REASONABLE ADJUSTMENT PROJECT DIRECTORY OF CLIPS ON 3 DVDs.

This part of the pack for schools entitled Implementing the Disability Discrimination Act in Schools and Early Years. One free copy for each state school in England available from DfES publications.   June 2006

Order Email: publications.online@dfes.gsi.gov.uk

Telephone: 0845 600 9506

department for education and skills

Disability Rights Commission

Credits
Producer and Team

Leader Richard Rieser, DEE
Director and Editor Ann Pugh, Redweather
Researcher Linda Pryor, DEE
Sound Dennis Green, Redweather
Research Assistant Anna Case, DEE
Driver and Stills Marcus Drummond, DEE
DVD Frank Spencer, Redweather

Redweather

4. Complete list of clips and reasonable adjustments

This section provides a complete list of all of the film clips on the three DVDs. It also lists some of the reasonable adjustments that can be seen in the clips. The list is organised to help the viewer:

- find their way round the resource;
- plan viewing;
- plan follow-up activities and training in the light the viewing.

The film clips on the DVDs provide examples of reasonable adjustments from the schools who volunteered to take part in the Reasonable Adjustments Project (RAP). The clips do not cover every impairment or every approach. They were filmed to provide ideas about what can be done to include disabled pupils in different aspects of school life and to encourage discussion about how adjustments can be made to remove barriers for disabled pupils.

Viewers can watch ready-made sections of film clips or can select individual clips. The ready-made sections provide collections of clips grouped around various aspects of primary and secondary education. The sections of film vary in length from seven to twenty-five minutes.

In the list that follows there is a range of information about each of the film clips:

Code
Each section and each film clip has a code that enables it to be located on the DVD. At the start of each clip, the code will appear in the corner of the screen for a short time.

Supported by the other relevant information in the *Complete list*, the codes enable you to select sections or clips that are relevant to a particular school, to a particular topic or to a particular impairment. Sections are selected from the screen menus. Once in a particular section you can skip to the clip you want to look at.

School and pupil
The Complete list shows gives the name of the school in which each clip was filmed and any pupil featured significantly in that clip.

Reasonable adjustments
The *Complete list* shows some of the reasonable adjustments that can be seen in that clip. It gives an indication of some of the reasonable adjustments that can be seen, it is not an exhaustive list of every adjustment.

Impairment
The final column in the *Complete list* indicates the impairment of pupils who feature significantly in a film clip. The nature of a pupil's impairment is as it was described to RAP in the information provided by schools or by parents. This means, for example, that a pupil with Downs syndrome may be described as having Downs syndrome or may be described as having learning difficulties. The viewer should bear this in mind when selecting film clips.

All the pupils shown in the clips are likely to be disabled under the definition in the Disability Discrimination Act 1995 (DDA), that is: they have an *impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.* The definition in the DDA is broad and includes many more children and young people than is normally thought. There is more information on the definition of disability in the introductory section to this resource, *Duties and definitions.*

A code is used to indicate the pupil's impairment:

ADD   attention deficit disorder
ADHD   attention deficit hyperactive disorder
AS   Aspergers syndrome
ASD   autistic spectrum disorder
BES   behavioural, emotional, social difficulties
FD   facial disfigurement
HI   hearing impairment
LD   learning difficulty: in these film clips this includes children with: Downs syndrome (DS); dyslexia (Dys)
MN   medical needs: in these film clips this includes children with: asthma (A); epilepsy (E); epidermolisis bulosa (EB); recovering from cancer (Ca); myalgic encephalomyelitis (ME); a tracheotomy (T)
MSI   multi-sensory impairment
PI   physical impairment: in these film clips this includes children with: brittle bones (BB); cerebral palsy (CP)
SLC   speech, language and communication difficulties
TS   Tourettes syndrome
VI   visual impairment

Other abbreviations
There are other abbreviations used in the *Complete list*:

DfES   Department for Education and Skills
ICT   Information and Communications Technology
MAPs   Making Action Plans
PE   Physical Education
physio physiotherapy
SALT   speech and language therapist
TA   teaching assistant: this term is used to include learning support assistants and special needs assistants supporting pupils and teachers in classrooms

Summary of the DVDs

There are three DVDs. The content of the DVDs is summarised below. Each section is accessed from a menu on the screen. There are two levels of menu: a main menu and a sub-menu. Sections accessed from sub-menus are set against a bullet point in the list below. The running time (to nearest minute) is shown in brackets.

DVD 1: Essential viewing and other topics
Essential Viewing, an introduction to the materials (25)
Breaks, Lunchtimes and Clubs (10:30)
Educational Visits (16)
Behaviour for Learning (26)
Meeting Personal Care and Medical Needs (22)

DVD 2: Foundation stage and primary education
Foundation Stage in maintained schools (19)
Primary School Stories:
- Primary School Stories Introduction (1:30)
- Goostrey Community Primary School (8:30)
- Billesley Primary School (7:30)
- Batheaston Primary School (8)

Primary Education:
- Primary Education Introduction (4)
- Curriculum and Planning (22)
- Teaching and Learning (17:30)
- Deployment of Staff and Resources (22)
- Ethos and Whole School Development (23)

DVD 3: Secondary education
Secondary school stories:
- Secondary School Stories Introduction (1)
- Langdon School (11)
- North Leamington Community School and Arts College (16)

Secondary Education:
- Secondary Education Introduction (4)
- Curriculum and Planning (22)
- Teaching and Learning (21)
- Deployment of Staff and Resources (22:30)
- Ethos and Whole School Development (21:30)

DVD1

DVD 1: Essential Viewing (ESV)(25 minutes)

ESV Playlist link (FULL)-
http://www.youtube.com/playlist?list=PLj4PZ6t0n8fvbAcnabhqjoPTvl7S-fQ8x

	School and pupil	Reasonable adjustments	Imp	Time

ESV.02	Introduction	http://youtu.be/Jy1Bb3L3LBk		
ESV.03	Shelton Infant School *Jake*	• planning with pupil, parents and outside agencies • use of DfES CD-ROM for ideas on inclusive PE • parallel activities to enable Jake to participate • changing the order of activities • support of a TA http://youtu.be/FYiUVBKYQII	PI	
ESV.04	Langdon School *Boonma, Saad*	• adjusting experiments to provide hands-on activities • planning gives time for materials to be made accessible • development of pupil voice and peer support http://youtu.be/k5NWbi4eoO0	VI	
ESV.05	St Bridget's Catholic Primary School *Callan and Ethan*	• staff receive training on administering medicines • parents are made to feel secure that their children's needs are being met http://youtu.be/po8ausngams	E	
ESV.06	William De Ferrers School *Shelley*	• pupil involvement in planning adjustments • a half timetable concentrating on essential subjects http://youtu.be/pMqlrWMGIVY	ME	
ESV.07	St Clement's C of E Primary School *Alistair*	• one-to-one teaching assistant support • teacher plans differentiated work • work done with peers to ignore unusual behaviour • liaison with parent, pupil and outside agencies • provision of 'Time Out' card http://youtu.be/i5fg69sI9b4	ADD AS TS	
ESV.08	Lister Community School	• school trains and deploys communicators • teacher uses body language to ensure clarity in lessons • teacher plans with communicators • communicator uses British Sign Language simultaneously http://youtu.be/41_BAywjnrY	HI	
ESV.09	Fulford School *David*	• teacher plans lesson with teaching assistant • use of pictures as clues • deployment of teaching assistant http://youtu.be/zvpwmVhuuYw	LD	
ESV.10	Whitehouse Junior School *Terri*	• early planning for Terri's transition • pupil, parent and previous school inform planning • 'Changing Faces' provides information and training • reducing TA support to increase independence http://youtu.be/CEaLbvLmgiA	PI FD	

ESV.11	Cleves Primary School *Chavine and Aziz*	• planning between teachers and parents and teachers and outdoor pursuits centre • teacher and pupil practice comfortable sitting positions http://youtu.be/EzpmdVfwx54	LD PI	
ESV.12	Eccleston Mere Primary School *Connor*	• rice and pasta as an alternative to sand in the play trays http://youtu.be/IaaBLmzxNSY	T	

ESV.13	Brigshaw High School *Catherine*	• a personalised visual timetable http://youtu.be/epekJAzXiSY	LD	
ESV.14	Coteford Junior School *Emily*	• teacher plans lesson for her class and pupils on outreach from a special school • physiotherapy exercises are incorporated into the lesson • liaison with special school staff for advice http://youtu.be/kotADXi89dY	PI LD	
ESV.15	Batheaston C of E Primary School *Katie*	• planned small group visit to local shops to improve vocabulary and social language skills http://youtu.be/kqmXhkVAWHA	SLC LD	

ESV.16	Billesley Primary School	• work with outside agencies • use of visual timetable http://youtu.be/dhg2LVg9Pd0		
ESV.17	Cottingley Primary School	• whole school themed week to promote communication • training on space theme for communicators http://youtu.be/zcFJPcLYVjQ	HI SLC	
ESV.18	Ian Mikardo High School	• whole school curriculum adjustment for relevance and high level of engagement	BES	
ESV.19	Frome Community College *Ben*	• green slips for extra time in class and in exams • staff teach pupils how to use extra time http://youtu.be/Zb0PEqDABbY	Dys	
ESV.20	Glossopdale Community College *Matthew*	• pupils working in pairs • adjusted school timetable to give staff more planning time • teaching assistant scribes in lessons • reduced number of visual cards • planning includes disabled pupil on French visit http://youtu.be/3SsWzhIY3eE	PI SLC	
ESV.21	Brigshaw High School *Caldon*	• use of learning mentors • liaison between staff and parents • use of disabled pupil as role model http://youtu.be/9IOLmIU-QT8	ADHD	
ESV.22	Langdon School	• extension of good practice to meet needs of all pupils • involving pupils in the process of making adjustments • staff encouraged to express concerns and share solutions • building an inclusive ethos http://youtu.be/JBqCE79RTdY	VI BES	
ESV.23	Summary	http://youtu.be/kTqw-Z8UX_w		

DVD 1: Breaks, lunchtimes and clubs (BLC)(10$^{1/2}$ minutes)

BLC Full video - http://youtu.be/pN4eOE9jQBM

BLC.02	Introduction		
BLC.03	Cottingley Primary School *Shazia, Edward*	• breakfast is saved for pupils if transport is late • communicators support HI pupils in all clubs • transport rescheduled to allow for after school clubs	HI
BLC.04	Shelton Infant School *Jake*	• layout of tables and chairs in dining hall to allow independent wheelchair access • structured play environment supports pupils with challenging behaviour	PI BES
BLC.05	St Clement's C of E Primary School	• adjustment of playground games	
BLC.06	Trafalgar Infant School	• provision of Friendship stop • playground monitors encourage isolated pupils to socialise	
BLC.07	Victoria Park Primary School *Suraj, Jordan*	• use of different equipment e.g. different size balls • length of pitch shortened • additional time allowance • play inside rather than outside • support to team work	
BLC.08	Hall Green High School *Ryan*	• adapted hockey to create 'zone hockey' • use of 2 sports wheelchairs for wheelchair basketball • PE department encourage and facilitate participation and ensure disabled pupils are not isolated	
BLC.09	Bishopsgarth School *Liam, David*	• adaptions in consultation with British Karate Association • support from family members and member of staff • close liaison on new moves	PI ASD
BLC.10	Harrogate High School	• use of staff at break-times to support learning, homework • creating a space where all pupils are welcomed especially disabled pupils	

| BLC.11 | Fulford School
Nick, Martin, Maxine, Jenny | • staff provide a lunchtime club, teach essential skills such as turn taking, appropriate responses to disabled pupils
• club offers a safer environment than the playground
• club specifically targets vulnerable pupils through referrals
• sixth form volunteers receive peer skills training
• volunteers support disabled pupils attending the club | ASD |

DVD 1: Educational visits (EDV)(16 minutes)

EDV Full video - http://youtu.be/_OQ515ngplk

EDV.02	Introduction		
EDV.03	St Bridget's Catholic Primary School *Matthew, Hayley*	• timetabled use of TA to support swimming • TA goes in the water to support participation	LD
EDV.04	Gorsefield Primary School *Amy*	• planning and liaising in advance to order small costume • museum makes a costume to fit Amy	PI
EDV.05	Cleves Primary School *Chavine, Aziz*	• early liaison with staff at the centre and on-site visit • transport allows for friendship groups • change to sleeping areas for emergency evacuation • medical training for staff going on trip • all staff on trip know medical emergency plans for pupils • liaison with parents to produce medical management plan • planning of comfortable seating positions for canoe • school and centre staff liaise on changes to daily routine • peer support nurtured	PI LD
EDV.06	The Petersfield School *Peter, Chris*	• one-to-one TA support used to prepare for trip • production of notebook (and copy) with clear trip timetable • sharing of information among staff to meet needs • staff adapt language • all year tutors are encouraged and volunteer to attend • staff trained on medical procedures	AS
EDV.07	Hall Green Secondary School *Tara*	• all children are included on the trip • medical needs are met by trained support staff • close liaison with parents, pupil to identify health needs	E
EDV.08	Hall Green Secondary School *Ellie, Chris*	• gaining information from the *Uphill Ski Club* • extra practice at dry slope • continued liaison with ski school about individual needs • use of adapted equipment e.g. tapes and joined skis • use of a broom handle!	PI

DVD 1: Behaviour for learning (BFL)(26 minutes)

BFL Full Video - http://youtu.be/TfklBwmeQFk

BFL.02	Introduction		
BFL.03	Filsham Valley School *Luke*	• audit of pupil progress to identify issues • took pupil views into account • positive discipline • anger management • ethos where he is accepted by his peers • flexible timetable • 'social use of language' group • positive strategies for peer interaction and listening skills • corridor control by radio aid • referral of disabled pupils to relevant outside agencies • early intervention to stop behaviour incidents escalating	BES Dys AS

BFL.04	Hartley Brook Primary School *Frankie*	• differentiated behaviour management • use of learning mentors • reward system for pupils with BES includes reward for 'Always children' who are also role models • development of emotional literacy: social skills and problem solving • disabled pupils as positive role model for other pupils • working with parents and outside agencies e.g. CAMHS • counselling for staff • restorative justice programme using community police • mid-day supervisors promoted and trained as play leaders • lunchtime clubs with vulnerable pupils targeted	BES
BFL.05	Victoria Park Primary School *Jordan*	• differentiated behaviour policy • use of behaviour mentors • withdrawal to behaviour mentor when conflict arises	BES
BFL.06	William De Ferrers School *Mark, Danielle*	• peer mentoring programme with sixth formers trained by staff from pupil referral unit • self-referral to mentors	BES
BFL.07	William De Ferrers School *Andrew*	• card system developed in consultation with disabled pupils • all staff trained on card system for withdrawal • use of counselling and anger management • peers trained to help pupils manage their behaviour	ASD
BFL.08	William De Ferrers School, *Shane* Coteford Junior School	• use of enclosed chill-out space where there are no distractions • use of a portable workstation in the classroom to avoid distraction	ASD
BFL.09	Bishopsgarth School	• use of three rooms without windows to avoid distraction for pupils with ASD	ASD
BFL.10	Frome Community College *Lee*	• use of Learning Support Unit individually timetabled • managers liaised with outside agencies to determine who would benefit from target setting linked to reward system • pupils withdrawn to centre at certain times. In class the rest of the time with additional adult support • liaison with pupils, parents and a growing number of outside agencies • anger management techniques taught • subject teachers work in the centre with small groups	BES
BFL.11	West Bridgford Junior School *Helen, Mahalia, Lauren*	• development of peer buddy system • class and school councils determine class and school rules • friendship circles for disabled pupils • anti-bullying contract drawn up, implemented by pupils	

DVD 1: Meeting medical and personal care needs (MPC)(22 minutes)
MPC Full Video - http://youtu.be/fRf6Szgwfk4

MPC.02	Introduction		
MPC.03	St Bridget's Catholic Primary School	• self administration of medicine under supervision	A E
MPC.04	Victoria Park Primary School *Oliver*	• administration of medicine in class with support from teaching assistant with consent from pupil and parent • recording of the administration by TA and class teacher	ADD

MPC.05	College Gardens Nursery *Mara*	• provision of space for storing equipment • nappy changing • physiotherapy exercises built into foundation curriculum • training of staff in carrying out procedures to support Mara • use of standing frame to take part in activities	CP
MPC.06	Eccleston Mere Primary School *Connor*	• staff training on nasal specs, use of oxygen, tube feeding • rice and pasta as an alternative to sand in the play trays • use of sensory room	MN
MPC.07	St Bridget's Catholic Primary School *Callan and Ethan*	• health staff train school staff on administering medicines • use of radio aids to summon assistance in an emergency • PE store converted to make sleeping area for daily rest • cool bag for medicines which need to be kept cold • data from healthcare plans attached to registers • staff hold pupil's hands to prevent ankle injury • pupils at centre of hall in dance lesson to avoid collisions • gaining information on the impairment from the parent • risk assessment completed routinely	E MN BB
MPC.08	North Beckton Primary School *Fade*	• use of hoist for non-weight bearing pupil in dance lesson • deployment of staff with lifting training	PI
MPC.09	Harrogate High School *Chris*	• use of on site physio room reduces loss of lesson time • timetabling physiotherapy on site during school hours • training of TAs to carry out risk assessment and some physiotherapy	PI
MPC.10	Brigshaw High School *Mark*	• use of TA to support tube feeding at lunchtime	MN
MPC.11	Brigshaw High School *Steven, Ben, Shane*	• consultation with parents and pupils on the procedure • instructions for emergencies in pupil friendly language • training for and use of evacuation chairs • use of radio aids by pupils and TAs • training of TAs for manual lifting	PI
MPC.12	Glossopdale Community College *Jonathon*	• healthcare planning updated to reflect changes • pupil and parent are involved in on-site meeting • all staff made aware of changes to health care plans	PI
MPC.13	Summary		

DVD2

DVD 2: Foundation Stage in maintained schools (FS)(19 minutes)

FS Playlist link (FULL)-
http://www.youtube.com/playlist?list=PLj4PZ6ton8fvo_Vw8AMoohpAfyR9yUEUY

FS.02	Introduction	https://www.youtube.com/watch?v=_AACpvA9rIo	
FS.03	Shelton Infant School *Melika*	• use of advice from outside agencies • adapted activities for Sports Day • planning for admission, use of mother and toddler group • weekly visits from outside agencies after admission • choice between two name cards only https://www.youtube.com/watch?v=L9n9Px8gsR4	DS
FS.04	Flatts Nursery School *Muaaz*	• staff given impairment specific training from outside agencies prior to admission • differentiated activities • resources carefully planned to meet all needs https://www.youtube.com/watch?v=xJC3GAIEMUE	HI
FS.05	Bowness County Primary School *Louise*	• use of TA • planning of the lesson with floor based activities to include all pupils https://www.youtube.com/watch?v=c4EevQXPI_M	CP
FS.06	Yarm Primary School *Thomas*	• timetabling of TA • use of specially designed play equipment • use of specialist equipment https://www.youtube.com/watch?v=BlnAoGXBr58	PI
FS.07	Cottingley Primary School	• timetabling of communicator https://www.youtube.com/watch?v=O4W_H0Bozto	HI
FS.08	Flatts Nursery School	• all staff have access to training • all staff learn new signs on a weekly basis https://www.youtube.com/watch?v=tjM4fKwFXUA	
FS.09	Victoria Park Primary School *Naqib*	• use of specialist Information Technology equipment • use of adapted equipment • written materials provided in a larger font • verbal commentary on views from coach window https://www.youtube.com/watch?v=Y5dtM6cwHO8	MSI
FS.10	Flatts Nursery School *Aaminah, Jakob*	• establishment of a 'café' • use of TA • feeding protocol established • liaison with parents to identify pupils' favourite activities • timetable adapted https://www.youtube.com/watch?v=oSN36-Pg-jk	ASD
FS.11	St Clement's Primary School *Chloe, Amelia*	• provision of chairs outside • use of TA to support pupils' choice of play equipment https://www.youtube.com/watch?v=QIIdUt87ItA	CP
FS.12	College Gardens Nursery *Andrew, Jamie, Cameron*	• celebration of difference to help children understand each other's needs • use of specialist equipment https://www.youtube.com/watch?v=8zdIKcfUnHk	SLC PI ASD
FS.13	St John Vianney RC Primary School *Daniel*	• part-time attendance • counting through song and rhyme https://www.youtube.com/watch?v=6z0CgZZbEtA	LD

FS.14	College Gardens Nursery *Mara*	• staff adapt to meet pupils needs which change daily • use of TA • use of eye pointing to communicate • use of visual signs • training and advice from health care professionals • liaison between TA and teacher to adapt activities, evaluate and ensure pupil progress • local special school advises on suitable Information Technology equipment https://www.youtube.com/watch?v=raTRtstUc2Y	CP

FS.15	Trafalgar Infant School *Blythe*	• TA visited pupil in nursery in advance • all staff trained in sign language • training to meet medical needs • staff aware of pupils' fears and adapt activities accordingly https://www.youtube.com/watch?v=XO4tq_sj5ds	DS
FS.16	Flatts Nursery School	• use of various resources to support disabled pupils • use of materials with positive images of disabled people https://www.youtube.com/watch?v=eBaVW5gvMqY	

DVD 2: Primary school stories: Introduction (PSIntro)(1$^{1/2}$ minutes)

PSintro Full Video - http://youtu.be/-sh7C150Du8

PS. Intro.02	Introduction		

DVD 2: Primary school stories: Goostrey (PSG)(8$^{1/2}$ minutes)

PSG Full Video - http://youtu.be/HOqnwxUhyrU

| PSG.02 | Goostrey Community Primary School *Ben, Paddy, Joanna, Olivia, Kyle* | • staff training from voluntary organisation
• use of pictorial communication system
• working closely with outside agencies
• willingness to investigate all avenues of support
• use of TA to support communication
• use of laptop and specialist software to record work
• use of microphone
• TA timetabled to watch Joanna at breaks, unobtrusively
• flexible timetable
• daily consultation with parents
• use of peer mentoring scheme
• appointment of TA who can support Ben's health needs
• development of outreach links with two special schools
• use of equipment for Ben that also benefits others
• staff evaluate, adjust practice, try new approaches
• working closely with parents to understand pupils better
• use of specialist equipment to support individual learning style | DS
Dys
HI |

DVD 2: Primary school stories: Billesley (PBI)(7$^{1/2}$ minutes)

PBI Full Video - http://youtu.be/F_7gzSn-Hkg

| PBI.02 | Billesley Primary School *Dean, Dominic* | • school is committed to taking all children from the locality
• SENCO with time to liaise with outside agencies and support staff
• staff supported by training, resources and advice
• changes in timing of TA support
• SENCO leads teaching and learning policy for all
• use of physical activities to support learning
• training from the VI team for all staff working with Dean
• parents of disabled pupils meet TAs informally
• time for teachers and TAs to plan and share ideas
• pupils review their progress through learning logs and individual education plans
• SENCO invites outside agencies into the school
• changes to TA timetables to encourage independence
• changing the amount of work and the time to complete it
• use of sloping writing board and scribe
• use of game to develop knowledge of computer keyboard
• development of a 'can do' ethos
• disabled pupils are part of everything the school does | VI
PI |

DVD 2: Primary school stories: Batheaston (PBA)(8 minutes)

PBA Full Video - http://youtu.be/y0RjpQn_NM8

PBA.02	Batheaston C of E (VC) Primary School *Amy, Danielle, Joe, Jack, Joss*	• ethos celebrates diversity and welcomes all pupils • a wide curriculum gives more opportunities for success • use of writing wedge • development of pupils' attitudes through values curriculum • Year 6 trained to be mentors to Year 1 pupils at break-times • friendship bench to support vulnerable pupils at breaks • development of peer support • changes to strategies as needs change • use of calming time out of the classroom with TA • teacher and class work together to provide positive support • targeted work with small groups • strategies to boost self-esteem • adjustments to pupil groupings	ADD

DVD 2: Primary Education: Introduction (PEIntro)(4 minutes)

PEIntro.02	Introduction		

DVD 2: Primary curriculum and planning (PCP)(22 minutes)

PCP Playlist link (FULL) –
http://www.youtube.com/playlist?list=PLj4PZ6t0n8fvOnICHmBeQZd1sTW-AZpx0

PCP.02	Introduction	http://youtu.be/S6ozS7sjR5k	
PCP.03	West Bridgford Junior School *Raisa*	• Making Action Plans used with parent on admission • sharing of knowledge gained from MAP with all staff • establishing friendship group • small group work on coordination http://youtu.be/hRkqaMQf4qg	
PCP.04	West Bridgford Junior School	• Year 3 class learn signs prior to child's admission to class • teachers learn a sign a week and teach it to their class http://youtu.be/Q5Y4GMT9fQk	LD
PCP.05	St Clement's C of E Primary School	• Year 6 pupil with LDs is paired with a capable Year 1 reader • Year 6 pupil unobtrusively supported by TA • older pupil provides positive role model http://youtu.be/vaGYChNIPV0	PI ASD
PCP.06	Hartley Brook Primary School	• withdrawal of pupils for small, intensive group work • regular liaison with class teachers and parents http://youtu.be/pKrlKMfkaQY	LD
PCP.07	Eccleston Mere Primary School *Emma*	• consultation with professionals, pupil and parents • pupil attends part of review meeting • peer support and involvement in co-ordination exercise • use of visual reading scheme http://youtu.be/4y9DlZfQPu8	LD PI
PCP.08	Yarm Primary School	• working with external agencies • tracking of pupils' progress using P Levels http://youtu.be/no4HQXSNguk	
PCP.09	Billesley Primary School	• fortnightly team meeting • time for TAs and teachers to plan together regularly http://youtu.be/CF7fC1HauK4	
PCP.10	West Bridgford Junior School	• training from outside agencies, parents, disabled people • solution-focused problem-solving group for teachers • regular review of strategies agreed by teachers http://youtu.be/dTEMJ3YflsU	LD
PCP.11	West Bridgford Junior School	• images of disabled people included in teaching materials http://youtu.be/AKd34Fj23MA	
PCP.12	St Clement's C of E Primary School	• parent-teacher working group on disabled pupils, personal, social, health education and sex education • role models across the curriculum for disabled pupils • self-esteem addressed across the curriculum • anticipating issues in sex education for disabled pupils • examining curriculum areas where special consideration is needed: science, genetics http://youtu.be/3aqtppGISEg	PI

PCP.13	The New Tunmarsh Centre	• multi-agency group worked with parents to develop sex education materials to meet the needs of disabled pupils • promoting teaching strategies for pupils with learning difficulties: saying no, public and private parts of the body http://youtu.be/6jp5-_1FlMY	LD
PCP.14	Shelton Infant School *Liam*	• circle time to support development of friendships • special friends in the playground • delivering messages around the school • preparation and extra pre-visits for transition to Year 3 http://youtu.be/uf8eOiD3N1c	SLC
PCP.15	Whitehouse Junior School *Terri, Connar*	• informal nurture group sessions • 'Changing faces' worked with teachers on dealing with pupil curiosity about Terri's impairment • consultation with Terri on issues that might upset her • early planning with High School for transfer http://youtu.be/BCuNpmBDfhA	FD PI
PCP.16	Yarm Primary School *Luke*	• pupil advice incorporated into curriculum planning • early preparation for transition to secondary school • touch typing lessons • ½ termly visits to new school over 18 months http://youtu.be/_gQSB0zr8SA	VI

DVD 2: Primary teaching and learning (PTL)(17$^{1/2}$ minutes)

PTL Playlist link (FULL) –
http://www.youtube.com/playlist?list=PLj4PZ6ton8fsToON6e6vfZrdtecz8h2oc

PTL.02	Introduction	http://youtu.be/H1ztb-3BLc4	
PTL.03	Gorsefield Primary School *Matthew, John*	• use of puppet to help with learning • speech exercises included in daily routines • other pupils help to keep pupil on task • use of specialist chairs http://youtu.be/hCZJqmrpKeU	LD
PTL.04	St Clement's C of E Primary School *Mohammed, Casey, Jago*	• parallel activity • consultation with pupil • skills-based approach to the curriculum • use of hearing interpreter • use of wooden frame to support sewing • use of teaching assistants – encouraging independence by standing back • full participation in activity with peers http://youtu.be/3Edj7YMzQ6U	PI HI
PTL.05	Yarm Primary School *Curtis*	• liaison with parents and outside agencies • use of visual timetable • flexible use of workstation • social skills programme and circle time support Curtis • teacher makes links between day's activities • use of timed tasks http://youtu.be/sNX_PYXNujA	ASD
PTL.06	St Bridget's Catholic Primary School *Matthew, Hayley*	• circle of friends established • TA has early break in order to support in the playground • other pupils providing role models • flexible use of own class, other classes, withdrawal groups • Hayley given time to tell a joke • teaching assistant goes in pool http://youtu.be/tgYwvsrjPic	LD
PTL.07	Trafalgar Infant School	• planning with TAs • pupils have choice of questions • pupils have choice of equipment http://youtu.be/_80zL3owHLQ	ADHD
PTL.08	North Beckton Primary School *Lenais*	• differentiated work with concrete activities • presentation of work in different forms • use of teaching assistant in 1:1 support http://youtu.be/kWhWlawwjY8	LD
PTL.09	North Beckton Primary School	• organisation of the curriculum • activity-based approach http://youtu.be/yQC13hJUS1o	BES PI
PTL.10	Shelton Infant School	• use of repetition to reinforce language • concrete activity http://youtu.be/kjqM5K8Ptdc	LD

DVD 2: Primary deployment of staff and resources (PDR)(22 minutes)

PDR Playlist link (FULL) –
http://www.youtube.com/playlist?list=PLj4PZ6ton8fvMreN4WHtRezg3wMOhfjuP

PDR.02	Introduction	http://youtu.be/Z1BADjXrHZk	
PDR.03	Batheaston C of E (VC) Primary School *Katie*	• TAs nurture peer support • TAs support the development of independence • local visits for language enrichment • http://youtu.be/ACh9iJTMyNM	SLC LD
PDR.04	Cottingley Primary School *Shazia*	• whole school learns signed song • teacher is learning sign language http://youtu.be/Lw1ZRK4l6sU	HI
PDR.05	North Beckton Primary School *Michael, Kelley, Fade*	• small groups to develop communication skills and signing • buddy pairs • providing a choice between two items to enable eye-pointing • use of music to support communication http://youtu.be/JkSqrIch5KY	MSI
PDR.06	North Becton Primary School *Fade*	• use of hoist to support participation • use of group work and work in pairs • planning between curriculum support teacher and TA http://youtu.be/u0Rjc9USnrA	PI
PDR.07	Shelton Infant School *Jake*	• classroom laid out with wide aisles • use of an wheelchair table and height adjustable table • use of a hoist to allow participation in floor based activities • resources located within reach http://youtu.be/jihvu0Y6pGA	PI
PDR.08	Victoria Park Primary School *Mohammed*	• cut out cardboard hand to get the teacher's attention • use of laptop http://youtu.be/1VDeGG4Y3t0	PI
PDR.09	Gorsefield Primary School	• use of specialist keyboards and overlays http://youtu.be/AjOJoRiJQIY	LD
PDR.10	Coteford Junior School *Victor*	• use of signs and symbols • the silent cheer • use of mobile work station http://youtu.be/Qer8UvNUJ2Y	ASD
PDR.11	Coteford Junior School Raveena	• planning with TAs • use of portable word processor http://youtu.be/TthL3fYZns0	HI
PDR.12	Victoria Park Primary School *Rhiana*	• use of ICT: CCTV and networked interactive whiteboard • liaison with Visually Impaired Services • use of sloping writing frame and bolder pens • A3 worksheets provided in two pages of A4 format • exercise book with wider lines • choice of buddy to work with pupil • other pupils encouraged to accept difference http://youtu.be/7EwGiZxvXr4	VI
PDR.13	Gorsefield Primary School *Matthew*	• support provided in a range of ways in and out of class • specialist tool boxes for TAs http://youtu.be/Fc6ocvsPfiI	LD
PDR.14	Gorsefield Primacy School *Marcus*	• structured programme developed with SALT • training cascaded to support staff http://youtu.be/QNvsVvZtB2o	SLC
PDR.15	Gorsefield Primacy School *Amy*	• positioning of coat pegs • information from mother and *Restricted Growth Association* • SENCO provides positive role model for disabled pupils http://youtu.be/9FXQloaNAU8	PD

PDR.16	Billesley Primary School *Aaron*	• use of support from Information Technology specialist • use of predictive text software http://youtu.be/zTrcoOERV_Q	LD
PDR.17	Goostrey Community Primary School *Paddy*	• staff training on dyslexia • good liaison between school staff and parents • use of voice activated software • use of laptop http://youtu.be/DwVHkwjRbl0	LD
PDR.18	Yarm Primary School *Louise*	• teacher sits in good light • use of specialist equipment such as microphone • close liaison between school and parents • use of TA to support development of language skills http://youtu.be/dM2h10gCJc8	HI

DVD 2: Primary ethos and whole school development (PED)(23 minutes)

PED Playlist link (FULL) -
http://www.youtube.com/playlist?list=PLj4PZ6t0n8ft9SlOl6CZDEyI5EANropSr

PED.02	Introduction	http://youtu.be/4fXJ8Q5tpfc	
PED.03	St John Vianney RC Primary School *and* Woodlands Special School *Koby, Ben*	• close working between the head teachers of the two schools • location of resource base at heart of school • preparatory work and training of staff at St John Vianney • staff share concerns at an open forum, support provided • staff plan and differentiate materials together • slow building of length of sessions and numbers of pupils • Woodlands pupils included on educational visit • use of sign language • use of visual materials • differentiated activities http://youtu.be/PiDbF5nwSrU	LD
PED.04	Bowness County Primary School *Stephanie, Louise*	• creation of an ethos that welcomes all pupils • staff training in anticipation of entry to school • planning of adaptations to benefit other disabled pupils • timetabling of physio on site • cascading of training from physiotherapist • training to use electric wheelchair with obstacle course • taught mainly in class, with occasional times out of class • development of responsibility through Year 6 jobs • range of communication strategies • visits to shops to develop vocabulary and life skills • differentiation planned by teacher and TA • working with outside agencies • recognition and valuing of achievement at all levels • other pupils encouraged to ask pupil about her activities • photographer arranged to fit with individual timetable • transition process starts a year early for disabled pupils • effective use of home school liaison books http://youtu.be/SoalYA_DLko	PI DS
PED.05	Cottingley Primary School	• links with outside agencies and Broomfield special school • weekly sign communication lessons for all • deaf instructors provide role model • deaf instructors provide specific vocabulary to communication support workers • timetabling allows for dual-communication lessons • materials adapted to provide a visual curriculum • TAs learn sign language and regularly update vocabulary • support for teachers for communication • small group work to develop language skills and confidence • adapted layout of classroom • planning and review time built into meeting schedules • pro-active approach to identifying pupil needs early • positive promotion of peer interaction • teaching group work skill • timetabled use of Pupil Development Centre • use of calm area for pupils with behavioural difficulties • work with CAMHS http://youtu.be/oKbGhkRIVjM	HI BES

DVD3

DVD 3: Secondary school stories: Introduction (SSIntro)(1 minute)

SSIntro Full Video - http://youtu.be/emMaq9KVO8U

SSIntro.02	Introduction		

DVD 3: Secondary school stories: Langdon School (SLA)(11 minutes)

SLA Full Video - http://youtu.be/2iZh1qzUkng

SLA.02	Langdon School *Boonma, Saad, Thadsagini, Carl, James, Harpreet, Alex*	• strong leadership from head provides focus on learning • all staff supported in making reasonable adjustments • TAs linked to departments after review • TAs support flexibly: one-to-one, small group • peer support nurtured and encouraged • timetable adjustments provide extra PE sessions • use of learning mentors • lunchtime clubs support vulnerable pupils, reduce bullying • review and evaluation of reasonable adjustments • learning about difference	VI

DVD 3: Secondary school stories: North Leamington Community School and Arts College (SNL)(16 minutes)

SNL Full Video - http://youtu.be/0unIshTn4C8

SNL.02	Introduction		
SNL.03	North Leamington Community School and Arts College *Alex, Charlotte, Hollie*	• use of scooter to get around the school • flexible timetable • TA takes notes in lessons that pupil cannot attend • consistency of TA support (at pupil's request) • TA visits primary school to learn about the pupil • TA travels round school with pupil to identify access needs • close liaison with pupil's family • school evaluates reasonable adjustments and alters them • pairing of students for activities • sixth formers trained as mentors to support Year 7 pupils • charitable organisation talks to Year 7 about disability issues • curriculum developed to support range of learning needs • ICT equipment changed after evaluation • other TAs trained so that they can provide cover • TA withdraws when not needed • one TA is now peripatetic to work at home and at hospital • use of sterile medical room • use of pager • room used as lunchtime base for disabled pupils and friends • use of alternative medical room by other disabled pupils • close and regular liaison with outside agencies • early preparation for transition at 16 and 18 • disabled pupils given ownership of their learning • use of scribe, laptop, extra time allowance in exams	EB PI
SNL.04	Summary		

DVD 3: Secondary curriculum and planning (SCP)(22 minutes)

SCP Playlist link (FULL) -
http://www.youtube.com/playlist?list=PLj4PZ6t0n8fv301W2uPnXnP_7oeeSDwMN

SCP.02	Introduction	http://youtu.be/4Ya59HxqoBI	
SCP.03	George Green's School	• use of peer mentors for science pre-teaching • timetabling – pupils meet twice before school • use of additional set of text books • peer mentor training for Year 10 pupils • review and evaluation of scheme http://youtu.be/BG5sbs78A_M	LD
SCP.04	Glossopdale Community College	• training on setting aspirational targets • progress review meetings with students • disabled pupils carry their targets with them • extra liaison with disabled students • selection of alternative courses and different exam boards • students generally taught alongside each other http://youtu.be/-7VULeSmtxs	LD
SCP.05	Bishopsgarth School	• emphasis on ICT to meet needs of all learners • group of students with autism work together at lunchtimes http://youtu.be/SqcI0sWCNz8	ASD
SCP.06	William De Ferrers School	• introduction of ASDAN option http://youtu.be/T2H46Pt_B_8	Ca LD
SCP.07	Filsham Valley School	• social use of language groups established • staff received training http://youtu.be/EVY_3wrgzvc	SLC PI
SCP.08	Filsham Valley School *Helen*	• flexible timetable • use of a range of different exam boards • allowed to take A levels without having done GCSE http://youtu.be/stxyckJgzTk	PI
SCP.09	George Green's School	• personalised time-table • pre-planning for English with librarian • collection of daily timetable http://youtu.be/Xb579MzD1Mc	PI
SCP.10	George Green's School	• pupil grouping • classroom organisation • use of concrete objects • planning with TAs linked to departments http://youtu.be/ncRQNt6AdbE	
SCP.11	*Messages from a survey by Eleni Burgess*	• schools could employ a disabled trainer to train staff in disability awareness • consideration should be given to disabled young people when discussing sex education • curriculum materials should reflect disability • schools should include and reflect the experiences of disabled pupils http://youtu.be/8mvT-6gjArk	PI
SCP.12	*Curriculum materials*	• curriculum materials that include positive images of disabled people http://youtu.be/N4M12VCLBi0	
SCP.13	Glossopdale Community College	• extra visits to college • liaison with pupils and parents • close liaison with work placements • TAs sometimes accompany students on work experience http://youtu.be/LA3AZyHfuy0	

SCP.14	Harrogate High School *Chris*	• use of voice recognition software and paintbrushes • staff are directed by Chris to be his hands • early liaison with outside agencies, Chris and parent to set up care package for University http://youtu.be/Ry8kSV0uZC0	PI

DVD 3: Secondary teaching and learning (STL)(21 minutes)

STL Playlist link (FULL) -
http://www.youtube.com/playlist?list=PLj4PZ6t0n8fuBN7wxHyJPWwWtfC5Wf2C5

STL.02	Introduction	http://youtu.be/PkO-7c6qLc0	
STL.03	Glossopdale Community College	• review of language used with pupils • alternative warm-ups and activities planned to meet different needs http://youtu.be/_oi6y5MqQ5s	
STL.04	The Petersfield School *Alistair, Gwen*	• Year 9 trained to be maths mentors for Year 7 pupils • timetabled sessions in two registration periods a week http://youtu.be/RULaGlUvm7A	LD

STL.05	Brigshaw High School *Catherine*	• use of concrete activities and counting software • support services provide advice on working at P levels • personalised timetable • use of storyline to access music lesson http://youtu.be/5xaeA15zbNg	LD
STL.06	Aldercar Community Language College *Amy*	• withdrawal and support in small groups in Basic Skills • deployment of TAs and communicator to work with groups • specific manageable activities for disabled pupils • use of small microphone facilitates group work http://youtu.be/oKDiXWDcPoI	LD ASD HI
STL.07	Lister Community School	• planning between teacher and communicator • clear communication in lesson allows for modifications • differentiated work, questioning and homework • withdrawal group with deaf instructor to reinforce learning http://youtu.be/hRdMeRYJtzM	HI
STL.08	St Augustine's Catholic High School *Peter, Rachel*	• adjustments to questioning technique • use of apparatus to support calculation • use of TA to meet individual needs • photocopying activities from text book to combat fatigue • pupils choose the amount of support they would like http://youtu.be/dPv_ygOrvPI	CP ASD
STL.09	Frome Community College *Rikki*	• differentiated learning activities and learning aids • use of key words booklet • use of portable computer and TA support http://youtu.be/riHGgCC2WqU	ADHD LD
STL.10	Hall Green Secondary School *Dean, Samira*	• range of warm-ups available • individual considerations taken into account in planning • deployment of TA • use of alternative equipment • asking pupils what they can do comfortably http://youtu.be/rH-CtAz9RyQ	PI
STL.11	Filsham Valley School *Heather*	• classroom with wide aisles, different height benches • use of adjusted equipment such as talking thermometer • small assignments in class to track and evaluate progress • planning of accessible work with challenge for all pupils • symbols and images alongside text e.g. key word bingo • use of mind mapping with cut and paste activities • encouragement of verbal answers • use of learning support team http://youtu.be/Nj7Q7faeVzY	VI Dys PI LD

DVD 3: Secondary deployment of staff and resources (SDR)(22$^{1/2}$ minutes)

SDR.02	Introduction	http://youtu.be/dw8aEmdaln8	
SDR.03	Fulford School	• review of role of TAs in school • involvement of TAs in departmental planning • TA training to improve knowledge of specific impairments • use of TAs to plan differentiated worksheets with teachers http://youtu.be/cRoKItG5jkE	ASD
SDR.04	Fulford School *Chris*	• planning accessible classrooms • pupil involved in choice of who provides TA support and how • deployment of TA to provide support for homework http://youtu.be/OpsR_rKG9qg	PI
SDR.05	Lister Community School	• teacher and communicator plan signs and materials together • communicator stands in good light • classroom layout enables hearing impaired pupils to see http://youtu.be/GHgRiz_y8zQ	HI
SDR.06	Hall Green Secondary School *Tara, Luke, Amanda*	• positioning of pupil and teacher, who wears a microphone • speaking clearly and standing closer • use of TA http://youtu.be/F6j1b_aKKEA	E HI
SDR.07	Aldercar Community Language College	• updated vocabulary on augmented communication devices to reflect curriculum and the life of pupils • all TAs trained to programme and mount the device http://youtu.be/XCJdY6PQBgc	

SDR.08	Aldercar Community Language College *Melissa*	• deployment of teacher of the visually impaired • use of raised maps http://youtu.be/t-35iL3lMr4	PI VI
SDR.09	William De Ferrers School *Harriet*	• staff or parents transport school bag to and from home • card to explain lateness caused by impairment http://youtu.be/Oh69quOgfCk	PI
SDR.10	St Augustine's Catholic High School *Charlotte*	• school bags left outside classroom to avoid obstruction • layout of classroom with circulation space • disabled role model for disabled and non-disabled pupils http://youtu.be/NHnY7_Be9tM	PI
SDR.11	Hall Green Secondary School *Chris*	• timetabled tutorial with Information Technology technician to learn how to use voice recognition software http://youtu.be/SrdzBeqSdz8	PI
SDR.12	Glossopdale Community College	• replacement of rhododendron flower with lily flower for practical as it is larger and easier to handle http://youtu.be/5_7obLbbNfE	LD
SDR.13	Brigshaw High School *Ben*	• use of computer aided design (CAD) system instead of hand crafting a product http://youtu.be/66j6kVFydh0	PI
SDR.14	Harrogate High School *Charlotte*	• timetabled room change to accessible classroom • use of remote sensing such as video link where accessible room is unavailable http://youtu.be/H9KEr0HW-84	
SDR.15	Harrogate High School *Charlotte*	• planning allocation of resources and staffing • use of TA to support practical activities e.g. taking photos • timetabled visit to shop with TA during school hours http://youtu.be/Ix_Rq73665Q	PI
SDR.16	Filsham Valley school;	• adjusted game with a variety of equipment http://youtu.be/cMYqDE3r5X4	
SDR.17	The Petersfield School	• sharing adjustments at departmental and whole school level • provision of word maps, writing frames, word lists • use of adapted word games to introduce new vocabulary • alternative forms of presentation for assessed work • use of recording equipment on field trips http://youtu.be/EyxQlgUMIkc	LD Dys
SDR.18	Glossopdale Community College	• planned access to and within the library • wide range of books at various reading levels • talking CD ROMS for pupils with VI or reading difficulties • dyslexia friendly texts • books with positive images of disabled people http://youtu.be/kle4Fc7bR5Y	
SDR.19	Stoke Park School and Community Technology College *Andrea, Shiva*	• pupil sits at back of class to suit her field of vision • material provided in an accessible format • peer support encouraged: early release from class with friends • transition programme with 30 minutes a day for orientation • allocation of tutor on watersports trips to Spain http://youtu.be/Y_xvt5LCogY	VI

DVD 3: Secondary ethos and whole school development (SED)(21$^{1/2}$ minutes)

SED Playlist link (FULL) -
http://www.youtube.com/playlist?list=PLj4PZ6t0n8ftKRbXSpHguQhHsEiH0cAvO

SED.02	Introduction	http://youtu.be/zbvbEYbVYCc	
SED.03	The Petersfield School *Thomas*	• liaison with local special school for advice and training • differentiated targets and means of recording work • carefully planned tutor and social groups • transition supported by work with peers before admission • use of one-to-one support • alternative curriculum available • staff disability awareness training http://youtu.be/M2vMKqC_fD8	CP LD
SED.04	Ian Mikardo High School *Dean, Ben, Gary, Lee*	ethos encourages and reinforces positive behaviour • contact with parents to report positive outcomes • pupil involvement in decision making • restructuring of curriculum • individual timetables for all pupils • Dean starts vocational training two years early • flexible curriculum for work and college placements • communication skills and conflict resolution used to support pupils in managing their behaviour • psychotherapist used to support staff • pupils responsible for designing aspects of their environment e.g. 'luscious loos' • links with community developed http://youtu.be/AkKEcq9Z-B4	BES
SED.05	Frome Community College *Willow*	• liaison with middle schools to get early information • production and sharing of confidential booklets • surgeries on specific impairments to support staff • transition project to support vulnerable pupils • draft writing policy • green slips give extra time in class and exams • impairment specific information booklets to support staff • alternative forms of presenting work are accepted • flexible curriculum • promotion of pupil voice to inform reasonable adjustments http://youtu.be/IoS4rrrwWj4	LD