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

# **Undergraduate Programmes**

**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, which is cumulative each year of study, 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** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **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 promoting high expectations for outcomes for all children at different ages. LT1.3, LH1.1.  Legal definitions of Disability and Special Educational Needs, a range of definitions of inclusion in education including that in The Index for Inclusion  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**  Under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.  The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.  The Equality Act 2010 provides protection from discrimination for disabled people.  Theoretical models of disability and inclusion including medical, social and rights based models. | 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**  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**  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**  Key roles and responsibilities in supporting all children including in school and other agencies.  The importance of theoretical models of disability and inclusion including medical, social and rights based models aid the interrogation and critical analysis of teaching approaches. | | The responsibilities of the teacher in providing adapted teaching that meets the needs of all learners **LT6.6**  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**  That the process of adaptive teaching, including providing targeted support, to promote inclusion is key to ensuring equity and success for all children  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** | | | 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**  To identify pedagogical approaches (e.g., modelling, scaffolding, fading, explanations) to support pupils to learn the intended curriculum during the process of planning a lesson (CCF 4.3; 4.4)  With support from expert practitioners, identify pupils who may need adaptations to content, teaching approaches, representing their learning or the learning environment **LH5.10** | |  |
| Adaptive teaching is built on high expectations for all learners **LT 5.1, 5.2,5.3, 5.5, 5.6 LT 6.5**  Adaptive teaching, including providing targeted support, is key in removing barriers to learning and participation **LT 5.1, 5.2, 5.5, 5.6**  Appropriate vocabulary related to inclusion, children’s learning and adaptive teaching **LT 5.4, 5.5**  Strategies for securing subject concepts in the long-term memory **Lt2.2, 2.5, 2.7 LH2.10, LT4.8, LH5.11**  **Retrieval practice assists storage of information in the long-term memory LT 2.7, 2.8, 2.9, 2.11, LH2.9**  Chunking, when planning lessons is important so as not to overload the working memory **(CCF2.3)**  Modelling, explanations, scaffolding, fading **LT4.3, 4.4; LH4.2, 4.10; LH5.1** | To use strategies to support pupils to retain information in the long-term memory **(CCF2.4)**  To use retrieval practice **(CCF2.8)**  To use modelling, explanations, scaffolding and fading in teaching **(CCF 4.3; 4.4)**  To use paired and group work in lessons (**CCF 4.9)**  To use regular purposeful practice of what has previously been taught **(CCF2.7)**  Chunk content so as not to overload the working memory [link to lesson planning] **LH2.3; LT4.2**  To identify effective questions which will support pupils to learn the intended curriculum during the process of planning lessons **(CCF 4.6**) | | Adjust questioning to provide greater support or stretch **LH5.12**  Begin to plan adapted approaches and evaluate these **LH 5.9, 5.10**  Expected physical, social, emotional, cognitive and language development through the primary years | | | Paired and group work in the subject **LT4.7, 4.9; LH4.12, 4.13**  · Adjust questioning **LT4.6; LH4.15, 4.16; LH6.4,6.6**  Supporting learners with SEND in the subject **LT5.1, 5.3, 5.7 LH5.1, 5.5**  Effective Grouping **LT5.5; LH5.8, 5.13, 5.14**  Plan and carry out a microteach, deconstructing the process of adaptive teaching, justifying approaches and evaluating effectiveness. **LH5.13, 5.14, 5.15**  After school clubs, lunchtime clubs can be linked to subject enrichment **LT8.3; LH8.13** | | Intent |
| To plan formative assessment opportunities when planning lessons and to know that good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear (**CCF6.2**)  The importance of explicit direct teaching in the subject **LH4.3**  Understanding the format and expectations of the National Curriculum **LT3.1**  Normative and standardised assessment practices can be perpetuated problematic notions of ability/disability **LT 5.6, LT 6.1,6.2** | Identify opportunities to support reading development across the curriculum **LT3.10; LH3.21**  Plan a lesson - Breaking down NC end points into component knowledge **LT3.3; LH4.1** | | How to use formative assessment in lessons including feedback and marking **LT6.4, 6.5; LH6.1, 6.7, 6.10, 6.1, 6.13, 6.14, 6.15, 6.16, 6.1** | | | 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** | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?*  How to support children with a range of needs using adaptive teaching approaches and working within the Code of Practice. | *How is it being assessed?*  Task 1. Professional practice Reflection.  With support from the class teacher. Identify ways in which the teacher assesses and makes adaptions to content, strategies and/or the environment to support an individual learner across at least two curriculum areas. **Reflect on this in your weekly evaluation.**  Task 3. Professional practice.  Arrange a meeting with the SENCo to **discuss how the Code of Practice helps teachers and SENCos to identify and support children with a range of needs in the classroom.** | | *What is being assessed?*  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. | | *How is it being assessed?*  Task 2. Professional practice.  Demonstrate in your planning (for a group or the whole class) how you have adapted content, teaching strategies. Recording approaches or the environment for an individual learner. **In your lesson evaluation reflect on it,** how and why this approach supported/did not support the individual and how you will adapt your teaching for this individual in the future | | | 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 | | 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 | | With support from expert practitioners, 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. | | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Adaptive teaching and SEND** | | | | | | | | |
| 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.  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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| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | 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 **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 | | Distributed and spaced learning – link to planning teaching over time LH3.11; LT2.8 | | | Revisit chunking in lesson planning when planning a sequence of lessons. Worked examples **LH2.3, 2.5, 2.9**  Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum | | Intent |
| 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, 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   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** | Use evidence-based approaches to adapt teaching for children with a range of needs. | | Motivation, self-esteem are important factors in the progress of learners LT1.1, 1.2; LT7.1, 7.4, 7.5, 7.6, 7.7; LH7.2, 7.15, 7.16  Peer and self-assessment aid independent learning. LH6.9, 6.10  Cultural Capital LT1.1, 1.2, 1.3, 1.4, 1.5, 1.6; LH1.5 | | | Planning for additional adults LH5.7; LT8.5; LH8.11, 8.12, 8.15  To plan for opportunities to increase cultural capital opportunities.  Discuss with expert practitioners how they embed adaptive approaches into planning, teaching and organisation | |
| The role of the teacher and SENCo in provision mapping |  | |  | | | With the support of expert practitioners (SENCo if possible) identify effective ways to build relationships with parents | |
| Fixed groupings can limit opportunities for all children  **LH6.3** |  | | Use groupings to support learning and promote inclusion. | | | With the support of expert practitioners discuss, implement and review flexible groupings | |
| The Code of Practice identifies that children and parents/carer should be at the heart of the process **LT 5.7** |  | |  | | |  | |
| The Code of Practice recognises one-page profiles as a useful tool for capturing information and the voice of the child | Capture and incorporate the voice of the child for example through a one-page profile | |  | | | Capture and incorporate the voice of the child for example through a one-page profile | |
| Where and how to seek support with their own social, emotional and mental health **LH 8.18** | Identify sources of support for their own social emotional and mental health | |  | | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?*  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.  Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum  Use groupings to support learning and promote inclusion | *How is it being assessed?*  **Task 1. Professional practice**  Using a copy of school planning, discuss with your teacher or mentor the ways in which they embed adaptive approaches, including flexible groupings into their plans. Annotate plans to help you understand how this is done. This annotated plan can be discussed at your weekly meeting.  **Task 2. Professional practice**  Annotate your own planning for a series of lessons to show how you have made decisions about adaptations to teaching approaches, support strategies, flexible groupings, and the environment to ensure all learners are successful. Evaluate the effectiveness of your approaches with your mentor or class teacher at your next learning evaluation discussion. | | *What is being assessed?*  Building on the nurturing positive and effective partnerships with parents and children and recognise the importance of the child’s voice and aspirations. | | *How is it being assessed?*  **Task 3. Professional practice.**  Meet with the SENCo to discuss the role of parents and children in the SEND process as laid out by the SEND Code of Practice 2015. How are the opinions and aspirations of the child and parents sought and acted upon?  **Task 4. Professional practice**  With the support of your class teacher or mentor, identify one child requiring adapted approaches to learning and work with the child to complete a one-page profile. Include this in the assessment section of your file. | | |
| **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 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 | | 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 | | 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 | | | |
| **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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| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | 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 range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans | | 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**  Identify and implement reasonable adjustments for children with identified Special Educational NeedsLH 5.8  Their duty to make reasonable adjustments | | | Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom  **LH 5.8**  Children may need adaptations beyond the classroom to support their social inclusion | | Intent |
| Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans | Work collaboratively with the SENCo and other professionals | | That their own social, emotional and mental health is important and needs to be supported | | | Identify and access sources of support for their own wellbeing where appropriate | |
| The importance of building effective interprofessional relationships  The importance of inclusive, learner friendly environments  How to identify systemic barriers to learning | Effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion.  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  All children have an equal entitlement to the time of a qualified teacher | |  | | |  | |
| The provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments  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 | |  | | |  | |
| Support staff must be deployed effectively | Effectively deploy support staff ensuring all children have the opportunity to work with a qualified teacher **LH 5.8** | |  | | |  | |
| That Local Authorities produce reports on SEN/D highlighting key themes within the Local Authority Area | Local Authority reports provide useful data and commentary on the contexts they will work in | |  | | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?*  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 with other professionals and agencies.  Identify and where necessary access sources of support for their own well being. | *How is it being assessed?*  **Task 1. Professional practice**  Meet your SENCo to discuss the following:  How the school ensures that reasonable adjustments are made for children with and without an Education, Health and Care plan in line with the SEND Code of Practice 2015 and the Equalities Act 2010.  How the Local Authority SEN/D reports inform the school’s focus and support.  Reflect on this in your weekly evaluation, including how you ensure reasonable adjustments are made for children you are teaching.  **Task 2. Professional practice**  In discussion with your class teacher and/or mentor, identify the range of professionals who work with your school and their roles and responsibilities. | | *What is being assessed?*  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. | | *How is it being assessed?*  **Task 3. Professional practice**  Foe one week in a chosen subject, annotate or highlight your plans to show how you have deployed staff to ensure that staff are able to effectively support children, that all children have had the opportunity to work with a range of staff and how formative assessment has been communicated. | | |
| **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:*** | | | |
| *Outside Agencies may be involved in supporting children and families*  *The legal basis for reasonable adjustments*  *Support staff must be deployed effectively* | | 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* | | *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 Art and Design** | | | | | | | | |
| 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. | | | | | | | | |