# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand Adaptive teaching and SEND Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

Through our Initial Teacher Education Curriculum, it is our intention that trainees understand that adaptive teaching is key in order for all children, regardless of ability or circumstances to achieve their full potential academically and socially. Trainees will understand relevant legislation, frameworks and regulations for supporting all children including those who have specific identified needs and their role within this system. Trainees will be aware of some evidence-based approaches for adapting their teaching to ensure all children are able to access the curriculum and experience success. It is not intended that trainees will become ‘experts’ rather that they will know how to identify children who may need additional support and where to find help.

It is our intention that trainees will view all learners as individuals; capable and equally valued, with a right to high quality teaching. We intend that trainees understand that providing for the needs of all learners is not only a legal requirement but is at the heart of the social and moral purpose of education, enabling everyone to achieve their potential and fully participate in society.

Trainees are taught to respect and value difference and see difference as a strength and an asset. Students are taught to question language used when referring to any child with an identified need and to consider the impact on the child and on the perspectives of SEND and/ any difference and how language has an impact on perspectives, values and therefore practice and provision. Trainees are taught to examine equality, equity and inclusion and consider the social construction of difficulties and the removal of barriers to enable children to participate fully, to achieve and thrive in an inclusive environment. Trainees are taught to use evidence-based practice and are introduced to a broad range of rich texts promoting pupil voice and the links to legislation such as UNCRC and the SEND Code of Practice 2015 and examining current green papers and reports to develop a vision of the future of inclusive practice.

Trainees are taught about the graduated process, one-page profiles, engaging parents and carers, working in a multi-agency environment and keeping children and parents/carers at the heart of the process. Trainees are taught about practical approaches and strategies of adaptive teaching to ensure that all children are able to access a quality curriculum which is cumulative, supportive and builds learner confidence and self-esteem. Trainees are taught strategies to ensure children identified as having additional needs/SEND and ‘other groups’, which potentially are vulnerable and marginalised, have the opportunity to master knowledge and ensure that foundational concepts are secure before they move onto the next step.

Trainees are taught about the identification process and how to recognise indicators of difficulties and the importance of evidence and early intervention to support children in overcoming barriers to learning, developing autonomy, intrinsic motivation and empowerment and ownership of their learning journey. Trainees are taught how to adapt the learning environment, assessment practices, resources and teaching style while maintaining high expectations for all learners. Trainees are taught about working in a professional environment, liaising with parents/carers and other professional staff, muti- agency working and the role of SENCO’s to enable children to achieve and thrive. Trainees are encouraged to be reflective practitioners, examining their practice, learning from expert colleagues and striving for continual improvement in order to have a positive impact on provision and development of all children especially those identified as having SEND.

Trainees focus on specific difficulties such as dyslexia, dyscalculia, mears Irlen’s syndrome, autism, hearing and visual difficulties, cognitive load, communication difficulties, SEMH, ADHD amongst others in an enriching inclusion conference, where expert practitioners deliver specific input and offer strategies and examples in practice including live streamed lessons.

Trainees have, built into professional practice, the opportunity to experience 5 days enhancement specifically examining SEND provision and practice, this could include for example, being in a special provision or shadowing a SENCO or observing specialist provision.

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | * Key legislation and policy related to inclusion and how this informs adaptive teaching for all children in English schools | | Articulate the key principles of the SEND Code of Practice (2015) including the graduated response and the plan-do-assess-review model. **LH5.1** | | Intent |
| * Key roles and responsibilities in supporting all children including in school and other agencies * The Special Educational Needs Code of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence based intervention and may lead to formal assessment and an EHCP. **LT 5.1** | | Begin to plan adapted approaches and evaluate these **LH 5.1,5.2, 5.9** | |  |
| * That the Code of Practice identifies four broad areas of need: * Cognition and Learning * Language and communication * Social, Emotional and Mental health * Physical and/or sensory needs **LT 5.1** | | Adaptive teaching is built on high expectations for all learners **LT1.2 LT2.6 LT6.5** | |  |
| * The Code of Practice outlines an Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions **LT 5.2** | | Normative and standardised assessment practices can be perpetuate problematic notions of ability/disability **LT 5.6** | |  |
| * Legal definitions of Disability and Special Educational Needs, a range of definitions of inclusion in education including that in The Index for Inclusion **LT 5.1** | |  | |  |
| * Some theoretical models of disability and inclusion including medical, social and rights based models and the importance of these | |  | |  |
| * Appropriate vocabulary related to inclusion, children’s learning and adaptive teaching **LT 5.4, 5.5** | |  | |  |
| * Adaptive teaching, including providing targeted support, is key in removing barriers to learning and participation **LT1.2 LT5.1 LT5.2, 5.5, 5.6** | |  | |  |
|  | * Expected physical, social, emotional, cognitive and language development through the primary years | |  | |  |
| **Assessment** | **Assessment** | | | |  |
|  | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * The key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability * The four broad areas of need identified in the Code of Practice | * The United Nations convention on the Rights of the Child, the United Nations Convention on the Rights of Disabled Persons, The Equality Act 2010, The Children and Families Act 2014 and the Special Educational Needs Code of Practice (0-25) underpin the entitlement of children in schools in England to a high quality education **LH 5.1** * All children have a legal and moral right to a high quality education which values them as unique individuals and enables them to fulfil their potential academically and socially **LH 5.1** * Adapted content, strategies and inclusive approaches are essential to high quality teaching and should form the basis of provision and not an addition to it **LT5.1, 5.2, 5.3, 5.4, 5.5** * Differences in ways and rates of learning are a natural part of human diversity, to be treated as an asset rather than a deficit. It is the legal and moral responsibility of teachers to adapt teaching * Flexible groupings can enable children to receive support, develop areas of strength, develop autonomy and independence and promote inclusion. **LT5.5,5.6,5.7** | | * Consider ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment * Use the Code of Practice to identify additional guidance on supporting children with a range of needs drawing on their own experience or case study examples |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Adaptive teaching and SEND** | | | | |
| CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. International Journal of Disability Development and Education.  Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Available at: **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25** (Accessed: 15th July 2022).  Department for Education and Department of Health., 2022.**SEND Green Paper, SEND** Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. Available at: **https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022#:~:text=adulthood%20(page%2037)-,The%20Green%20paper%20proposes%3A,young%20people%20with%20complex%20needs**. (Accessed: 15th July 2022). | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | * The Code of Practice identifies that children and parents/carers should be at the heart of the process * Observe and identify the practical strategies and approaches to embed adapted approaches and evaluate these. | * With support from expert practitioners, consider ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment * With support from expert practitioners, use the Code of Practice to identify additional guidance on supporting children with a range of needs drawing on their own experience or case study examples | | * The key underlying theories of and some approaches to adapting teaching for children with common needs encountered in the classroom including for those with SEND Specific Learning Difficulties – Dyslexia, Dyscalculia, Dyspraxia, ADHD Speech, Language and Communication Needs Autistic Spectrum Disorder Social, emotional and mental health needs including Attachment issues Physical and sensory needs including Visual and hearing impairment and sensory sensitivity, neurological problems Invisible disability in school and society **LH 5.15, 5.7, 5.4** | | * To seek support with their own social, emotional and mental health * Demonstrate an ability to work within key legislation and policy including The Special Educational Needs Code of Practice observing and evaluating a graduated approach based on adaptive, high-quality teaching, assessment and evidence-based intervention. | | Intent |
|  | * Explore and observe alternative assessment procedures * Identify and observe adapted content, strategies, and inclusive approaches * Use appropriate vocabulary related to inclusion, children’s learning and adaptive teaching. * Demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation | | * The Code of Practice recognises one page profiles as a useful tool for capturing information and the voice of the child | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| Whilst on professional practice, with support from expert practitioners students will demonstrate through weekly observations in practice;   * The ability to begin to plan, guided by the code of practice, ways to support children with a range of needs adapting content, strategies, assessment and the organisation of the environment. * Begin to implement and evaluate, through planning, adaptive strategies, guidance and support to meet the diverse needs of all children including those identified with SEND.   Whilst on professional practice, with support from expert practitioners students will.   * Identify ways to build effective partnerships with children and parents understanding the importance of voice, respect and collaborative practice and the potential social and emotional impact of labelling and diagnosis. * Discuss ways in which adaptations can be made for children with a range of identified needs * Examine how adaptive approaches are embedded into planning, teaching and assessment approaches * Gather a range of adaptive approaches which are likely to support all children including those with an identified additional need · | | |  | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * How the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability is implemented in schools – (weekly evaluation) * The responsibilities of the teacher in providing adapted teaching that meets the needs of all learners * The stages of the graduated approach and the role of teachers and SENCos in the process * How the graduated response outlined in the Code of Practice is implemented in schools * How children with Special Educational Needs are identified in line with the Code of Practice * The four broad areas of need identified in the Code of Practice · Some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion · Children and parents should be central to the process of identifying and planning for adaptive teaching * The potential social and emotional impact of labelling and diagnosis * The importance of capturing and incorporating the voice of the child * A range of adaptive approaches which are likely to support all children including those with an identified additional need | | * A range of adaptive approaches which are likely to support all children including those with an identified additional need (weekly evaluation) * That adaptive approaches are embedded into planning, teaching and assessment approaches **LT5.1,5.2,6.7** * The stages of the graduated approach and the role of teachers and SENCos in the process. * How the graduated response outlined in the Code of Practice is implemented in schools * How children with Special Educational Needs are identified in line with the Code of Practice * Needs occur on a continuum of severity and adaptive approaches are likely to be beneficial to children who do not have an identified need * Diagnosis or labelling can be useful but can result in stereotyping of experience and low expectations **LT5.1, LT1.1** * That the teacher’s own social and emotional condition is important and seeking support is a strength * That adaptive approaches are embedded into planning, teaching and assessment approaches **LT 5.1,5.2,5.6, 6.7** * The Code of Practice identifies that children and parents/carers should be at the heart of the process * The importance of the child’s voice and aspirations * The importance of building positive and effective partnerships with parents and children | | * With support from expert practitioners, identify ways in which teachers plan for the needs of all learners while maintaining high expectations **LT1.2 LT2.6, LH5.5** * With support from expert practitioners, identify how teachers use formative, ongoing assessment to modify teaching approaches and promote inclusion * With support from expert practitioners, identify pupils who may need adaptations to content, teaching approaches, representing their learning or the learning environment **LH1.3, LH5.1, LH5.2, LH5.3, LH5.7, LH5.2, LT 6.1, 6.3.** * Adjust questioning to provide greater support or stretch **LH6.5** * Identify ways to build effective partnerships with children and parents * Discuss ways in which adaptations can be made for children with a range of identified needs * Discuss with centre based expert practitioners the principles of embedding adaptive approaches into planning, teaching and organisation **LT5.2** * With the support of centre based expert practitioners identify the evidence for the importance of effective relationships with parents **LT 5.7** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Adaptive teaching and SEND** | | | | | | | |
| FARRELL, P., ALBORZ , A., HOWES, A., & PEARSON, D., 2010. The impact of teaching assistants on improving pupils' academic achievement in mainstream schools: A review of the literature. Educational Review, 62(4), 435-448. doi:10.1080/00131911.2010.486476.  GARROTE, A., SERMIER DESSEMONTET, R., & MOSER OPITZ, E., 2017. Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. Educational Research Review, 20, 12- 23.  GWERNAN-JONES, R., MOORE, D. A., GARSIDE, R., RICHARDSON, M., THOMPSON-COON, J., ROGERS, M., COOPER, P., STEIN, K., FORD, T., 2015. ADHD, parent perspectives and parent-teacher relationships: Grounds for conflict. British Journal of Special Education, 42(3).  ROBERTS, J., & SIMPSON, K., 2016. A review of research into stakeholder perspectives on inclusion of students with autism in mainstream schools. International Journal of Inclusive Education, 20(10), 1084-1096. [Used in our chapter on schools working effectively with parents, Topic 7.] doi:10.1080/13603116.2016.1145267 | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | * That working with all members of the staff team including support staff and mid-day supervisors is essential in providing an inclusive and learner friendly environment | | * Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans * Identify ways to build effective partnerships with children and parents | | Intent |
| * The roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs | | * To identify and make adaptations and reasonable adjustments * To communicate effectively with other professionals and agencies * Use evidence-based approaches to adapt teaching for children with a range of needs | |
| * The legal and moral obligation of teachers and schools to make reasonable adjustments for children with identified special Educational Needs and Disability * The importance of inclusive, learner friendly environment | | * Capture the voice and aspirations of the child * Use groupings to support learning and promote inclusion | |
| * Effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion L8.3 | | * To effectively communicate with and deploy support staff | |
| * Children may need adaptations beyond the classroom to support their social inclusion | |  | |
| * That their own social, emotional and mental health is important and needs to be supported **LT 8.18** | | * To identify and where necessary access sources of support for their own well being | |
| **Assessment** | **Assessment** | | | | Impact |
| Whilst on professional practice, with support from expert practitioners students will.   * Identify and make adaptations and reasonable adjustments * Communicate effectively with other professionals and agencies * Effectively communicate with and deploy support staff * Identify and where necessary access sources of support for their own well being * Use evidence-based approaches to adapt teaching for children with a range of needs   Identify ways to build effective partnerships with children and parents   * Capture the voice and aspirations of the child * Use groupings to support learning and promote inclusion | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * How to identify systemic barriers to learning * Their duty to make reasonable adjustments   **LH 5.10, 5.11, 5.12**   * The implications of the Salamanca statement for inclusion in schools * The provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments * Outside Agencies may be involved in supporting children and families * The legal basis for reasonable adjustments * Support staff must be deployed effectively * The four broad areas of need identified in the Code of Practice * Some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion * Children and parents should be central to the process of identifying and planning for adaptive teaching | * The legal and moral obligation of teachers and schools to make reasonable adjustments for children with identified special Educational Needs and Disability * Local Authority reports provide useful data and commentary on the contexts they will work in * The range of agencies working with children, their roles and responsibilities. * The concept of reasonable adjustment and adaptations within and beyond the classroom * A range of adaptive approaches which are likely to support all children including those with an identified additional need * The potential social and emotional impact of labelling and diagnosis * The importance of capturing and incorporating the voice of the child | | * Discuss with the mentor ways in which the Local Authority SEN/D reports can inform their focus and practice. * Identify and suggest ways to implement reasonable adjustments for children with identified Special Educational Needs **LH5.13, 5.14** * Identify and make adaptations and reasonable adjustments * Communicate effectively with other professionals and agencies * Effectively communicate with and deploy support staff * Identify and where necessary access sources of support for their own well being |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Adaptive teaching and SEND** | | | | |
| SEE, B. H. and GORARD, S., 2013. What do rigorous evaluations tell us about the most promising parental involvement interventions? A critical review of wat works for disadvantaged children in different age groups. London: Nuffield Foundation.  SHARMA, U. and SALEND, S.J., 2016. Teaching assistants in inclusive classrooms: a systematic analysis of the international research. Australian Journal of Teacher Education, 41, 118–13.  VAN POORTVLIET, M., AXFORD, N., LLOYD, J. (No date). Working with parents to support children’s learning. Guidance report. London: Education Endowment Foundation. | | | | |