WHAT WORKS?

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO HAVE DOWN'S SYNDROME IN PRIMARY AND SECONDARY SCHOOLS

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Belonging The child and young person know where they fit, that they have a place, the difference is allowed, and they are enjoyed.			
Level One details good standards of practice for schools to make sure they have a good offer for their pupils with Down syndrome		***Level Two outlines excellent practice for schools supporting children and young people with Down syndrome.***	
Introductory training for school staff includes training on Down syndrome specific profile and physical needs. This is reviewed annually as staff change.	**Training**	Key staff training to include: Curriculum and teaching methods Reading teaching method and reading programme Speech and language development and interventions Supporting social and emotional development.	**Training**
There is a plan to support the welcome and transition into school. Daily transitions are supported with visual materials. There is an end of year transition meeting focusing on what works, attainment levels and personal needs. The DS LEG Secondary School and College Transition booklets support planning from year Five and Year Ten. From Year 9 the Annual Review focuses on identifying future employment and practical activities to support this.	**Transition**	Every transfer across year group and provision is planned well in advance to allow for placement meetings and visits to be arranged. Placement transfers are planned a term in advance Purposeful work experience is offered at Key Stage 4. The Approaches to Adulthood Transition plan is followed from age 14+; this is available on the Barnet Local Offer website.	**Transition**

There is a communication support plan. Signing is used (example Makaton) with training for key staff. Key signing words are identified. The home-school communication focuses on content to support discussion and positive feedback.	Communication
At least one activity is completed independently every day (increasing over time as progress is made). The next steps for independence are known for learning, in-class, movement around the school, responsibility and for friendships.	Independence
The need for time and space to observe peers is recognised as essential. Child/young person is given every opportunity to be educated with their typically developing peers, this is due to the significant positive impact on academic and social development. Peers are guided about disabilities (factual responses, preparation for tough questions, teach kindness and sensitivity to others, ask before helping). The pupil is included in school trips. Sex and Relationships Education (SRE) is differentiated.	Peers

Next steps for communication skills are identified with a teaching plan. Signing basics are in place for the whole school. The key worker/SENCo liaises with therapy services (SLTs, OTs) and ensures advice is integrated into school planning. and strategies.	Communication
Next small steps towards independence for eating, drinking, toileting and dressing are identified with implementation strategy. Age-appropriate independent travel plan is in place with home and school goals.	Independence
Class and playground peer support strategies are agreed and in place and are reviewed termly to deal with changes for the pupil and peer group. Consider how the child will communicate with their peers and also help peers recognise the pupil's communication attempts and strategies. The pupil can be included in school-run clubs.	Peers

Short breaks from interactions and lessons. Staff work to understand the pupil's likes and dislikes. Adults have age-appropriate expectations. For example, child sits on the carpet at carpet-time, but the duration may be shorter than peers and time is built up. Behaviour routines are recognised and taught. When things go wrong the teacher and school-support work on a plan to identify and address issues.	Social and emotional
Support is part of a school team and there is time for staff to problem solve. When things go wrong the teacher and school-support work on a plan to identify and address issues.	School team
Basic understanding of medical needs and issues. Seating and sensory environment issues identified, and problem solved. Arrangements to meet pupil's support needs (e.g., support with eating, drinking, toileting and dressing). Consistent use of hearing and sight aids. Participation in activities to enjoy movement/sport.	Personal Support

School staff use pupil's interests to help keep them motivated. One-page pupil profile includes pupil's interests, needs and successful strategies, used by the whole school and keeps pace with changes. (What information do all staff need?) Staff support pupil to identify and regulate emotions (at a developmentally appropriate level), e.g., strategies to stay calm while communicating a need. Visual materials (for example, supporting social and emotional development) are shared with parents. Direct teaching of identified social skills.	Social and emotional
School access consultation and advice to problem-solve issues as they arise. School has a team approach and help each other enjoy the day and child. May use the emotion coaching methods.	School team
Use of hearing and sight aids are consistent and issues are identified, and problem-solved Oro-motor and sensory equipment is used as advised. Refer to the Barnet Combined Care Pathway for children and young people with Down syndrome (on Local Offer), to inform personal support needs. Healthy eating and exercise are promoted.	Personal Support

Learning

The school knows what to teach, how to teach it, and is willing to learn and willing to act. The child and young person is known, and their needs are understood.

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Key words are identified in advance by the class teacher and used, including maths, literacy, class routines and personal interest vocabulary. The visual timetable is used during the day (all ages). The lesson focus is on learning one thing well. Pupil is given time to process information and respond. Activities include practical ways to learn. Signing to support class curriculum (for example equal/add). Child has independent task each lesson, minimum one a day. (Suggest a zip plastic wallet for them to open). Starts off very simply to support success.	**Teaching**	Key words and meanings taught in advance and shared in the home-school communication. Visual timetable, in-task schedules and visual strategies are used each day to support understanding and well-being. Activities are broken down into small steps TA uses strategies (e.g. using a small whiteboard) to provide visual structure for teacher's explanations/ talk-time. Practical demonstrations are used in lessons. These can be filmed for the pupil to watch for reinforcement and enjoyment. School day is structured to give individual, group and class support according to purpose. In-class support is prioritised.	**Teaching**
Visual curriculum materials are used in all lessons and for transitions. Visuals for teaching and instructions. Layout for teaching materials is simple and uncluttered. (Does it look interesting)?	**Teaching materials**	Rewards are built into the timetable (mostly social) - they are visually displayed and gettable. A range of short activities with a clear end are provided, with extras ready (or a choice box).	**Teaching materials**
Hearing and vision are supported by seating and access to resources (laptop, print size, front of class).		Activities are translated into visual and multi-sensory approaches – for example, card sorts, posting box, pictures, photos, print, sound, real objects etc.	
A bespoke visual reading programme (match, select, name) is used from pre-school and initially focuses on pupil's interests. Photo books are used to supplement reading, personal, and curriculum teaching. Phonics are used to support speech clarity and additional skills; they are secondary to the main visual teaching method.	**Reading**	Key staff are trained to use the bespoke reading programme (such as See and Learn, Reading and Language Intervention). Topic books including a photo and sentence/paragraph are used for bespoke teaching and for curriculum teaching. There is home and school access to relevant recording checklists, for example DSEI/Maths for Life checklists.	**Reading**
TA is informed about the lesson content and differentiation methods before the lesson begins. Any work outside the classroom is planned and timetabled with a time frame for duration. Personal Learning Plan (PLP) includes language, social, independence targets and provision strategies Progress is recorded using agreed systems. For example: No / occasional / inconsistent / mostly / independent.	**Planning and review**	Planning for the pupil is included in the programme of study for the year group. There are regular (for example monthly) short catch-up meetings with parent, class teacher and/or key support member. The speech and language therapist (SaLT) informs the PLP and generalisation of the SaLT programme across the curriculum. The next steps to teach communication skills are identified by with SaLT advice and a teaching plan is written and shared.	**Planning and review**