Getting started - Selecting starting points

If the IDP was the only initiative on the table in our busy schools it would be appropriate to start at the beginning and use the programme as planned by the National Strategy, building up sequential layers of expertise through a long series of INSETS, probably during twilight sessions. The reality, of course, is very different as schools continue to face a plethora of initiatives, Quality Marks and other imperatives, all clamouring for attention and time.

So, from the point of view of teachers responsible for leading on the IDP and managing the process on behalf of colleagues, the best place to start may actually be:

Dyslexia/SLCN:	Unit 7	The Dyslexia/SLCN Inclusive School
	Unit 8	Planning
Autism:	Unit 4	Flexibility of thought and behaviour
	Unit 7	Curriculum priorities and inclusive practice

Starting here gives the big picture and enables IDP leaders to line their schools up against the IDP vision of inclusive best practice. From this position Leaders can identify "jewels in the crown" - areas in which the school has already invested time, effort and resources and is doing well - and areas for development which are effectively holes in the current inclusive provision. To put it another way, the material in the units mentioned above allows Leaders to answer three key questions:

1. Where are we now?
2. Where do we need to be?
3. What do we need to do to get there?

The advantage to Leaders of dipping into the programme in this way rather than beginning with a major whole school self-audit process is the opportunity to identify some hot topics and quick fixes with the potential for a speedy return -always a good idea in a busy school.

For example, Unit 7 in the ASD programme offers some excellent practice for managing behaviour at all levels of ability and need and is supported by some compelling evidence via the pupil voice.

One result may indeed be a realisation that all colleagues need to go through the self-evaluation process, either through the IDP or using the forms presented later and also in the Training and Assessment section, but it is better to come to this as an informed decision based on an understanding of the potential and pitfalls inherent within the programme.

It must also be emphasised at this point that "all colleagues" means just that. If the IDP is going to have maximum impact it is essential that all staff engage in the training - no one *can* be permitted to be "too important or too busy"!

Most of the answers to the three key questions:

1. Where are we now?
2. Where do we need to be?
3. What do we need to do to get there?

will be found in the final 3 units of the Dyslexia/SLCN materials and in the **selected**elements of units in the ASD course as shown in the mind maps below.

These mind maps show the unit titles for each IDP aspect and recommended pages within each unit. The rationale for the recommended pages is very simple - they have been chosen because they offer helpful starting points for busy leaders.

This is not to dismiss the worth of other very valuable sections, but simply to offer starting points which will get leaders into the programme.

The pages listed have been chosen because of their particular application to the whole classroom - in the spirit of "get it right for ASD, SLCN and Dyslexia and we get it right for all" - and, in some *cases,* because they lead in to useful training activities.

Leaders also need to be *aware* that much of the material is compulsive and fascinating *and* I guarantee that few will be able stop at the titles suggested below. You have been warned!

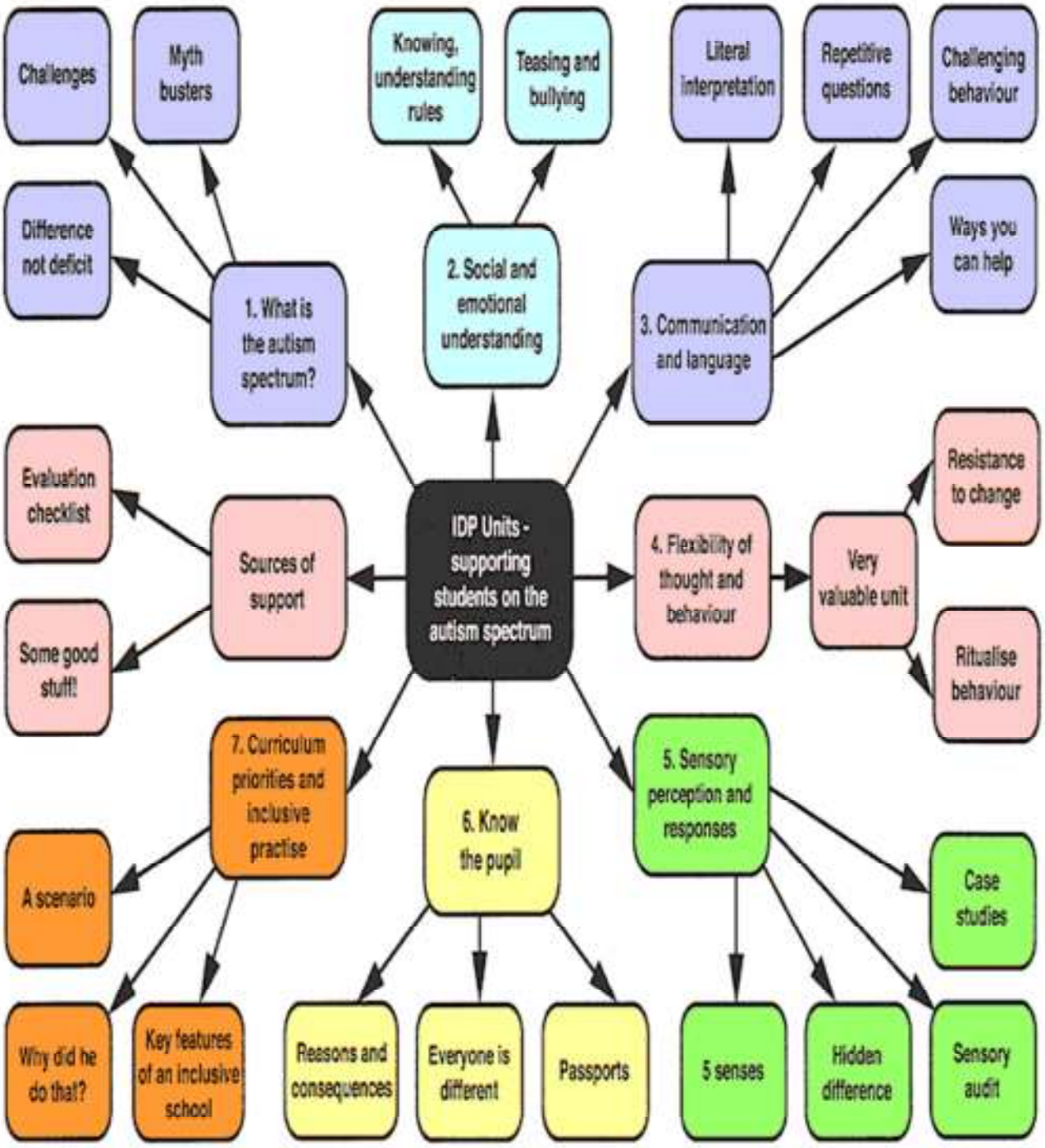
Later in the book I will show how I turn some of the important but dry material into compelling and interactive CPD opportunities and also suggest some tweaks to some of the actual training activities - some of which *are* worthy but rather dull - suggested in the packages.

IDP Suggested Reads and Quick Fix Pages

The three charts that follow unpack the IDP materials into a personal view of what is most useful and appropriate in terms of matching with current whole school priorities. Leaders may find them helpful *as a* basis for "dipping in" to see what is of particular importance in terms of meeting the individual learning needs of vulnerable pupils and also for driving whole school improvement issues.

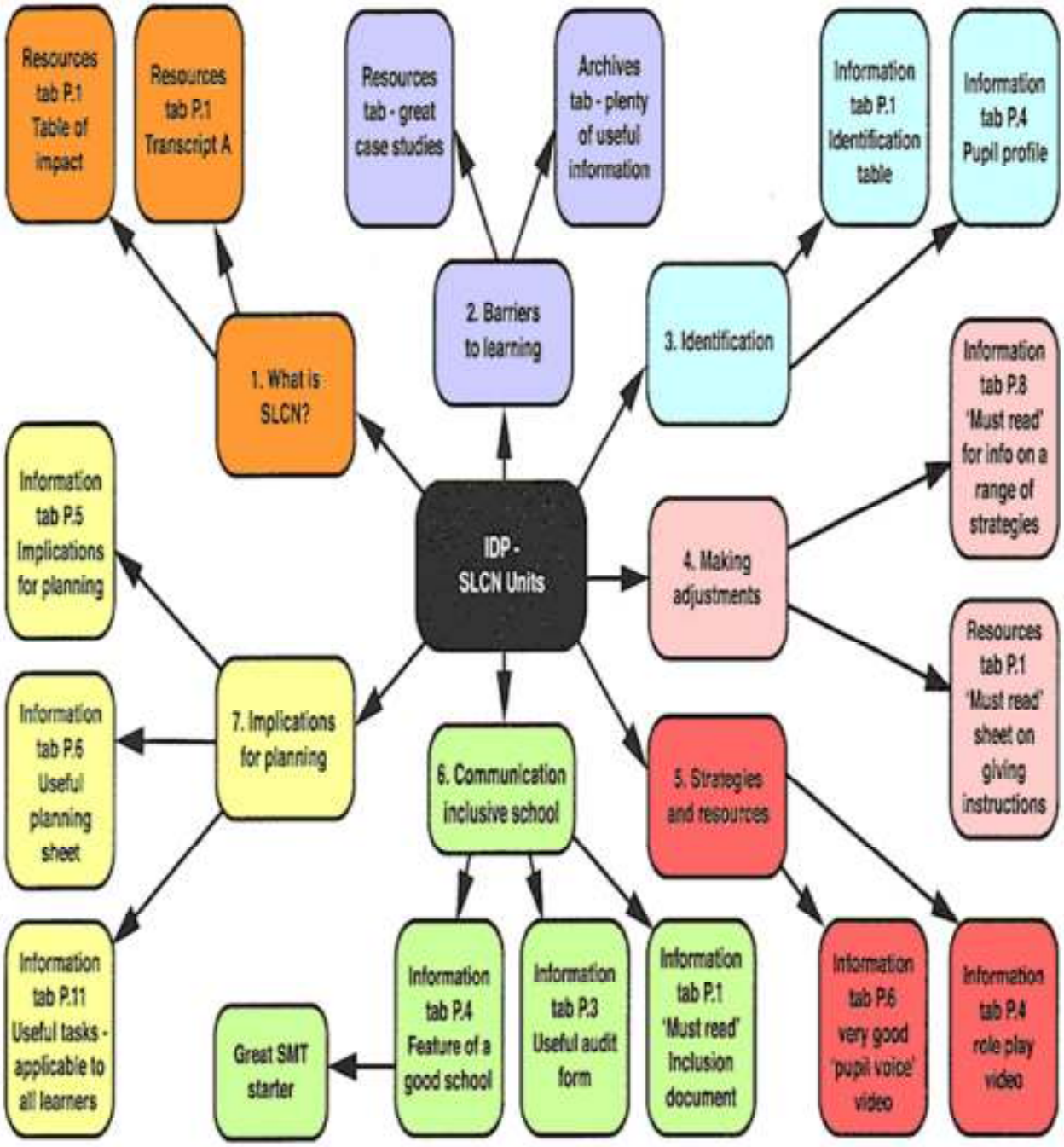
Supporting pupils on the autism spectrum –

"suggested read/quick fix" recommendations for busy Leaders



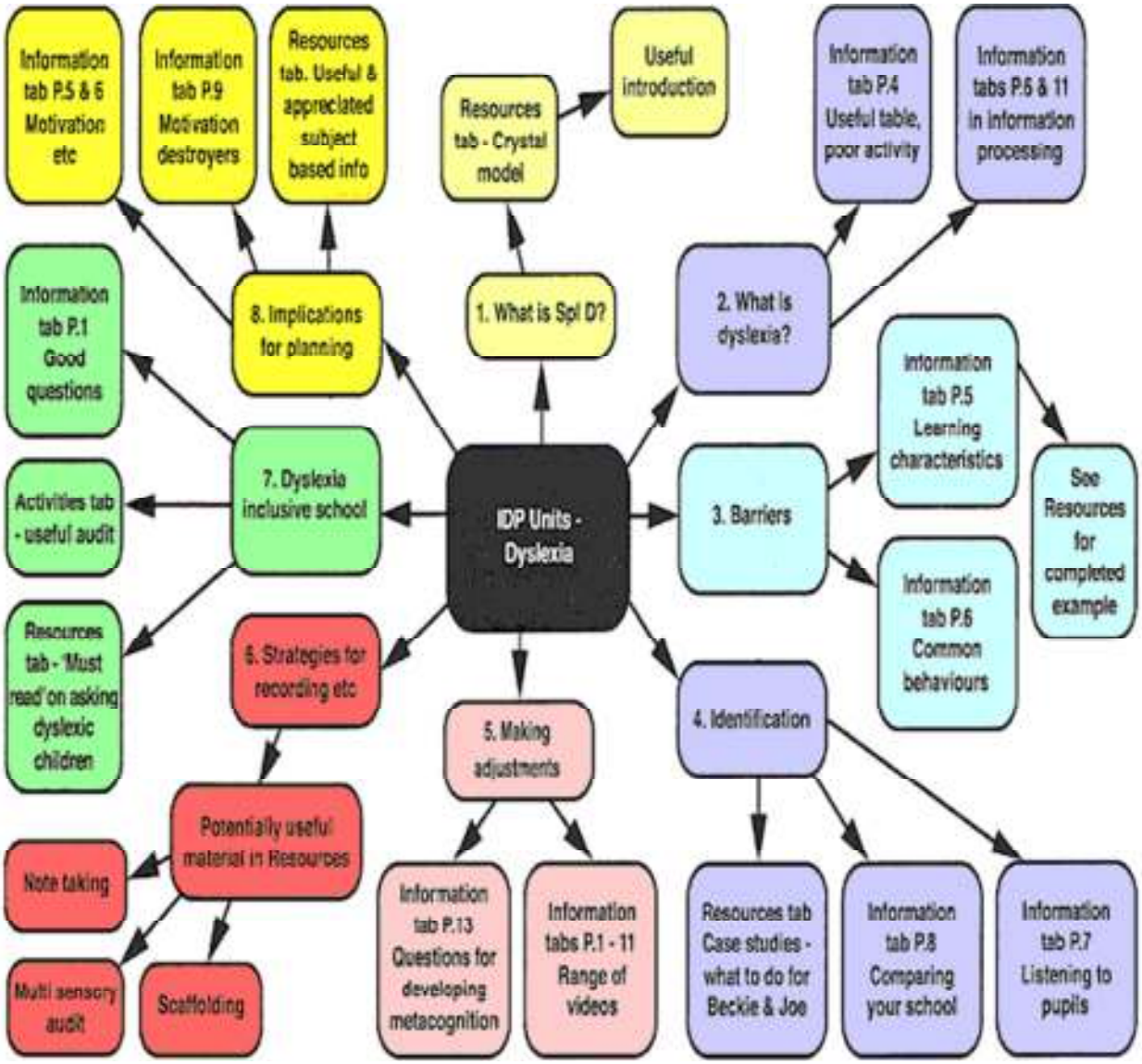
Supporting pupils with SLCN -

"suggested read/quick fix" recommendations for busy Leaders



Supporting pupils with dyslexia –

"suggested read/quick fix" recommendations for busy Leaders



Using the charts to make informed decisions about whole school starting points also negates another danger of starting at the beginning, which is to do with the risk of wasting peoples' time. Apart from the obvious time implications, the IDP process may actually underestimate staff knowledge and expertise in certain areas relating to high incidence needs.

So, rather than attempt to engage staff through some IDP elements which are already common practice, Leaders *are* encouraged to familiarise themselves with Dyslexia/SLCN Units 7 *&* 8 and ASD Units 4, 7 & 8 and then conduct an informal audit based on School Improvement Plan (SIP) priorities, perhaps benchmarked by current lesson observations and/or performance management interviews and validated by some learning walks, in order to establish what is already going on and where gaps might be.