# Primary Initial Teacher Education: Curriculum Plan

## Adaptive Teaching (including SEND): Undergraduate Programmes

### 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.

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

| **Phase** | **Learn that…** | **Learn how to…** |
| --- | --- | --- |
| Phase 1 | **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 |  With support from expert practitioners, identify ways in which teachers plan for the needs of all learners while maintaining high expectations**LH 5.5, LT 1.2, 2.6** |
| Key roles and responsibilities in supporting all children including in school and other agencies | With support from expert practitioners, identify how teachers use formative, ongoing assessment to modify teaching approaches and promote inclusion**LH 5.4, LT 6.1, 6.3, LT 5.3,5.7** |
| 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. **LT 5.1** | With support from expert practitioners, identify pupils who may need adaptations to content, teaching approaches, representing their learning or the learning environment **LH5.10** |
| Legal definitions of Disability and Special Educational Needs, a range of definitions of inclusion in education including that in The Index for Inclusion | Adjust questioning to provide greater support or stretch **LH5.12** |
| Some theoretical models of disability and inclusion including medical, social and rights based models and the importance of these | Begin to plan adapted approaches and evaluate these **LH 5.9, 5.10** |
| Appropriate vocabulary related to inclusion, children’s learning and adaptive teaching**LT 5.4, 5.5** | Plan and carry out a microteach, deconstructing the process of adaptive teaching, justifying approaches and evaluating effectiveness**LH5.13, 5.14, 5.15** |
| Adaptive teaching, including providing targeted support, is key in removing barriers to learning and participation **LT 5.1, 5.2, 5.5, 5.6** |  |
| Adaptive teaching is built on high expectations for all learners**LT 5.1, 5.2,5.3, 5.5, 5.6 LT 6.5** |  |
| Normative and standardised assessment practices can be perpetuated problematic notions of ability/disability **LT 5.6, LT 6.1,6.2** |  |
| Expected physical, social, emotional, cognitive and language development through the primary years |  |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By 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**By the end of this phase trainees will* ***understand****:* *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, support children with a range of additional needs through adaptations to* content, teaching strategies, approaches to recording and the environmentWith support from expert practitioners, use the Code of Practice to identify additional guidance on supporting children with a range of needs |
|  |
| 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** |
| That the process of adaptive teaching, including providing targeted support, to promote inclusion is key to ensuring equity and success for all children  |
| 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 LT 5.3,5.4,5.5, 5.6** |
| The responsibilities of the teacher in providing adapted teaching that meets the needs of all learners **LT6.6** |
| The stages of the graduated approach and the role of teachers and SENCos in the process. **LH 5.4** |
| Differences in ways and rates of learning are a natural part of human diversity, to be treated as an asset rather than a deficit **LT 5.1** |
| How the graduated response outlined in the Code of Practice is implemented in schools **LH5.1** |
| How children with Special Educational Needs are identified in line with the Code of Practice **LH5.1** |
|  |  | **Assessment Pertaining to Phase 1.**On placement with support from expert practitioners, students will.* Practice supporting children with a range of needs using adaptive teaching approaches and working within the Code of Practice.
* Students will be supported in providing inclusive environments, teaching strategies and resources which are adapted to target specific needs with a focus on positive language and acknowledging strengths using a graduated response.
 |
| Phase 2 | **Trainees will know:**  | **Trainees will be able to:** |
| That the Code of Practice identifies four broad areas of need:Cognition and LearningLanguage and communicationSocial, Emotional and Mental healthPhysical and/or sensory needs **LT5.1** | Observe and discuss with expert practitioners how they make decisions about how and when to present new content, allow for consolidation and repetition for a range of learners |
| The key underlying theories of and some approaches to adapting teaching for children with common needs encountered in the classroom including Specific Learning Difficulties – Dyslexia, Dyscalculia, Dyspraxia, ADHDSpeech, Language and Communication NeedsAutistic Spectrum DisorderSocial, emotional and mental health needs including Attachment issues Physical and sensory needs including Visual and hearing impairment and sensory sensitivity, neurological problemsInvisible disability in school and society | Discuss with expert practitioners how they embed adaptive approaches into planning, teaching and organisation |
| The Code of Practice outlines an Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions **LH6.5, 6.7** | Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum |
| The role of the teacher and SENCo in provision mapping | With the support of expert practitioners discuss, implement and review flexible groupings |
| Fixed groupings can limit opportunities for all children**LH6.3** | With the support of expert practitioners (SENCo if possible) identify effective ways to build relationships with parents |
| The Code of Practice identifies that children and parents/carers should be at the heart of the process **LT 5.7** | Capture and incorporate the voice of the child for example through a one-page profile |
| The Code of Practice recognises one page profiles as a useful tool for capturing information and the voice of the child | Identify sources of support for their own social emotional and mental health |
| Where and how to seek support with their own social, emotional and mental health **LH 8.18** |  |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***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*By the end of this phase trainees will* ***be able to****:* Use evidence-based approaches to adapt teaching for children with a range of needsIdentify ways to build effective partnerships with children and parentsCapture the voice and aspirations of the childUse groupings to support learning and promote inclusion |
| 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** |
| The impact of Special Educational Needs on self-esteem and social relationships in the classroom |
| That adaptive approaches are embedded into planning, teaching and assessment approaches **LH5.6** |
| Flexible groupings can enable children to receive support, develop areas of strength, develop autonomy and independence and promote inclusion.**LT5.1, 5.2, 5.3, 5.5, 5.7** |
| The importance of building positive and effective partnerships with parents and children **LT5.7** |
| The importance of the child’s voice and aspirations |
| That the teacher’s own social and emotional condition is important and seeking support is a strength **LH8.18** |
|  |  | **Assessment Pertaining to Phase 2.**On placement with support from expert practitioners, students will.* Observe, plan and evaluate evidence based interventions guided by The Code of Practice’s Assess-Plan-Do-Review model with a focus on improving and maintaining self-esteem and social relationships in the classroom.
* Build on the nurturing positive and effective partnerships with parents and children and recognise the importance of the child’s voice and aspirations.
* Use groupings to support learning and promote inclusion
 |
| Phase 3 | **Trainees will know:**  | **Trainees will be able to:** |
| The range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans  | Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom**LH 5.8** |
| Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans  | Effectively deploy support staff ensuring all children have the opportunity to work with a qualified teacher **LH 5.8** |
| The importance of building effective interprofessional relationships | Work collaboratively with the SENCo and other professionals |
| How to identify systemic barriers to learning | Identify and implement reasonable adjustments for children with identified Special Educational Needs **LH 5.8** |
| Their duty to make reasonable adjustments | Identify and access sources of support for their own wellbeing where appropriate |
| The implications of the Salamanca statement for inclusion in schools | Discuss with the class teacher, SENCo or mentor ways in which the Local Authority SEN/D reports can inform their focus and practice. |
| The provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments |  |
| Support staff must be deployed effectively |  |
| 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 |  |
| That Local Authorities produce reports on SEN/D highlighting key themes within the Local Authority Area |  |
| **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 roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs |
| The importance of working collaboratively and co-operatively with other professionals and agencies |
| The legal and moral obligation of teachers and schools to make reasonable adjustments for children with identified special Educational Needs and Disability **LH 1.3, 5.2, 5.3, 5.7** |
| The importance of inclusive, learner friendly environments |
| Effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion |
| All children have an equal entitlement to the time of a qualified teacher |
| 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 |
| Local Authority reports provide useful data and commentary on the contexts they will work in |
|  |  | **Assessment Pertaining to Phase 3.**On placement with support from expert practitioners, students will* Work closely with and/or evaluate the work of other teachers, SENco, members of the staff team and outside agencies to implement reasonable adjustments within and beyond the classroom to provide quality adaptive approaches.
* Communicate effectively and use effective deployment of support staff to aid progression of all learners and establish how Local Authority SEN/D reports can inform their focus and practice.
* Communicate effectively with other professionals and agencies
* Identify and where necessary access sources of support for their own well being
 |

All Research Cited is referenced in EEF Special Educational Needs in Mainstream Schools Evidence Review 2020

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

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

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