

# **Managing equality and diversity in meeting the needs of learners who are named as requiring additional or special educational support**

This resource provides an overview of equality legislation and how it applies to everyday practice in the workplace. It focuses in particular on the role of the support worker in an educational setting. The resource explains how harassment, bullying and the use of discriminatory language work against each of the 'protected characteristics'. It also offers strategies that can improve practice, modify behaviour and meet the diverse needs of learners.



## Contents

<b>Introduction</b>	<b>About the resource</b>	
<b>Module 1</b>	<b>The role of the support worker</b>	
	Core duties and responsibilities	
	Special educational needs (SEN)	
	At-risk/vulnerable learners	
	Equality and diversity rights and responsibilities at work	
	Your employer's responsibilities	
	Your personal responsibilities	
	Activity 1: Mirror, mirror on the wall	
	Activity 2: Self-assessment of skills/experience	
<b>Module 2</b>	<b>Why equality and diversity is important in the learning support environment</b>	
	What is equality and diversity?	
	Equality	
	Diversity	
	Equality and diversity legislation	
	What are the protected characteristics?	
	Types of discrimination	
	How does this relate to learners with SEND?	
	Ensuring equality, diversity and inclusion for all	
	What do we mean by inclusive teaching and learning?	
	Preparing yourself for inclusive teaching and learning	
	Activity 3: Equality Act quiz	
	Activity 4: Case study	
	Activity 5: Diversity champion	
<b>Module 3</b>	<b>Embedding equality and diversity into special needs education</b>	
	SEND Code of Practice	
	Implementation of the Code of Practice	
	Transitional arrangements	

	Equality and Special Educational Needs	
	Post-16 settings as commissioners of SEND services	
	Conditions often associated with SEN	
	Attention deficit and hyperactivity disorder (ADD/ADHD)	
	Autism spectrum disorders (ASD) and Asperger syndrome	
	Behavioural, emotional and social difficulties (BESD)	
	Gifted and talented	
	Visual impairment	
	Hearing impairment	
	Physical impairments	
	Specific learning difficulties	
	Providing support for SEN learners	
	Role of the SEN co-ordinator (SENCO)	
	Role of the support worker	
	Ensuring communication between support workers and subject teachers	
	Individual educational plan (IEPs)	
	Safeguarding	
	Activity 6: SEN reform quiz	
<b>Module 4</b>	<b>Dealing with harassment and bullying in the learning environment</b>	
	Language	
	The problems with language	
	Language related to age	
	Language related to disability	
	Language related to sexual orientation	
	Language related to gender	
	Language related to gender identity	
	Language related to race	
	Activity 7: Discriminatory language	
	Bullying	

	What is bullying?	
	Who are the victims of bullying?	
	Cyberbullying	
	Practical tips for challenging unacceptable behaviour	
	Activity 8: Excuses	
	Activity 9: I was only kidding!	
	Activity 10: Handling discrimination in the classroom	
<b>Module 5</b>	<b>Building equality and diversity into teaching, learning and support</b>	
	Designing your support programme	
	Planning how you will support learners in lessons	
	Delivering learner support in lessons	
	Activity 11: Identifying good practice	
	Activity 12: Learner support needs	
<b>Assessment</b>	<b>Supporting learners with SEN</b>	
<b>Appendix 1</b>	<b>References and further information</b>	
	References	
	Module 3	
	Module 4	
	Further guidance on the SEND Code of Practice	
	Organisations providing specialist support	
	Useful websites and resources	
<b>Appendix 2</b>	<b>Activities for learners</b>	
	Disability wordsearch	
	Race and culture wordsearch	
	Acceptable and unacceptable language	
	Who are you?	
	What's in a name?	
	Race equality quiz	
	Equality Act quiz	

<b>Appendix 3</b>	<b>Answers to the module activities</b>	
	Activity 2: <b>Self-assessment of skills/experience</b>	
	Activity 3: Equality Act quiz	
	Activity 4: Case study	
	Activity 5: Diversity champion	
	Activity 6: SEN reform quiz	
	Activity 10: Handling discrimination in the classroom	
	Activity 12: Learner support needs	
	Assessment: Supporting learners with SEN	

## Introduction: About the resource

This resource consists of six modules and includes a range of activities and quizzes to test your knowledge and understanding.

By working through this resource you will:

- gain an understanding of the broader issues of equality, diversity and inclusion
- understand how embedding equality and diversity in teaching, learning and support can help to develop strong relationships with learners
- promote positive behaviours to help learners achieve and foster good relationships between diverse groups
- understand your rights and responsibilities as a member of staff in developing and delivering your everyday practice
- become more familiar with how to embed equality, diversity and inclusion in your everyday work.

The following graphics should help you use this resource:

Activity to help embed learning



Practical tips and advice



Further reading



## Module 1: The role of the support worker

Key learning points:

- understand the key functions of the role
- define a SEN learner
- outline rights and responsibilities at work in terms of equality and diversity

## **Module 2: Why equality and diversity is important in the learning support environment**

### **Key learning points:**

- outline the key components of the Equality Act 2010
- explain what is meant by the term 'protected characteristics'
- identify the different types of discrimination prohibited by law
- give examples of discriminatory practice
- correct popular misconceptions concerning equality and diversity issues
- understand a range of terminology associated with equality and diversity



## Module 3: Embedding equality and diversity into special needs education

### Key learning points:

- outline the key changes to the SEN code of practice
- explain the key responsibilities of schools/colleges and their employees
- outline teaching and learning strategies to support those learners with behavioural issues
- create a learning plan for a learner with SEN

This section introduces the key features of the new SEND Code of Practice and provides an overview of the key responsibilities of education organisations.

The information is drawn from the Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*.

## **Module 4: Dealing with harassment and bullying in the learning environment**

### **Key learning points:**

- give examples of inclusive language which avoids defining people in stereotypical ways
- recognise different forms of bullying can take and who is likely to be at risk
- identify positive strategies for dealing with incidents of discriminatory behaviour in the classroom

## Module 5: Building equality and diversity into teaching, learning and support

### Key learning points:

- identify good practice in terms of course design
- identify learning resources to support a range of diverse needs
- identify areas for improvement in own organisation



## **Appendix 2: Activities for learners**

The following is a selection of activities that you, as a support worker, can use with your own learners as relevant to their individual needs.

## **Appendix 3: Answers to the module activities**