools need to be identified as potential partners for the next stage of the rollout of the model into other areas and districts.
- Using the collaborative model already developed by the Lumos Foundation pilot project process, link stakeholders from all aspects of the educational network together to identify the regional needs for each prospective new Inclusive Unit.
- Identify the training needs of the host schools and neighbouring community schools and kindergartens to ensure that teachers and teaching assistants continue to build capacity for inclusion across all parts of the region.
- Identify a strategic vision for the 'next steps' of the Moldovan rollout of the Lumos Foundation pilot project of the Inclusive Education Unit.

THE RESEARCHER HAS PROVIDED (APPENDIX 2):

- Evidence-based structures such as Lesson Study and criteria-based frameworks to provide a robust and sustainable model for continued reflection, problem solving discussions and staff mutual support to enable sustainability.
- Frameworks for self-evaluation and reflection specific to special Educational Needs and professional development.
- Additional resources, such as for supporting and monitoring progress in children with Autism.

APPENDIXES

APPENDIX 1. INCLUSIVE EDUCATION UNIT FOR CHILDREN WITH SEVERE/MULTIPLE DISABILITIES. GENERAL CONCEPT.

Status:	<ul style="list-style-type: none"> • Division of mainstream school (Lyceum). Education and care cluster
Mission:	<ul style="list-style-type: none"> • Ensuring access to education for children with severe/multiple disabilities
Objectives:	<ul style="list-style-type: none"> • Ensure access to relevant and appropriate educational programmes and services, in support of, and in response to, the identified children' needs • Develop basic skills through developmentally appropriate practices • Create a supportive learning environment that stimulates children physically, intellectually, socially and emotionally • Involve parents as a part of the education process • Prevent school dropout, institutionalization and separation from family • Create premises for children's social inclusion
Beneficiaries:	<ul style="list-style-type: none"> • 20 – 25 children (6 – 16 years old) with severe disabilities from the communities located within a radius of 10–15 km from the district centre
Services/activities:	<ul style="list-style-type: none"> • Education (cognitive/intellectual development) • Psychological assistance/counselling (social and emotional development) • Speech therapy (speech and language development) • Physiotherapy (physical rehabilitation / development) • Hydrotherapy (physical rehabilitation / development) • Specific therapies: play, art, occupational, etc. • Development of life self-administration skills

- Care/ Health care
- Transportation
- Meals
- Support, information, counselling, education for parents / careers

Types/forms of activity (according to child capacity):

- Inclusion in mainstream education/classroom with appropriate support (partially or occasionally)
- Learning activities in IEU classroom
- Small group learning in IEU
- 1:1 learning support in IEU

IEU STAFF (HIRED ADDITIONALLY TO EXISTING ONE IN THE MAINSTREAM SCHOOL)

Job title	Deputy head teacher – IEU Coordinator
Category	Management
Required Degree/ Qualification	BA, MA
Main responsibilities:	
<ul style="list-style-type: none"> • Ensuring management of the IEU, taking full responsibility and accountability for the day to day management and organisation of all processes in the IEU • Taking full responsibility for child protection issues as appropriate, for promoting and safeguarding the welfare of children within the school • Caring out staff duties, as required, in accordance with Operating Rules of the IEU • Ensuring that the work of the IEU team/whole school (as relevant) is inclusive and issues are addressed in curriculum and in all school policies • Supporting the development of collaborative approaches to learning within the IEU and beyond • Monitor and evaluate the quality of teaching and children’s achievement and set targets for improvement • Representing IEU in relation with mainstream school, other educational entities, LPAs etc. 	

Job title	Special education teacher / Support teacher
Category	Specialised staff
Required Degree/ Qualification	BA (ISCED level – 5A)
Main responsibilities:	
<ul style="list-style-type: none"> • Assessing children and working with colleagues to identify individual children’s special needs • Teaching either individuals or small groups of pupils within or outside the class • Preparing lessons and resources • Developing and adapting conventional teaching methods to meet the individual needs of pupils • Using special equipment and facilities, such as audio-visual materials and computers to stimulate learning • Using specialist skills, such as teaching Braille to pupils with visual impairments or sign language and lip reading to students who have hearing impairments • Collaborating with the classroom teacher to define appropriate activities for the pupils in relation to the curriculum • Liaising with other professionals, such as speech and language therapists, physiotherapists and educational psychologists, social workers • Liaising closely with parents • Monitoring, updating and maintaining records on children’s progress • Organising learning outside the classroom in activities such as community visits, school outings or sporting events • Assisting in severely disabled children’s personal care/medical needs • Attending annual review meetings or other related meetings regarding children, which may involve reviewing statements of special educational needs • Receiving in-service training 	

Job title	Educational psychologist
Category	Specialised staff
Required Degree/ Qualification	BA (ISCED level – 5A)
Main responsibilities:	
<ul style="list-style-type: none"> • Supporting, consulting and advising: <ul style="list-style-type: none"> – children whose development, learning or behaviour are causes for concern – parents – other professionals and colleagues working with children with severe disabilities • Assessing learning and emotional needs by observing and consulting with multidisciplinary teams to advise on the best approaches and provisions to support learning and development • Planning, developing and applying effective interventions to promote psychological well-being, social, emotional and behavioural development, and to raise educational standards • Contributing to the development and administration of the various assessment and counselling tools/materials • Monitoring progress of children • Contributing to the annual review and reassessment procedures for children with severe disabilities including developing of IEP • Updating professional knowledge and skills through appropriate continuing professional development 	

Job title	Speech and language therapist
Category	Specialised staff
Required Degree/ Qualification	BA (ISCED level – 5A) MA (compulsory)
Main responsibilities:	
<ul style="list-style-type: none"> • Undertaking children assessments • Planning and providing appropriate support • Giving advice and support to patients, family members and teachers • Maintaining records and case notes • Monitoring, assessing, recording and reporting on the impact of speech and language therapy programmes • Liaising with physiotherapists, special education teachers, nurse and family members and carers • Performing controlled therapy sessions with individuals, groups and/or families 	

Job title	Physiotherapist
Category	Specialised staff
Required Degree/ Qualification	BA (ISCED level – 5A)
Main responsibilities:	
<ul style="list-style-type: none"> • Undertaking children assessments • Planning and providing appropriate support • Organising physical exercise sessions and other specific therapies such as hydrotherapy, electrotherapy, aromatherapy etc. • Providing massage • Liaising with professionals such as doctors and nurses • Providing education and advice about exercise and movement 	

Job title	Personal assistant
Category	Auxiliary staff
Required Degree/ Qualification	Secondary education certificate (ISCED level – 2A) + in-service course
Main responsibilities:	
<ul style="list-style-type: none"> • Assisting the disabled children in all areas of personal need, and acting as an escort and aide in the persons social and day to day activities • Providing appropriate assistance at the right time, thereby facilitating the disabled children to take control over their life • Helping disabled children to meet personal needs: bathing and washing, assistance with toiletting, assistance with dressing/undressing • Assisting and instructing children in eating skills • Assisting children with gastronomy tube feeding and other specialized feeding requirements • Monitoring student health daily; notifies staff regarding changes in children’s needs • Providing proper positioning for physically challenged students; administers medications and maintains • Liaising with other professionals, working closely with parents • Accompanying children during transportation 	

Job title	Driver
Category	Auxiliary staff
Required Degree/ Qualification	Vocational education certificate (ISCED level – 3B)
Main responsibilities:	
<ul style="list-style-type: none">• Providing safe transportation of children to and from school• Providing direct/indirect supervision• Securing special needs equipment in a safe manner to limit motion during transport, including wheel chair trays, walkers, oxygen tanks and any adaptive/assistive devices• Maintaining the interior of assigned bus so as to guarantee a clean and sanitary environment for individuals being transported.• Guaranteeing the safe loading and unloading of children• Developing a cooperative working relationship with IEU personnel	

IEU BUILDING CHARACTERISTICS

General characteristic: One level building connected to main Lyceum’ building via gallery

Space	Purpose/destination
Multifunctional room	<ul style="list-style-type: none"> • individual learning support • group activities • reading room • painting • play therapy • assistive technology point etc.
Classroom	<ul style="list-style-type: none"> • learning • group learning activities
Sports hall	<ul style="list-style-type: none"> • playing • physiotherapy
Psychologist office	<ul style="list-style-type: none"> • assessment • individual counselling/assistance
Speech and language therapist office	<ul style="list-style-type: none"> • assessment • individual and/or small group speech and language therapy
Sensory room	<ul style="list-style-type: none"> • stimulating activities • sensorial development • relax therapy
Kitchen	<ul style="list-style-type: none"> • dining area • work space /lab • storage space
Hydrotherapy	<ul style="list-style-type: none"> • hydrotherapy • therapeutic tub • shower

-
- | | |
|---------------------------------------|--|
| Bath/Shower room & toilets | <ul style="list-style-type: none">• adapted toilet• washstand• individual hygiene• changing |
|---------------------------------------|--|
-

- | | |
|--------------------------------|---|
| Vestibule/corridor/hall | <ul style="list-style-type: none">• wardrobe• space for wheelchair• standing frames |
|--------------------------------|---|
-

- | | |
|--------------------------------|---|
| Offices for specialists | <ul style="list-style-type: none">• IEU coordinator |
|--------------------------------|---|
-

- | | |
|----------------------|---|
| Outside space | <ul style="list-style-type: none">• access ramp (s)• recreation land |
|----------------------|---|
-

Transport

Minibus equipped with a wheelchair access ramp or wheelchair lift.

APPENDIX 2.

FRAMEWORKS TO SUPPORT WHOLE SCHOOL INCLUSION

<https://www.sendgateway.org.uk/whole-school-send/>

Frameworks to audit units and schools:

The Communication Supporting Classroom Observation Tool:

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool.aspx>

The Sensory Audit:

<http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>

What works: The following links provide resources for support and training for inclusion of children with special educational needs and disabilities.

Physical and Sensory Needs: Low incidence needs

Universal provision:

Rapid Evidence Assessment:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf

Guide to Effective SEN Support for Senior Leaders

<https://www.sendgateway.org.uk/resources/effective-sen-support-a-guide-for-senior-leaders-in-education-settings.html>

Targeted support: Physical disability

PDnet (the Physical Disability Network) offers a range of evidence-based strategies to support pupils with physical disabilities:

<http://pdnet.org.uk/>

<http://pdnet.org.uk/resources/effective-practice-hub/>

Targeted support: Sensory Impairment

Natsip (The National Sensory Impairment Partnership) provides a resource bank of evidence-based resources to support pupils with sensory impairment:

<https://www.natsip.org.uk/sensory-learning-hub>

What works database:

<https://www.natsip.org.uk/index.php/slh-home/know>

Continuing Professional Development:

Lesson Study:

<http://lessonstudy.co.uk/>

Whole school frameworks for universal provision:

The following organisations offer evidence-informed frameworks to help schools and educational institutions choose and embed continuing professional development initiatives:

Chartered College Evidence Informed Teaching: School tool and Teacher tool

<https://chartered.college/evidence-engagement>

CUREE CPD Standard Pathway

<http://www.curee.co.uk/node/5017>

Teacher Development Trust: CPD Quality Audit

<https://tdtrust.org/cpd-quality-audit>

Specific types of special educational needs:

The links below direct educational professionals to frameworks to help them record their own CPD and to assess their own knowledge and skills in respect of specific areas of special educational need.

NATSIP CPD journal

<https://cpd.natsip.org.uk/>

PDNet Standards Framework

<http://pdnet.org.uk/resources/standards/>

Literacy and Dyslexia-SpLD Professional Development Framework

<http://framework.thedyslexia-spldtrust.org.uk/>

The Communication Trust: Speech, Language and Communication Framework: A matrix of competencies

<https://www.thecommunicationtrust.org.uk/media/421827/slcf-matrix-of-competencies.pdf>

The Autism Education Trust Competencies Framework

<https://www.autismeducationtrust.org.uk/shop/schools-cf-shop/>

The Autism Education Trust Competencies Framework for Early Years

<https://www.autismeducationtrust.org.uk/shop/ey-cf/>