



APPLICATION GUIDE

# Teaching disabled learners:

Application of the new professional standards for teachers, tutors and trainers in the lifelong learning sector

May 2010



Skills for Learning Professionals

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# Introduction

This document details the skills, knowledge and understanding expected of teachers teaching disabled learners. This application guide defines the skills, knowledge and understanding that teachers need to support the skills development of disabled learners.

The guide is an application of the 'New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector'. These standards were published in December 2006 and describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken with learners and employers.

The standards:

- are context free and level free, in order to represent all areas of work and new teachers, experienced teachers and teacher educators
- represent the teaching and learning cycle, with which all teachers engage; initial assessment, planning and preparation, teaching, assessment, evaluation and quality improvement through responding to evaluation.

An application guidance document (such as this) provides more detail for the standards where this is considered of value. These documents can be written for any suite of standards. They can be written for a particular context such as offender learning, a particular subject such as employability skills or for a particular group of learners or users, as in this document which relates to teaching disabled learners.

Application guidance documents are produced through consultation with stakeholders and the relevant community of practice. They reflect a broad understanding of how the standards should be applied for a particular context, group of learners or subject.

Teachers may use the guidance to:

- identify their continuing professional development (CPD) needs
- plan the acquisition of new knowledge and skills
- develop existing skills to meet the needs of learners.

Learning providers, employers, staff development and HR managers may use the guidance to:

- share and disseminate good practice
- illustrate how the standards apply to the teaching disabled learners
- underpin staff training and CPD opportunities in relation to teaching disabled learners
- inform recruitment and appraisal activities
- promote quality improvement
- motivate and assist their workforce to develop new skills.

Teacher educators and awarding organisations may use the guidance to:

- support qualification development and associated guidance
- map current training programmes and qualifications against the standards
- inform curriculum development, delivery and assessment.

# The context for teaching disabled learners

Disabled learners may be found in any setting and studying at any level. Their needs are often around access to learning and the adjustments that organisations, teachers<sup>1</sup>, tutors, trainers, lecturers and learning support practitioners make to ensure they can engage fairly and effectively in learning. Disabled learners represent a broad and diverse group and include, but are not limited to, learners who have a sensory impairment, a mental health difficulty, a physical impairment and/or a learning disability. It is important to recognise that learners can be affected by more than one impairment and the impact on learning can vary greatly depending on the nature or extent of the impairments.

Categorising learners by their disability is uncomfortable and somewhat arbitrary as it relies on labels and diagnoses. Terminology is also problematic and it is not the intention of this document to label learners. Too often disabled learners are defined by their impairment and are viewed in deficit terms. This document supports the social model of disability, which recognises that it is society that erects barriers which exclude people from becoming full and equal members, rather than their impairment.

Over the last 20 years disabled learners have increasingly engaged in learning opportunities in the lifelong learning sector. In 1996 Inclusive Learning (FEFC) was published following the work of the Tomlinson Committee. 'Inclusive Learning' was, and continues to be, defined as the greatest degree of match or fit between the individual learner's requirements and the provision made for them. The Tomlinson Committee researched and mapped provision, as well as providing recommendations to improve educational opportunities for disabled learners. The resulting reports have had a significant impact on the sector and have shaped how provision has evolved over the years. Subsequent research and practice has further informed the field and there is now a substantial body of knowledge about teaching and learning, relating to disabled learners, for the sector to draw upon.

This document is informed by the values inherent in a learner centred approach which strives to put the learner at the centre of the learning process, empowering them to determine their learning experiences and pathways. At the heart of this approach is the concept of working in partnership with the learner to tailor the learning to reflect their needs and aspirations. A teacher will need to gather information from the learner and where appropriate, others, to identify the most effective strategies and resources for supporting the learning process.

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As with any learner, disabled learners engage in a range of programmes in a variety of settings. This guide is aimed at teachers supporting disabled learners through a range of programmes, including:

- A **targeted** programme of learning, for example a course designed to meet the needs of those with a mental health difficulty or learners on a work based learning programme
- A **discrete** programme of learning, for example those in a specialist or further education college who may be accessing independence, vocational or pre-employment programmes specifically geared to the needs of those with learning difficulties and/or disabilities.
- A **mainstream** programme of learning, for example where a learner may be undertaking a vocational or academic course such as a Diploma in Sports and Leisure alongside non-disabled learners.
- A **blended** programme of learning, for example a programme combining mainstream and discrete or targeted provision.



# Organisation of the document

## The professional standards

The 'New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector' lists the values and commitment, knowledge, understanding and professional practice expected of all teachers. This information is detailed in domains which reflect the functions of the role. There are six domains:

**Domain A: Professional values and practice**

**Domain B: Learning and teaching**

**Domain C: Specialist learning and teaching**

**Domain D: Planning for learning**

**Domain E: Assessment for learning**

**Domain F: Access and progression**

## Application of the professional standards

This application guide provides detail of the applied skills, knowledge and understanding expected of teachers teaching disabled learners. This detail is provided against the value and commitment statements (coded as 'S' statements – ASI, BSI, etc.) from each domain of the standards. All value and commitment statements from the standards have been listed. In sections one and two of this document you will find the statements in the left hand column and the applied skill, knowledge and understanding in the right hand column. Applied skills, knowledge and understanding are detailed as **elements**. All elements are listed in section one for quick reference. Further guidance on extent of coverage for these elements is provided in section two.

## Elements

Elements have been developed to explain and illustrate how the generic value and commitment statements can be applied for teachers teaching disabled learners. Some of the value and commitment statements have one associated element, while others have more. No elements have been developed if little or nothing can be added by applying the statements to teachers teaching disabled learners. Where this is the case the words 'informed by professional standards only' indicate that a statement has no associated element.

## Coding

The elements are coded with the domain letter, linked with the associated commitment statement, and are in number sequence. For example,

### **Element CSI.3DL**

Know how to keep up to date with current policy and practice in relation to disabled learners.

Letter C identifies the standards domain, the number 1 relates to commitment statement CSI, and the number 3 identifies this is the third element for this particular commitment statement. DL is a suffix to indicate this is an element from the application guide for teachers working with disabled learners.

### Guidance on extent

Extent of coverage for each element is given in section two of the document. This has been developed through consultation with stakeholders and the community of practice. This is not considered comprehensive or prescriptive. Teachers may need a broader or narrower range of applied skills, knowledge and understanding than is detailed here. This will be dependent on the learners they are working with and the context. The suggested extent of coverage for each element is written below the associated element as shown below.

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>CSI</b></p> <p>Understanding and keeping up to date with current knowledge in respect of own specialist area.</p> <p><b>(Commitment statement from standards)</b></p> | <p><b>CSI.3DL (Element)</b></p> <p>Know how to keep up to date with current policy and practice in relation to disabled learners.</p> <p><i>Teachers who work with disabled learners know and understand: (Extent)</i></p> <ul style="list-style-type: none"> <li>• How to engage in professional development opportunities relating to the support of disabled learners.</li> <li>• How to use and benefit from professional networks, journals and websites relating to disability.</li> <li>• How to support the identification and dissemination of effective specialist teaching practice.</li> </ul> |

# Section one:

## Elements

### Domain A: Professional values and practice

| Standard statement  | Element relating to teaching disabled learners  |
|---|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>AS1</b><br/>All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.</p> | <p><b>AS1.IDL</b><br/>Know how to take account of disabled learners' previous experiences of learning.</p> <p><b>AS1.2DL</b><br/>Understand the importance of respecting disabled learners' interests, aspirations and goals.</p> |
| <p><b>AS2</b><br/>Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.</p>   | <p><b>AS2.IDL</b><br/>Understand the contribution learning can make to a disabled learners' personal, social and economic life, and the importance of using this as a context for learning.</p>                                   |
| <p><b>AS3</b><br/>Equality, diversity and inclusion in relation to learners, the workforce and the community.</p>   | <p><b>AS3.IDL</b><br/>Create a positive learning environment where there is a shared commitment to value diversity and respect difference.</p>  |
| <p><b>AS4</b><br/>Reflection and evaluation of their own practice and their continuing professional development as teachers.</p>  | <p>Informed by professional standards only.</p>   |
| <p><b>AS5</b><br/>Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p>   | <p><b>AS5.IDL</b><br/>Work collaboratively with a range of external individuals, groups and/or organisations to support the needs and aspirations of disabled learners.</p>   |
| <p><b>AS6</b><br/>The application of agreed codes of practice and the maintenance of a safe environment.</p>  | <p><b>AS6.IDL</b><br/>Know how to create and maintain a safe learning environment for disabled learners.</p>  |
| <p><b>AS7</b><br/>Improving the quality of their practice.</p>  | <p><b>AS7.IDL</b><br/>Know how to improve the quality of their specialist practice in relation to disability.</p>   |



## Domain B: Learning and teaching

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>BS1</b><br/>Maintaining an inclusive, equitable and motivating learning environment.</p> | <p><b>BS1.IDL</b><br/>Maintain an inclusive learning environment.</p> <p><b>BS1.2DL</b><br/>Use learner centred approaches.</p>   |
| <p><b>BS2</b><br/>Applying and developing own professional skills to enable learners to achieve their goals.</p>   | <p>Informed by professional standards only.</p>   |
| <p><b>BS3</b><br/>Communicating effectively and appropriately with learners to enhance learning.</p>   | <p><b>BS3.IDL</b><br/>Use appropriate language and communication methods to facilitate interaction, enhance learning and promote self advocacy.</p> <p><b>BS3.2DL</b><br/>Promote and support the development of disabled learners' communication skills.</p> |
| <p><b>BS4</b><br/>Collaboration with colleagues to support the needs of learners.</p>  | <p><b>BS4.IDL</b><br/>Work collaboratively with a range of colleagues within the organisation to support disabled learners.</p>   |
| <p><b>BS5</b><br/>Using a range of learning resources to support learners.</p>   | <p><b>BS5.IDL</b><br/>Develop, adapt and use a range of learning resources to support disabled learners.</p>  |

## Domain C: Specialist learning and teaching

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>CS1</b><br/>Understanding and keeping up to date with current knowledge in respect of own specialist area.</p> | <p><b>CSI.1DL</b><br/>Know the main theories of learning and how they relate to their practice with disabled learners.</p> <p><b>CSI.2DL</b><br/>Know the key principles of practice that underpin working with disabled learners.</p> <p><b>CSI.3DL</b><br/>Know how to keep up to date with current policy and practice in relation to teaching disabled learners.</p> <p><b>CSI.4DL</b><br/>Know about a range of impairments and how they can impact on the learning process.</p> |
| <p><b>CS2</b><br/>Enthusiating and motivating learners in own specialist area.</p>   | <p><b>CS2.1DL</b><br/>Know the contribution learner centred approaches make to motivating disabled learners.</p>  |
| <p><b>CS3</b><br/>Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p>   | <p><b>CS3.1DL</b><br/>Know the legal requirements relating to teachers of disabled learners and the rights of disabled learners.</p> <p><b>CS3.2DL</b><br/>Know how to use information about disabled learners in compliance with data protection legislation.</p>  |
| <p><b>CS4</b><br/>Developing good practice in teaching own specialist area.</p>  | <p><b>CS4.1DL</b><br/>Know that learning should be purposeful.</p> <p><b>CS4.2DL</b><br/>Support the development of meaningful, transferable skills.</p>  |

## Domain D: Planning for learning

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>DS1</b><br/>Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p> | <p><b>DS1.1DL</b><br/>Know how to promote equality and champion diversity within their organisation.</p> <p><b>DS1.2DL</b><br/>Know how to plan to meet the needs of disabled learners.</p> <p><b>DS1.3DL</b><br/>Know how to plan for progression.</p> |
| <p><b>DS2</b><br/>Learner participation in the planning of learning.</p>   | <p><b>DS2.1DL</b><br/>Know how to engage with disabled learners in the planning of their learning.</p>  |
| <p><b>DS3</b><br/>Evaluation of own effectiveness in planning learning.</p>  | <p>Informed by professional standards only.</p>   |



## Domain E: Assessment for learning

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| Teachers in the lifelong learning sector are committed to:<br><b>ES1</b><br>Designing and using assessment as a tool for learning and progression. | <b>ES1.IDL</b><br>Select, develop, adapt and use appropriate learner centred assessment tools and methods.                                |
| <b>ES2</b><br>Assessing the work of learners in a fair and equitable manner.   | <b>ES2.IDL</b><br>Assess learners using approaches which are accessible and which take account of the support needs of disabled learners. |
| <b>ES3</b><br>Learner involvement and shared responsibility in the assessment process.   | Informed by the professional standards only.  |
| <b>ES4</b><br>Using feedback as a tool for learning and progression.   | <b>ES4.IDL</b><br>Provide disabled learners with constructive feedback which encourages self determination.                               |
| <b>ES5</b><br>Working in the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progression. | <b>ES5.IDL</b><br>Know how to ensure quality systems and requirements reflect the needs of disabled learners.                             |

## Domain F: Access and progression

| Standard statement   | Element relating to teaching disabled learners   |
|--|--|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>FS1</b><br/>Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p> | <p><b>FS1.IDL</b><br/>Encourage disabled learners to seek new learning opportunities and access additional support services and information, advice and guidance (IAG).</p>  |
| <p><b>FS2</b><br/>Providing support for learners within the boundaries of the teacher role.</p>  | <p>Informed by the professional standards only.</p>  |
| <p><b>FS3</b><br/>Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>  | <p><b>FS3.IDL</b><br/>Maintain professional knowledge in relation to national initiatives and local/regional opportunities that support progression opportunities for disabled learners, including employment.</p> |
| <p><b>FS4</b><br/>A multi agency approach to supporting development and progression opportunities for learners.</p>  | <p><b>FS4.IDL</b><br/>Know how to prepare and support disabled learners for transitions and who to involve in the process.</p>   |

## Section two:

### Guidance on extent

#### Domain A: Professional values and practice

| Standard statement  | Element relating to teaching disabled learners  |
|---|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>ASI</b><br/>All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.</p> | <p><b>ASI.1DL</b><br/>Know how to take account of disabled learners' previous experiences of learning.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"><li>• The importance of involving the learner in securing information.</li><li>• How to secure information about learners' previous experiences of learning from colleagues and external agencies, as appropriate.</li><li>• The content and purpose of transition plans, assessment reports and other relevant documents (in compliance with data protection legislation).</li><li>• Who to consult when additional information is required to support disabled learners.</li></ul> <p><b>ASI.2DL</b><br/>Understand the importance of respecting learners' interests, aspirations and goals.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"><li>• Use a range of methods for encouraging learners to express their views, aspirations, interests and support needs.</li><li>• Ensure that learning has meaning for disabled learners through building on their aspirations and interests.</li></ul> |

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p><b>AS2</b><br/>Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.</p> | <p><b>AS2.IDL</b><br/>Understand the contribution learning can make to a disabled learner’s personal, social and economic life, and the importance of using this as a context for learning.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to use learning activities which are purposeful and make explicit the benefits of learning.</li> <li>• How learning opportunities can build on learners’ achievements and present new and challenging goals.</li> <li>• How learning can lead to employment for some disabled learners who previously had no expectation or aspiration of working.</li> </ul> |
| <p><b>AS3</b><br/>Equality, diversity and inclusion in relation to learners, the workforce, and the community.</p>  | <p><b>AS3.IDL</b><br/>Create a positive learning environment where there is a shared commitment to value diversity and respect difference.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Challenge negative assumptions and attitudes about what disabled learners can do and achieve.</li> <li>• Reflect on the impact of their own beliefs and assumptions about disabled people and the influence of these beliefs on practice.</li> <li>• Know how to promote equality and diversity within their organisation.</li> </ul>  |
| <p><b>AS4</b><br/>Reflection and evaluation of their own practice and their continuing professional development as teachers.</p>  | <p>Informed by professional standards only.</p>  |

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p><b>AS5</b><br/>Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p> | <p><b>AS5. IDL</b><br/>Work collaboratively with a range of external individuals, groups and/or organisations to support the needs and aspirations of disabled learners.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Know and understand the policy drivers for collaborative working and their practical benefits.</li> <li>• Create and maintain collaborative links with individuals, groups and external agencies that can provide disabled learners with additional support and/or progression opportunities.</li> <li>• Share, with permission, information about disabled learners with colleagues and other agencies as required and in compliance with Data Protection legislation.</li> </ul> |
| <p><b>AS6</b><br/>The application of agreed codes of practice and the maintenance of a safe environment.</p>  | <p><b>AS6. IDL</b><br/>Know how to create and maintain a safe learning environment for disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to undertake generic and individual risk assessments which are inclusive.</li> <li>• The policy framework to support safeguarding.</li> </ul>   |
| <p><b>AS7</b><br/>Improving the quality of their practice.</p>  | <p><b>AS7. IDL</b><br/>Know how to improve the quality of their specialist practice in relation to disability.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to engage in professional development opportunities relating to the support of disabled learners.</li> <li>• How to use and benefit from professional networks relating to disability.</li> <li>• The importance of keeping up to date with specialist research and policy initiatives.</li> </ul>   |



## Domain B: Learning and Teaching

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>BS1</b><br/>Maintaining an inclusive, equitable and motivating learning environment.</p> | <p><b>BS1.IDL</b><br/>Maintain an inclusive learning environment.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Make adjustments to teaching and learning resources, the curricula and the learning environment to ensure all disabled learners have access to a broad range of learning opportunities.</li> <li>• Use a range of resources and aids including assistive technologies to support disabled learners.</li> <li>• Contribute to the development of a whole organisation approach to promoting and maintaining an inclusive learning environment.</li> <li>• Create learning environments where disabled learners feel safe, secure and valued.</li> </ul> <p><b>BS1.2DL</b><br/>Use learner centred approaches.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Support disabled learners to identify their own learning needs.</li> <li>• Give learners opportunities to make decisions about the level and nature of the support they need.</li> <li>• Develop and adapt learning plans to suit the needs of individuals.</li> <li>• Differentiate teaching methods to match individual learning preferences.</li> <li>• Identify when a learner may need the assistance of an advocate to make a decision.</li> </ul> |
| <p><b>BS2</b><br/>Applying and developing own professional skills to enable learners to achieve their goals.</p>   | <p>Informed by professional standards only.</p>   |

| Standard statement   | Element relating to teaching disabled learners   |
|--|--|
| <p><b>BS3</b><br/>Communicating effectively and appropriately with learners to enhance learning.</p> | <p><b>BS3.1DL</b><br/>Use appropriate language and communication methods to facilitate interaction, enhance learning and promote self advocacy.</p> <p>Teachers who work with disabled learners:</p> <ul style="list-style-type: none"><li>• Understand how communication theories relate to language acquisition for some disabled learners.</li><li>• Know the various approaches, aids and strategies used to enable disabled people to communicate, for example communication passports, British Sign Language (BSL), Makaton, picture communication symbols and eye pointing, as appropriate.</li></ul> <p><b>BS3.2DL</b><br/>Promote and support the development of disabled learners' communication skills.</p> <p>Teachers who work with disabled learners:</p> <ul style="list-style-type: none"><li>• Work with other professionals such as interpreters/speech and language therapists.</li><li>• Use a range of alternative and augmentative methods, including computer technology and assistive technologies, aids and strategies to embed the development of communication skills in learning programmes.</li><li>• Know how to work with learners to develop communication plans and insure other colleagues are informed so there is a consistent approach.</li></ul> |

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p><b>BS4</b><br/>Collaboration with colleagues to support the needs of learners.</p> | <p><b>BS4.IDL</b><br/>Work collaboratively with a range of colleagues within the organisation to support disabled learners.</p> <p><i>Teachers who work with disabled learners:</i></p> <ul style="list-style-type: none"> <li>• Establish and maintain working partnerships within own organisation with a range of specialist teachers, therapists and care support staff, as appropriate.</li> <li>• Work in collaboration with learning support managers and learning support practitioners to secure effective support for disabled learners.</li> <li>• Seek input from others when additional information is required to support disabled learners.</li> <li>• Contribute to the professional development of other staff including learning support practitioners.</li> </ul> |
| <p><b>BS5</b><br/>Using a range of learning resources to support learners.</p>        | <p><b>BS5.IDL</b><br/>Develop, adapt and use a range of learning resources to support disabled learners.</p> <p><i>Teachers who work with disabled learners:</i></p> <ul style="list-style-type: none"> <li>• Select, develop and adapt a range of learning resources.</li> <li>• Ensure learning resources reflect the adult status of disabled learners.</li> <li>• Monitor the use of learning resources and evaluate their effectiveness in collaboration with disabled learners, learning support practitioners and others involved in the learning programme.</li> <li>• Direct, support, observe and work with learning support practitioners.</li> </ul>   |

## Domain C: Specialist learning and teaching

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>CSI</b><br/>Understanding and keeping up to date with current knowledge in respect of own specialist area.</p> | <p><b>CSI.IDL</b><br/>Know the main theories of learning and how they relate to their practice with disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"><li>• How their practice relates to learning theories.</li><li>• How theories relating to specific impairments (e.g. dyslexia) translate into practice.</li></ul> <p><b>CSI.2DL</b><br/>Know the key principles of practice that underpin working with disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"><li>• The impact of their own beliefs and assumptions about disabled people and the influence of these beliefs on practice.</li><li>• The implications of working within a social model of disability to underpin their work with learners.</li><li>• How being inclusive shapes their professional practice.</li><li>• How to respond appropriately to the cultural and social differences in attitude to and descriptions of disability.</li></ul> |

| Standard statement | Element relating to teaching disabled learners   |
|--------------------|--|
|                    | <p><b>CSI.3DL</b><br/>Know how to keep up to date with current policy and practice in relation to teaching disabled learners.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"><li>• How to engage in professional development opportunities relating to the support of disabled learners.</li><li>• How to use and benefit from professional networks, journals and websites relating to disability.</li><li>• How to support the identification and dissemination of effective specialist teaching practice.</li></ul> |



| Standard statement | Element relating to teaching disabled learners  |
|--------------------|---|
|                    | <p><b>CSI.4DL</b><br/>Know about a range of impairments and how they can impact on the learning process.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"><li>• The impact on learning of a range of impairments e.g. sensory impairment, cognitive impairment, mental health difficulty, physical disability, autistic spectrum disorders.</li><li>• Why it is important to ask learners how their impairment affects their learning.</li><li>• How to use teaching strategies and techniques to match specific learning needs.</li><li>• How to make adjustments to teaching and learning activities to accommodate medical treatment and medication.</li><li>• How to use a range of behaviour management techniques and strategies to encourage and assist disabled learners to manage their behaviour.</li><li>• That for some learners behaviour is a form of communication.</li><li>• How to assist disabled learners to develop study skills and manage their own learning.</li><li>• How to secure specialist teachers and learning support practitioners to support the learning process as necessary.</li><li>• How to embed the use of technology and multi-media approaches into the teaching and learning process.</li><li>• How to evaluate learning resources in line with specific disabled learner needs.</li><li>• The importance of monitoring the use of learning resources and evaluating their effectiveness in collaboration with disabled learners, learning support practitioners and others involved in the teaching and learning process.</li></ul> |

| Standard statement   | Element relating to teaching disabled learners   |
|--|--|
| <p><b>CS2</b><br/>Enthusiating and motivating learners in own specialist area.</p>                               | <p><b>CS2.IDL</b><br/>Know the contribution learner centred approaches make to motivating disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How the most effective learning plans are based on learners’ interests and aspirations.</li> <li>• How to promote learning in real life, practical settings.</li> </ul>  |
| <p><b>CS3</b><br/>Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p> | <p><b>CS3.IDL</b><br/>Know the legal requirements relating to teachers of disabled learners and the rights of disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• Their legal and statutory requirements as detailed in legislation and how to comply with them.</li> <li>• How to work within the provisions of The U.N. Convention on The Rights of Persons with Disabilities Proclamation, July 2009.</li> <li>• The strategies for actively promoting equality of opportunity for all learners and challenging any discriminatory practices.</li> <li>• How to carry out inclusive risk assessments.</li> </ul> <p><b>CS3.2DL</b><br/>Know how to use information about disabled learners in compliance with data protection legislation.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to ensure disabled learners understand how their personal information may be used.</li> <li>• How to recognise when a disabled learner may need the support of an advocate to give their permission for disclosure.</li> <li>• How to create opportunities for self-advocacy to encourage learners to make their own decisions.</li> <li>• That staff use personal information in compliance with data protection legislation and organisation’s procedures.</li> </ul> |

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p><b>CS4</b><br/>Developing good practice in teaching own specialist area.</p> | <p><b>CS4.IDL</b><br/>Know that learning should be purposeful.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"><li>• How to deliver learning activities which are purposeful and based on active participation.</li><li>• The importance of providing learning activities which build on learners' interests and achievements and present new and challenging goals.</li><li>• How to bring ethnicity and disability needs together in the development of teaching and learning resources.</li><li>• How to identify and use a range of teaching and learning methods, including multi sensory, intensive interaction, meaning based and active learning approaches.</li><li>• How to plan and use differentiated learning activities.</li></ul> <p><b>CS4.2DL</b><br/>Support the development of meaningful, transferable skills.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"><li>• How to embed, where appropriate, literacy, language, numeracy and ICT in their learning programmes.</li><li>• The importance of developing opportunities for learners to broaden the skills of improving own learning and performance, working with others and problem solving.</li><li>• How to create opportunities for learners to engage in learning activities alongside their non disabled peers.</li></ul> |



## Domain D: Planning for Learning

| Standard statement   | Element relating to teaching disabled learners   |
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| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>DSI</b><br/>Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p> | <p><b>DSI.IDL</b><br/>Know how to promote equality and champion diversity within their organisation.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to work with others to support a whole organisation approach to promoting equality and diversity.</li> <li>• The policy framework for equality and diversity.</li> </ul> <p><b>DSI.2DL</b><br/>Know how to plan to meet the needs of disabled learners.</p> <p><b>Teachers who work with disabled learners know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to use information about learners' interests, aspirations and needs to develop appropriate learning opportunities.</li> <li>• The importance of working with learners, specialist teachers, learning support practitioners, care support staff and others to identify additional learning support needs.</li> <li>• How to identify and secure specialist aids and resources including assistive technologies as necessary.</li> <li>• How to ensure learning support practitioners use specialist resources and equipment, and secure training as necessary.</li> <li>• How to provide learning support practitioners with clear guidance on adapting learning activities and resources to meet the needs of disabled learners.</li> <li>• How to work with others to create opportunities for disabled learners to widen their social networks and interactions.</li> </ul> |

| Standard statement  | Element relating to teaching disabled learners  |
|---|---|
|   | <p><b>DS1.3DL</b><br/>Know how to plan for progression.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"> <li>• Ensure that learners have access to progressively more demanding learning environments.</li> <li>• Plan, with the learner, a route from learning into employment and/or training and/or independent living or further/higher education.</li> <li>• Use learning as a vehicle to support disabled learners gain access to and contribute to the community.</li> </ul>  |
| <p><b>DS2</b><br/>Learner participation in the planning of learning.</p>    | <p><b>DS2.IDL</b><br/>Know how to engage with disabled learners in the planning of their learning.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"> <li>• How to communicate with disabled learners using their preferred method of communication.</li> <li>• The importance of presenting disabled learners with a range of realistic and challenging learning options.</li> <li>• How to create opportunities for disabled learners to make choices and express opinions about their learning needs.</li> <li>• How to engage disabled learners in decisions about the nature and level of the learning support they need.</li> <li>• When to engage the support of an advocate for a disabled learner as necessary.</li> <li>• How to negotiate learning plans with disabled learners.</li> </ul> |
| <p><b>DS3</b><br/>Evaluation of own effectiveness in planning learning.</p> | <p>Informed by professional standards only.</p>   |

## Domain E: Assessment for Learning

| Standard statement   | Element relating to teaching disabled learners   |
|--|--|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>ESI</b><br/>Designing and using assessment as a tool for learning and progression.</p> | <p><b>ESI.IDL</b><br/>Select, develop, adapt and use appropriate learner centred assessment tools and methods.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Use the theories and principles of assessment to differentiate and design initial, formative and summative assessments for disabled learners.</li> <li>• Utilise a range of assessment tools, including computer software programmes, in order to identify learning support needs.</li> <li>• Interpret specialist learning assessments and share outcomes with learning support practitioners and others involved in the delivery of the learning programme.</li> <li>• Use a range of formal and informal assessment methods including observation.</li> <li>• Use information gathered from transition plans, previous assessments and other relevant reports to support the assessment process.</li> </ul> |
| <p><b>ES2</b><br/>Assessing the work of learners in a fair and equitable manner.</p>   | <p><b>ES2.IDL</b><br/>Assess learners using approaches which are accessible and which take account of the support needs of disabled learners.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Use the learner’s preferred method of communication to explain the purpose of the assessment.</li> <li>• Recognise that disabled learners may have competing influences in their lives and work to minimise the effects of these on the assessment process.</li> <li>• Provide additional time and/or special access arrangements for assessment as appropriate.</li> </ul>   |

| Standard statement   | Element relating to teaching disabled learners  |
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| <p><b>ES3</b><br/>Learner involvement and shared responsibility in the assessment process.</p>   | <p>Informed by the professional standards only.</p>   |
| <p><b>ES4</b><br/>Using feedback as a tool for learning and progression.</p>   | <p><b>ES4. IDL</b><br/>Provide disabled learners with constructive feedback which encourages self determination.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Provide disabled learners with feedback in a format that suits their needs.</li> <li>• Develop and use activities to encourage disabled learners to reflect on the assessment process and outcomes.</li> <li>• Identify and create opportunities to celebrate achievements.</li> <li>• Use assessment outcomes to identify new learning goals.</li> </ul> |
| <p><b>ES5</b><br/>Working in the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progression.</p> | <p><b>ES5. IDL</b><br/>Know how to ensure quality systems and requirements reflect the needs of disabled learners.</p> <p><b>Teachers who work with disabled learners:</b></p> <ul style="list-style-type: none"> <li>• Work with others to develop and adapt quality systems and procedures to meet the needs of disabled learners.</li> <li>• Use the results of other professional assessments to support the monitoring of learner achievement.</li> </ul>  |

## Domain F: Access and Progression

| Standard statement   | Element relating to teaching disabled learners  |
|--|---|
| <p>Teachers in the lifelong learning sector are committed to:</p> <p><b>FS1</b><br/>Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p> | <p><b>FS1.IDL</b><br/>Encourage disabled learners to seek new learning opportunities and access additional support services and information, advice and guidance (IAG).</p> <p style="color: #0070C0;">Teachers who work with disabled learners:</p> <ul style="list-style-type: none"> <li>• Design and deliver teaching activities that encourage disabled learners to think about their future learning aspirations and needs.</li> <li>• Work with others to identify new learning opportunities and/or work placements.</li> <li>• Ensure disabled learners have equitable access to the full range of advice and guidance services available within the organisation.</li> <li>• Work with others to develop opportunities for learners to gain travel skills.</li> </ul> |
| <p><b>FS2</b><br/>Providing support for learners within the boundaries of the teacher role.</p>  | <p>Informed by the professional standards only.</p>   |
| <p><b>FS3</b><br/>Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>  | <p><b>FS3.IDL</b><br/>Maintain professional knowledge in relation to national initiatives and local/regional opportunities that support progression opportunities for disabled learners, including employment.</p> <p style="color: #0070C0;">Teachers who work with disabled learners:</p> <ul style="list-style-type: none"> <li>• Keep up to date with government policies and initiatives that support progression opportunities for disabled learners.</li> <li>• Make arrangements for learners to be accompanied and supported on visits to new learning or work experience placements.</li> </ul>   |

| Standard statement  | Element relating to teaching disabled learners   |
|---|--|
| <p><b>FS4</b><br/>A multi agency approach to supporting development and progression opportunities for learners.</p> | <p><b>FS4.IDL</b><br/>Know how to prepare and support disabled learners for transitions and who to involve in the process.</p> <p>Teachers who work with disabled learners know and understand:</p> <ul style="list-style-type: none"><li>• Who to work with, for example disability employment advisers and transition champions, to identify suitable progression routes.</li><li>• How to work with learners and others to develop new and complementary learning opportunities.</li><li>• Work with others to develop taster sessions/days to provide disabled learners with the opportunity to try out a range of new learning options.</li><li>• Work with others to develop system to evaluate and review transition support.</li></ul> |

# Glossary:

| Glossary                      |  |
|-------------------------------|--|
| Assistive technologies        | Computer hardware (such as switches) and software (such as screen readers and educational software) designed to make computers and learning accessible.  |
| Element statement             | A statement that describes practice and the application of knowledge and understanding required to achieve the standard in a particular area.  |
| Extent statement              | A statement that provides guidance on the content of each element.   |
| Inclusive learning            | Term derived from inclusive learning (FEFC, 1996), which stated that all learners are entitled to a learning environment that matches their individual requirements.   |
| Learner-centred               | A process that places the learner at the centre of the learning journey.   |
| Learning support              | Learning support contributes to the provision of inclusive learning opportunities. It enables identified learning needs to be met and learners' independence, achievement and progression to be promoted.                                |
| Learning support practitioner | A person who performs a learning support role. The learning support practitioner works directly with learners and under the direction and guidance of the person(s) leading the learning.  |
| Multi modal                   | Using a range of communication methods such as signing, Braille, communication aids, symbols, photos, Objects of Reference etc.  |
| Person-centred approaches     | An approach that places the focus on the learner and enables learners to have a greater say in the design and delivery of services.  |
| Standard                      | A statement that describes the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.  |
| Teacher                       | For the purposes of this document, the term teacher has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector with a focus on learners with learning difficulties and/ or disabilities. |



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