

# ENABLE

**Emotional Needs, Achieving,  
Behaving & Learning in Education**

Supporting **emotional**  
and social **development**  
in order to maximise **learning**

Developing positive approaches to  
children's and young people's  
behaviour that interrupts their learning.

FTC acknowledges the inspiration, work and support of Jean Illsley Clarke.

**ENABLE** - an educational software resource from FRONTING THE CHALLENGE PROJECTS LTD.







# ENABLE IS

## **POSITIVE**

Recognises that opportunities for learning are always available and suggests ways to maximise them.

## **PREVENTATIVE**

Creates optimum conditions for learning and developing the behaviours that promote learning.

## **REPARATIVE**

Identifies needed learning, suggesting targets and strategies and activities to meet emotional and social learning needs.

## **INTEGRATIVE**

Focuses on the relationship between the young person and teacher / facilitator within all aspects of the learning context. Draws on theory, research and practice within a coherent framework to make best use of what works in each unique circumstance.

### **ENABLE** helps schools address

- ▶ **Emotional Well-being**
- ▶ **Inclusion**
- ▶ **School Improvement**
- ▶ **Special Educational Needs (EBD)**



**Increases emotional resilience in pupils and staff**

**Contributes to building capacity in schools**

**Supports the development of effective PSHE programmes and Citizenship Education**

**Enhances the continuing development of teachers and others working with young people**



## THE APPROACH THEY DEVELOPED

- ▶ Recognises the challenges currently faced by teachers and other adults in classrooms and other educational settings.
- ▶ Is based on first hand experience of supporting children's emotional and social development.
- ▶ Uses a therapeutic model to identify the underlying developmental needs of children.
- ▶ Demonstrates the connections between interruptions to healthy development and the behaviours that interrupt learning.
- ▶ Provides practical strategies that can be used within the learning relationship and in any learning context to provide access for all children and contribute to the raising of educational standards.



### ENABLE is NOT

- ▶ A quick fix
- ▶ A panacea
- ▶ An aid to crisis behaviour management

### ENABLE strategies ARE

- ▶ Practical and Classroom based
- ▶ Differentiated and matched to need
- ▶ Manageable and learning focused
- ▶ Used within a teacher-learner relationship



# What can the program do?

## ENABLE SUPPORTS INCLUSION

- ▶ Become better informed about the connections between emotional development, behaviour and learning;
- ▶ Plan for children's emotional and social development;
- ▶ Increase children's emotional resilience in the face of difficulties;
- ▶ Create realistic programmes to support children who are vulnerable or at risk of exclusion;
- ▶ Improve provision to create and sustain learning communities that are socially inclusive;
- ▶ Develop a common understanding, language and partnership with parents/carers, specialist agencies and other services;

## ENABLE SUPPORTS EMOTIONAL WELL-BEING



- ▶ Place emotional and social development at the heart of Personal and Social Health Education (PSHE);
- ▶ Plan for and monitor progress in emotional and social learning;
- ▶ Support the development of Identity and Community within Citizenship Education;
- ▶ Review whole school provision as part of e.g. the Healthy Schools Standard Scheme.





**ENABLE SUPPORTS THE IMPLEMENTATION OF THE SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE NOVEMBER 2001.**

- ▶ Observe young people's behaviour in the learning context.
- ▶ Begin to see the behaviours that interrupt learning as important communication about what the child needs to learn next.
- ▶ Make an assessment as to what learning has yet to be integrated.
- ▶ Identify the emotional and social Learning Needs of the young person.
- ▶ Involve the young person in agreeing Learning Targets.
- ▶ Select differentiated one to one responses and/or teaching strategies.
- ▶ Create an individual profile that contributes to an Individual Education Plan (IEP) or Pastoral Support Programme (PSP).
- ▶ Identify differentiated School Actions to match the identified Learning Needs and selected Learning Targets.
- ▶ Identify and refer to out of school support services, agencies and related organisations - School Action Plus.
- ▶ Improve provision to better meet the needs of children with Emotional and Behavioural Difficulties (EBD).



**ENABLE SUPPORTS SCHOOL IMPROVEMENT**

- ▶ Carry out an audit of school provision against indicators of good practice for emotional and social development;
- ▶ Review provision as part of School Self-Review;
- ▶ Improve provision to better meet the emotional needs of children and staff;
- ▶ Identify actions for the school development plan.

# Who is the program for?

- ▶ Teachers
- ▶ Those with pastoral responsibility
- ▶ Special Educational Needs Co-ordinators (SENCOs)
- ▶ Behaviour Support staff and Behaviour Co-ordinators (BECOs)
- ▶ Learning Support staff working 1:1 or with groups
- ▶ Classroom Assistants and Primary Helpers;
- ▶ School Managers and those in charge of Inclusion and Behaviour
- ▶ Educational Psychologists, Welfare Officers and Health Education teachers
- ▶ Members of Community or Mental Health teams working in schools
- ▶ Teachers of PSHE and Citizenship
- ▶ Those involved with continuing Professional development
- ▶ Parents and Governors of schools
- ▶ Trainers of staff working in schools
- ▶ Anyone interested in emotional development and learning



# How can **ENABLE** support schools?

ENABLE helps schools to implement the Special Educational Needs Code of Practice 2001 and Guidance on Social Inclusion by

- ▶ Early identification of needs
- ▶ Assessment
- ▶ Graduated responses
- ▶ Selection of matched, differentiated interventions
- ▶ Record keeping
- ▶ Working with other providers
- ▶ Developing partnerships with parents
- ▶ Monitoring children's progress
- ▶ Contributing to the creating and reviewing of IEPs and PSPs
- ▶ School Action and School Action Plus
- ▶ Preparing for Statutory Assessment of Special Educational Needs (SEN)
- ▶ Preparing for Annual Reviews



## **ENABLE CAN SUPPORT SCHOOLS TO ADDRESS THE NEEDS OF PUPILS, IN THEIR ATTEMPTS TO CONTINUE TO RAISE EDUCATIONAL STANDARDS**

The Department of Education and Skills in the National Strategy for Key Stage 3 has identified the growing problem of disaffection in secondary schools.

Keele University's analysis of a database of 30,000 secondary pupils in the early years of secondary education revealed that 60% or so of pupils were making reasonable progress but the remainder split into three groups:

1. The Disappointed: 20 - 30% who were bored.
2. The Disaffected: 10 - 15% who were beginning to truant regularly and behave badly.
3. The Disappeared: 2 - 5% who had given up school altogether.

## **ENABLE CAN ALSO SUPPORT SCHOOLS TO IMPROVE THEIR PROVISION FOR SMSC EDUCATION**

The recommendations from ENABLE all contribute to the enhancement of current provision so that pupils and students better meet the criteria for spiritual, moral, social and cultural awareness.

## **ENABLE CAN HELP SCHOOLS TO MEET THE SUCCESS CRITERIA IN THEIR LEA BEHAVIOUR SUPPORT PLAN**

For example, in trialling the materials, one LEA used the approach to address the following criteria:

- ▶ Increase pupils' self esteem.
- ▶ Help pupils to gain full access to the curriculum.
- ▶ Help pupils improve their social skills so they can relate more effectively to their peers and adults.
- ▶ Help pupils to take control of and responsibility for their behaviour; work in partnership with parents.
- ▶ Liaise effectively with other professionals involved so that everyone is working together in the best interests of the child.



# Who has helped to develop the **ENABLE** approach...



## **London Borough of Richmond upon Thames**

Heathfield Infants and Junior schools  
Hampton Community College (ex Rectory School)  
Oldfield House  
Shene School  
Strathmore Centre  
Waldegrave School  
Whitton School  
Ham & Petersham Youth Club  
Behaviour Support Service  
Educational Psychology Service  
Education Welfare Service

## **London Borough of Newham**

Cleves Primary School  
Eleanor Smith School and Behaviour Support  
Essex Primary School  
Manor Primary School  
Start Primary School  
Plashet Girls School  
Rokeby Boys School  
Sarah Bonnell

## **Croyden Special Educational Needs Support Services**

**Kennington Children's Centre, Lambeth LEA**

**Highfield Primary School, Plymouth**

**St. Anthony's RC Primary School, Anerley**

**The Wey Valley School, Dorset**

**The Kid's Company**

**WRAPP EIC EAZ Schools, Greenwich**





## About the Creators ...

The approach and program have been devised by a multi-disciplinary team which is able to draw on substantial experience of working with children and young people in a wide variety of educational, youth, social work and community health and hospital settings.



**JAN BANKS**  
**CSW; CTA**  
**(Certified Transactional Analyst)**  
**UKCP Registered Humanistic**  
**Psychotherapist**

Jan has a psychotherapy practice and works with both children and adults. These include adoptees and vulnerable adults who have learning disabilities. She is a partner of 'Consultants in Social Work', in which she has developed course for parents of adopted children and foster carers that consider ways for helping traumatised and troubled children at home and in school. Jan has also developed other courses and provided training focused on issues including Loss and Bereavement, Therapeutic Approaches to Challenging Behaviours and Counselling, across a range of client groups.



**JULIA BIRD**  
**B.Ed.(Hons.)**  
**Diploma in Counselling**  
**RSA Diploma Training of**  
**Trainers**  
**OFSTED accredited team**  
**member for school inspections.**

Julia was a teacher, advisor and LEA inspector in education; ex-national representative for National Standing Conference for Inspectors and Advisors of Personal and Social Education (NSCOPSE); 'Taking Responsibility: Preventing Bullying' project originator, London Borough of Newham. She is a Consultant Associate of Centre for Education Leadership and School Improvement (CELSI) Christchurch College Canterbury; a tutor at the Centre for Child Mental Health; a counsellor working with children, adolescents and families; and senior trainee Gestalt psychotherapist (Metanoia Institute). She is a partner in Sowelu Associates, which provides consultancy for individual, group and institutional development, training on all aspects of personal and social development and behaviour and publications on emotional health and well-being.



### **LYNNE GERLACH**

**M.Sc. Integrative  
Psychotherapy; B.Ed. (Hons.);  
Diploma Integrative  
Psychotherapy  
UKCP registered Integrative  
Psychotherapist  
OFSTED accredited team  
member for school inspections.**

Lynne was a teacher, advisor and LEA inspector in education; a UK 'expert' on Citizenship to the Council of Europe; and a consultant evaluator for DfEE projects on truancy and disaffection. She is currently a consultant Associate of the International School Effectiveness and Improvement Centre (ISEIC) Institute of Education, University of London and the Centre for Education Leadership and School Improvement (CELSI). She is a partner of Sowelu Associates, which provides consultancy for individual, group and institutional development, training on all aspects of personal and social development, citizenship and behaviour; and publications on emotional health and well-being. Lynne has a private psychotherapy practice.

### **MARTYN HENDERSON**

**Chartered Accountant; M.B.A;  
Member of British Computer Society**

Martyn was a Computer and Business Management Consultant; Software Designs and programs project advisor. Sadly, Martyn died in May 1999.



### **ROE LOVELOCK**

**BA (Hons) Sociology; CQSW;  
AASW; APT;  
MA Social Work Education  
and Training**

Roe tutors and practice teaches social work students who are studying for their Diploma in Social Work at Brunel, Kingston and Royal Holloway Universities. In conjunction with Jan Banks, Roe is a partner of 'Consultants in Social Work', in which she has developed course for parents of adopted children, and foster carers that consider ways of helping traumatized and troubled children at home and in school. Roe has also developed other courses and provided training focused on issues including Loss and Bereavement, Therapeutic Approaches to Challenging Behaviours and Counselling, across a range of client groups.



Fronting The  
Challenge  
Projects Ltd

The  
Modbury  
Group

**ENABLE  
COMPUTER  
REQUIREMENTS:**

Enable has been designed to run under Windows 95/98, Windows NT/2000.

Enable will occupy approximately 15Mb of space on your hard drive when first installed.

**Minium computer specification:**

- Pentium Processor 266Mhz
- 32Mb Memory
- 35 Mb Hard Drive space
- Monitor
- Mouse or other pointing device
- Printer
- (if you wish to print reports)

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**For more information, a free demonstration copy of the programme or to place an order, please contact:**

**The Modbury Group, Sentinel House, Poundwell, MODBURY, Devon, PL21 0XX**  
**Tel: 01548 830950 • Fax: 01548 830878**  
**E-Mail: [sales@enable-online.com](mailto:sales@enable-online.com) Website: [www.enable-online.com](http://www.enable-online.com)**

**Additional consultancy and training in the ENABLE approach available from Fronting the Challenge Ltd, please E-Mail [training@enable-online.com](mailto:training@enable-online.com) for further information.**