# Primary Initial Teacher Education: Curriculum Plan

## STRAND: Adaptive Teaching and SEN/D Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

Highlighted aspects are commented on in Development Summaries (weekly Focus), Lesson Observations and trainee evaluations

**Curriculum Intent:** 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.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1****(University-led)** | **Trainees will know:**  | **Trainees will be able to:**  |
| * 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**
 |
| * Key roles and responsibilities in supporting all children including in school and other agencies
 | * Begin to plan adapted approaches and evaluate these **LH 5.1,5.2, 5.9**
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| * 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**
 |  |
| * 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**
 |
| * 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** |
| * 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**
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| * 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**
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| * 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**
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| * Adaptive teaching is built on high expectations for all learners **LT1.2 LT2.6 LT6.5**
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| * Normative and standardised assessment practices can be perpetuate problematic notions of ability/disability **LT 5.6**
 |
| * Expected physical, social, emotional, cognitive and language development through the primary years
 |
| **Trainees will understand:**  | **Composite knowledge/understanding/skills**B**y the end of this phase trainees will know**: · 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*

**By the end of this phase trainees will understand: ·** 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 · All children have a legal and moral right to a high quality education which values them as uniqueindividuals and enables them to fulfil their potential academically and socially · All children have a right to learn. Differences in learning are a valuable part of human diversity. It is the legal and moral responsibility of teachers to adapt teaching **By the end of this phase trainees will be able to**: · 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 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**
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| * Differences in ways and rates of learning are a natural part of human diversity, to be treated as an asset rather than a deficit
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| * Flexible groupings can enable children to receive support, develop areas of strength, develop autonomy and independence and promote inclusion.
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| **LT5.5,5.6,5.7** |
|  |  | Assessment Pertaining to Phase 1. Whilst on professional practice, with support from expert practitioners students will.* Observe and identify the practical strategies and approaches to embed adapted approaches and evaluate these.
* 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.
* 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
* Explore and observe alternative assessment procedures
* Identify and observe adapted content, strategies, and inclusive approaches
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| **Phase 2****(School-led – Professional Practice 1)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * The responsibilities of the teacher in providing adapted teaching that meets the needs of all learners
 | * 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**
 |
| * The stages of the graduated approach and the role of teachers and SENCos in the process
 | * With support from expert practitioners, identify how teachers use formative, ongoing assessment to modify teaching approaches and promote inclusion
 |
| * How the graduated response outlined in the Code of Practice is implemented in schools
 | * 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.**
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| * How children with Special Educational Needs are identified in line with the Code of Practice
 | * Adjust questioning to provide greater support or stretch **LH6.5**
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| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:***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)*By the end of this phase trainees will* ***understand:*** A range of adaptive approaches which are likely to support all children including those with an identified additional need (weekly evaluation)*By the end of this phase trainees will be* ***able to:*** With support from expert practitioners, discuss and begin to plan for ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment (planning) With support from expert practitioners, use the Code of Practice to identify additional guidance on supporting children with a range of needs and begin to implement and evaluate this through their planning. (weekly evaluation)Use evidence-based approaches to adapt teaching for children with a range of needs-(weekly evaluation and planning) |
| * 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
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|  |
|  |  | Assessment Pertaining to Phase 2. 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.
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| **Phase 3****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…**Embedded, Asynchronous and conference input* | **Trainees will know:**  | **Trainees will be able to:** |
| * 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**
 | * Discuss with centre based expert practitioners the principles of embedding adaptive approaches into planning, teaching and organisation **LT5.2**
 |
| * 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
 | * With the support of centre based expert practitioners identify the evidence for the importance of effective relationships with parents

**LT 5.7** |
| * The Code of Practice identifies that children and parents/carers should be at the heart of the process
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| * The Code of Practice recognises one page profiles as a useful tool for capturing information and the voice of the child
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| * Where and how to seek support with their own social, emotional and mental health
 |
| **Trainees will understand:**  | **Trainees will know:** 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**By the end of this phase trainees will understand:** · 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**By the end of this phase trainees will be able to:** Identify ways to build effective partnerships with children and parentsDiscuss ways in which adaptations can be made for children with a range of identified needs  |
| * Needs occur on a continuum of severity and adaptive approaches are likely to be beneficial to children who do not have an identified need
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| * Diagnosis or labelling can be useful but can result in stereotyping of experience and low expectations **LT5.1, LT1.1**
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| * 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
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|  | * The importance of building positive and effective partnerships with parents and children
 |
|  |  | Assessment Pertaining to Phase 3. 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 ·
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| **Phase 4** **(School-led – Professional Practice 2)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans
 | * Work closely with other teachers, SENco and members of the staff team to implement adaptations to teaching reasonable adjustments within and beyond the classroom **LH 5.8**
 |
| * 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
 | * Effectively deploy support staff ensuring all children have the opportunity to work with a qualified teacher **LH8.4, LH5.8**
 |
| * The roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs
 | * Work collaboratively with the SENCo and other professionals
 |
|  | * Identify and access sources of support for their own well being where appropriate **L8.4, 8.18**
 |
| * Discuss with the class teacher, SENCo or mentor ways in which the Local Authority SEN/D reports can inform their focus and practice.
 |
| **Trainees will understand:** | *By the end of this phase trainees will* ***know****:**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**By the end of this phase trainees will* ***understand****:* A range of adaptive approaches which are likely to support all children including those with an identified additional needThe potential social and emotional impact of labelling and diagnosisThe importance of capturing and incorporating the voice of the child |
| * 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
 |
| * Effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion L8.3
 |
| * Children may need adaptations beyond the classroom to support their social inclusion
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| * That their own social, emotional and mental health is important and needs to be supported **LT 8.18**
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|  |  | Assessment Pertaining to Phase 4. Whilst on professional practice, with support from expert practitioners students will.* 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
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| **Phase 5****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * How to identify systemic barriers to learning
 | Discuss with the mentor ways in which the Local Authority SEN/D reports can inform their focus and practice. |
| * Their duty to make reasonable adjustments

**LH 5.10, 5.11, 5.12** | Identify and suggest ways to implement reasonable adjustments for children with identified Special Educational Needs **LH5.13, 5.14** |
| * 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
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|  |  |
| **Trainees will understand:** | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know****:**Outside Agencies may be involved in supporting children and families**The legal basis for reasonable adjustments**Support staff must be deployed effectively**By the end of this phase trainees will* ***understand****:* The range of agencies working with children, their roles and responsibilities.The concept of reasonable adjustment and adaptations within and beyond the classroom*The effective deployment of support staff to enable adaptations to content, strategies and the environment**By the end of this phase trainees will* ***be able to****:* *Identify and make adaptations and reasonable adjustments* Communicate effectively with other professionals and agenciesEffectively communicate with and deploy support staffIdentify and where necessary access sources of support for their own well being |
| * 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
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|  |
|  |  | Assessment Pertaining to Phase 5. 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
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All Research Cited is referenced in EEF Special Educational Needs in Mainstream Schools Evidence Review 2020

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