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**FACULTY OF EDUCATION**

**PGCE PRIMARY**

**EDUCATION**

**SEND/Inclusion**

**Experience Guidance**

**2017/2018**

PG1 SEND/Inclusion Experience Guidance 

During the PG1 placement, all students will undertake an SEND/Inclusion focused experience. This will consist of 5 days in total, taking place anytime from Monday 8th January to Friday 26th January, 2018. You are likely to follow one of the three routes below. Please ensure that you tell your CM as soon as you know, which one you will undertake:

1. Stay in your placement school and complete PDAs in any class or classes within school. You can carry out your 5 days at any time over the three highlighted weeks, as long as you complete 5 days in total
2. You will have secured a place in a special school before PG1 began, taking up the offer of one of the schools on our list. You will complete a 5 day experience in ONE of the weeks highlighted. Placements office will confirm which week this will be. NB – availability may be limited and will depend upon the number of offers made by special schools to host the experience.
3. You will negotiate a 5 day experience through your placement school, who will organise for you to carry out your experience in a cluster/alliance SEN or other mainstream school where you are able to complete your SEND/Inclusion PDAs. You will complete a 5 day experience in ONE of the weeks highlighted. You will need to notify your UVT of the week when you are planned to undertake this experience.

# INTRODUCTION

This experience is central to your professional development and allows you to explore the ways in which schools promote the inclusion of children with special educational needs and/or disabilities (including behaviour) and EAL. This experience will explore how schools enable all children to access the whole school curriculum. The Teachers’ Standards emphasise the personalisation of learning so that all children fulfil their potential and this experience will play an important role in your growing understanding of the education of all children.

All settings will *primarily* enable you to consider issues related to the inclusion of pupils with special educational needs and disabilities. You may also have *additional* opportunities to consider needs of pupils who have specific needs related to behaviour or children who have EAL.

You will work with diverse groups and some of you may work for the first time with children or young people with severe and sustained special educational needs. It is important to say that sometimes people find some children with special educational needs upsetting because they may look and act in a different way from everyone else. If you feel like this at first you should not be worried. Everyone working with children or young people with severe and sustained special educational needs in special education has had to take the first step in learning that the essential part of being a teacher of all children, is to see them as children rather than to focus on their individual and special educational needs. Whilst you may feel daunted by this first step if in this position, we are convinced you will find it an important element in your developing understanding.

Staff from the university and colleagues from our partnership schools have worked together to devise a number of Professional Development Activities (PDAs), which will enhance your understanding of this area. You will complete the PDAs that are relevant to the setting in which you are placed. The feedback from previous years’ students and schools about their placements has been extremely positive.

If you are in a mainstream school this experience will provide you with the opportunity to explore the ways in which children with special needs are supported and enabled to access the curriculum and make progress in their learning. You should access and make notes on the school’s SEND and inclusion policy.

If you are in a special school or a resourced provision/unit attached to a mainstream school, this experience may enable you to explore the roles of other professionals who work in the setting. You may explore the use of communication systems, the ‘P’ scales, the use of ICT and the way in which specialist units attached to mainstream schools facilitate the inclusion of children from the unit into the wider school context.

Schools are not being asked to provide "file time", and it is anticipated that you will complete the write up of the PDAs during your own time during these five days. It is important that you take the opportunity to discuss the activities that you are working on with other students in your placement school, as well as with the members of staff you work with.

The PDAs you complete will form the basis for discussion in teaching sessions and may serve as source material for assignment work. In writing up your activities, the emphasis should be on capturing your thinking and, where you find yourself asking questions, you should also demonstrate that you have attempted to find answers. This may be through discussion with other students, members of staff or through your own research and reading.

We hope that the Professional Development Activities provide a clear focus for your specialised experience in school and that you enjoy the challenge of this. Last year many students found that the more they engaged with the experience, the more benefit they got out of it. Some students gained employment in special schools once they had qualified. If there is an opportunity to engage in PDAs in the Behaviour and EAL portfolios once you have completed those for the SEND/Inclusion experience, then do take this.

**The aims of the experience are to enable students to:**

* Develop knowledge, skills and understanding of inclusive practice by providing exposure to the range of SEN and disabilities present in special provision and mainstream.
* Learn new skills and approaches to teaching and learning that are not exclusive to teaching in special provision but transferable to all contexts and pupils.
* Learn about the importance of professionals working as a team and about the roles and importance of other (non-teaching) professionals.
* Enhance confidence in their ability to try out new approaches in the classroom, and to be calm and less emotionally affected by unpredictable pupil behaviour or classroom events.
* Feel more confident about teaching pupils with SEND (including those with specific behavioural needs) and with EAL (if relevant), with appropriate support.

It may also be that this experience will generate an interest in working in special provision or in further developing the skills to address pupils’ special educational needs within mainstream once you secure qualified teacher status. This experience is a response to The Salt Review (2010).

The experience is designed to be a school-based process of professional education and training for beginning teachers: based on action, reflection and enquiry into learning differences, difficulties and disabilities. It includes teaching activities with pupils with SEN and/or disabilities **but it is not a teaching experience alone**.

Students will engage in:

* Professional Development Activities
* Preparation of learning materials
* Discussions with a range of professionals
* A visit to a linked special school/mainstream provision, if remaining in PG1 school for majority of experience (if possible)
* A visit to a setting providing for a different area of need, if remaining in PG1 school for majority of experience (if possible)

TEACHERS’ STANDARDS (May 2012) – you are expected to reflect on how this experience enables you to develop your practice in these areas.

The Standards that relate particularly to the Inclusion Placement are:

**PART ONE: TEACHING**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

**5 Adapt teaching to respond to the strengths and needs of all pupils**

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being.

**Professional Development Activities**

# STUDENTS IN SPECIAL SCHOOLS

**If you are in a special school you will complete three Professional Development Activities (PDAs)**

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**All students will complete Activity 1 towards the end of the experience.**

**In consultation with the staff that you are working with you should select two further Professional Development Activities from the list below.**

**Activity 1**

During the course of the experience you will get to know the children in your class and they will begin to get to know you. The purpose of this activity, which you must negotiate carefully with your class teacher, is for you to use the knowledge that you have gained during the week to plan and deliver an appropriate learning activity with an individual pupil or with a small group of 2/3 children/young people. Learning activities might include: a sensory story, a numeracy task, a speaking and listening activity, a light room session, an emotional intelligence activity or any other focus that you have negotiated with your teacher.

* Liaise with your class teacher to identify a focus for your activity and to discuss the kind of things that you could do. Discussion with your class teacher is ESSENTIAL
* Plan your learning activity and show your planning to your class teacher BEFORE the session - the staff need to be aware of your plans so that resources and teaching space are available; also to provide guidance on the appropriateness of your activity

* Evaluate the children’s learning and the effectiveness of your own teaching and what you have learned

**Activity 2**

This activity focuses on the use made of ICT to enhance teaching and learning in the classroom. You are already familiar with the use of ICT in mainstream classrooms but it is likely that you will encounter methodologies and programs designed to improve curriculum access that are new to you in this setting.

* How is ICT used to support teaching and learning in your setting?
* Find out about a website resource or one program used in your setting to help students access the curriculum, e.g. Switchit! Maker, Chooseit Maker
* Reflect on the way in which this program promotes access to the curriculum for the children and young people who use it.

**Activity 3**

This activity focuses on the roles, responsibilities and relationships within the classroom and beyond:

* Identify the roles and responsibilities of the different professionals who work in your classroom
* Shadow a teaching assistant for half a day and with their permission, interview them about their role, experience and training
* Find out how teachers and teaching assistants work together to plan for learning and to share information about the children
* Produce an observation record of how daily routines such as: personal care; withdrawal of students; health care needs and re-positioning/moving of students are managed throughout the day
* Find out about the roles of other professionals who work in your setting: nurse; speech therapist; physiotherapist etc
* Comment on anything that you have observed that would be useful in your next placement

**Activity 4**

Often professionals who work in special schools use a range of techniques and aids to assist communication that you will not have seen in use in mainstream schools. This activity focuses on communication in the classroom.

* Find out about the range of communication techniques e.g. PECS, Makaton, visual timetable, in use in your setting
* Which communication techniques do the staff employ to signal change e.g. rooms, lunch, community visits?
* Record the language used by the teacher and the assistants with the students. How would you describe their language e.g. vocabulary choice and level?
* Does communication between students and adults or other children differ during unstructured time e.g. lunch time? If so, how?
* Can you list five essential strategies which enhance communication in the classroom?
* Discuss any strategies or techniques that you could adapt/use in your own teaching

**Activity 5**

This activity focuses on assessment and how assessment information is gathered, recorded and used to inform planning in your setting.

* Discuss with your class teacher how learning is assessed and find out how the ‘P’ scales are used to support this process in school
* Make a note of the strategies and methods that you see teachers and TAs using to support assessment in the classroom
* In discussion with your class teacher, select one pupil and investigate how that child’s progress across the curriculum has been recorded over time using the ‘P’ scales
* Critically reflect on the usefulness of the 'P' scales as a method of measurement of progress for this pupil
* Discuss any assessment strategies and approaches that you have observed that you could use in your own teaching in your next placement.

**All to access the following web link:**

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

This is the SEND Code of Practice for 0 to 25 years, which you will have briefly covered in your whole cohort session in Teaching Studies.

Relevant chapters which you should read are:

Chapter 6: Schools

Chapter 9: Education, Health and Care needs assessments and plans

**You need to be aware of changes in SEN support since September 2014**

What do you consider the main implications of these changes to have been?

Discuss this with your colleagues in school and make some notes of the discussion.

# STUDENTS PLACED IN MAINSTREAM SCHOOLS

**If you are in a mainstream school you will complete three Professional Development Activities. All students will complete Activity 1 and 2. In consultation with the staff you are working with you should select at least one further Professional Development Activity from the list below.**

**Activity 1**

This activity is designed to enable you to find out how Education, Health and Care Plans (EHCPs) are used to inform planning and teaching for children who have special needs and how the inclusion of a pupil with special needs is promoted. These plans were formally known as Individual Education Plans (IEPs).

* In negotiation with your class teacher and/or the school SENCO select a child who has an EHCP
* Look at the EHCP that is currently in place. Discuss with the class teacher and/or SENCO to find out:
* Where the EHCP is kept
* How the EHCP targets were identified and who was involved in that process
* How many targets there are and what their focus is
* How the child is supported to achieve them
* How progress is recognised and assessed
* How and when the EHCP is reviewed and who is involved in that process
* Shadow the child for a day and consider
* How the pupil’s EHCP targets influence the teaching and learning that you observe
* The techniques and strategies that the teacher uses to ensure that the child feels included and is able to access the curriculum
* Talk to your class teacher to find out about parent/carer involvement and support
* Observe the child during unstructured time e.g. at playtime or at lunchtime and find out how s/he interacts with peers
* Talk to the child about what they enjoy about school, their interests, friends etc.
* Write a professional summary to describe this child

**Please note: if you are given a copy of a child’s EHCP you must ensure that you remove all names to ensure confidentiality. Some schools may not wish you to have a copy of an EHCP at all and where this is the case you will need to make a note of the targets etc**.

**Activity 2**

The school will have a designated Special Educational Needs Co-ordinator (SENCO) who you will need to work with. This activity will enable you to develop your understanding of the role of the SENCO. The role is likely to include:

**Strategic direction and development**

* Ensuring that all pupils, including those with special or additional needs receive their full educational entitlement and have access to the whole curriculum
* Managing staff – other teaching staff and non-teaching staff (Teaching Assistants) – this includes timetabling, delegation of Professional Development Activities, advising, supporting and monitoring
* Managing interventions and the development of alternative teaching strategies and individual programmes where necessary
* Strategic overview of SEND and Inclusion throughout the school including planning, policy writing, advising and supporting other staff. Where used this would also include writing of provision maps for individual /groups of pupils
* Preparing and managing statutory assessment paperwork
* Organising, attending, chairing and the administration of annual reviews (including writing the school’s advice and the recommendation report)
* Meeting with parents and carers
* Preparing referrals and attending meetings with other outside agencies
* Teaching – in some cases whole classes but in many cases small groups or one to one
* Managing the transition process
* Tracking pupil progress using all available data and evidence
* Initiating and carrying out assessments
* Managing budget and resources including annual audit where this is necessary to secure additional funding from local authority
* Organising special arrangements for end of key stage tests and external examinations
* Leading CPD for all staff, governors and parents. In some instances also providing training for other SENCOs within a cluster or local authority
* Providing annual report of SEND provision within school to governors and other stakeholders
* Contributing to and writing Education, Health and Care Plans. These plans were formally known as Individual Education Plans (IEPs).

**Supporting Teaching and Learning**

* Acting as a role model for quality first teaching for all pupils
* Supporting staff in the differentiation of curriculum to ensure full access for all pupils - this includes working with colleagues on curriculum policies to ensure differentiation for each year group
* Implementing a variety of teaching styles to support the learning styles of individual pupils
* Providing support and training for all staff
* Monitoring class teachers, advising on and supporting their teaching and curriculum delivery for those pupils with special educational needs
* Supporting a positive school ethos and celebrating achievement for all
* Supporting colleagues with behaviour issues through training, in class support and strategies for classroom management
* Reinforcing the National Curriculum Statutory Inclusion Statement to ensure that all colleagues recognise that every teacher is a teacher of pupils with special educational needs
* Analysing data to ensure that teaching and learning is effective
* Providing support and training (where necessary) for teachers to manage and work effectively with other adults.

**Managing other adults**

It is the SENCO’s responsibility to ensure that resources and support are allocated and directed to all those individual pupils who may need additional provision. There are many different kinds of support staff in our schools today. Teaching Assistants, Learning Mentors, Behaviour Support Staff and many others are working together to provide alternative provision for those pupils requiring additional support. The SENCO will need to manage these staff in the most effective way for their school.

Staff need to feel part of a team, be given the opportunity to communicate with each other and feel that their contributions are worthwhile.

The work of other adults needs to be reviewed regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.

All staff should have very clear job descriptions and an annual review process of their work and role within the school.

All staff should be trained and supported to ensure that they are providing the best quality support for all pupils. This may mean allowing planning and preparation time for all staff to discuss the best ways of working together within a classroom.

It is very important that parents are kept informed of any provision that is being made for their child. This can be effectively managed by ensuring that all staff who will be supporting the individual pupil meets with the parents and discusses the support they will be giving to their son/daughter.

**Interpreting data to support pupil progress**

There is a wide and diverse amount of data collected by schools and it is used in a variety of ways. SENCOs should be actively involved with the analysis of data for the whole school and in the planning and intervention of those pupils not making expected progress.

They should:

* Know their school’s data
* Track progress of all those pupils with special educational needs
* Plan appropriate interventions
* Monitor and review

The collection of P Level data and the use of RAISE online should support this work.

**Task**

Using the above information find out about the SENCO’s role in your school. How does s/he manage

* + Strategic direction and development
  + Supporting Teaching and Learning
  + Managing other adults
  + Interpreting data to support pupil progress

Make notes on the above.

* What records does the SENCO have responsibility for?
* Discuss a lesson that the SENCO is delivering – consider the following:
* Does any pupil need to work on different learning objectives?
* If so, how are these built into the lesson?
* Which teaching approaches are particularly effective with this class?
* Do any barriers need to be overcome before pupils can meet the learning objectives?
* What strategies to remove barriers need to be built into the planning?

**Activity 3**

The Code of Practice for Special Educational Needs emphasises the importance of early intervention. You will be aware that schools use a number of intervention programmes in both literacy and numeracy that are designed to ensure that children are enabled to achieve well. **Often intervention takes place outside the classroom and as a result you may not have had the opportunity to find out about these programmes before. This activity is designed to enable you to do this.**  You should remember the National Strategies ‘layered waves’ approach which is as follows:

|  |  |  |
| --- | --- | --- |
| Wave  One | Quality first teaching | All children |
| Wave  Two | Small group additional interventions | For children performing just below national expectations |
| Wave Three | Individual or very small group intervention with a trained and supported teaching assistant | For children who require a more individualised approach |
| Intensive intervention on an individual and/or very small group basis with a trained specialist teacher | For the lowest attaining children |

* Talk to your teacher/headteacher/SENCO as appropriate to find out how children are supported in numeracy and literacy across the school at both Wave Two and Three
* Select an intervention programme at either Wave Two or Three **in both** **numeracy and literacy** if possible
* Observe the programmes being delivered **over several sessions** and talk to the person responsible for delivery
* Find out:
* How children are identified for these programmes
* How the school delivers the programmes - whether children are withdrawn or taught within the classroom
* Who delivers the programmes and what training they have received
* How children’s progress is monitored
* How and when the impact of the programmes is measured and whether progress is maintained once the programme comes to an end
* How parents are involved/informed about the programmes
* If children are withdrawn, at what point they are reintegrated within their own classroom and how this is managed
* Talk to the children who are following a programme. Do they enjoy the work that they do and how do they feel about it?
* Finally, write a summary in which you reflect on what you have learned.

**Activity 4**

Schools increasingly rely on the use of teaching assistants to support teaching and learning in the classroom. Often children who have a Statement of Special Educational Needs are entitled to a number of hours of support each week from a teaching assistant. This activity will enable you to find out about how this support is used.

* Shadow a TA who has been designated to work with an individual pupil (please note that it is likely that support for the individual is likely to be given within a group but may also be on an individual basis for some of the time)
* Find out how work is planned for the child that is the focus of the TA’s work and who is involved in the planning
* How do the TA and teacher exchange and record information about the child’s progress?

**Activity 5**

Schools are required to track children’s progress over time to ensure that they are appropriately challenged and supported. This activity will enable you to develop your understanding of the systems that your school has in place to do this. You will need to talk to your class teacher and/or the assessment coordinator to find out how:

* children’s progress is monitored and recorded across the school
* judgements about children’s attainment are moderated
* children are challenged
* target setting is used across the school
* what steps are taken if children do not make the progress expected of them

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Relevant chapters which you should read are:

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**You need to be aware of changes in SEN support since September 2014**

What do you consider the main implications of these changes have been?

Discuss this with your colleagues in school and make some notes of the discussion.

# STUDENTS PLACED IN SCHOOLS WITH A UNIT /

# RESOURCED PROVISION

**If you are in a mainstream school with a unit/resourced provision you will complete three Professional Development Activities including Activity 1 below and Activity 2 above (mainstream). In consultation with the staff that you are working with you should select at least one further Professional Development Activity from the list above (mainstream).**

**Activity 1**

Some schools make provision for particular special needs such as Speech and Language difficulties, hearing impairment, visual impairment, moderate learning difficulty etc. This activity focuses on how this provision is organised. You should talk to your class teacher and/or the SENCO to find out:

* Which children the provision is intended for
* How the provision is organised – whether the children are placed for some of the time in a separate unit or are integrated for part or all of the time in the main school
* How the children respond to the provision – you will do this by observation, by working with the children and by talking to them

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What do you consider the main implications of these changes have been?

Discuss this with your colleagues in school and make some notes of the discussion.

**Students are expected to**:

1. take a full part in the experience and be responsible for their own learning
2. take a full part in the life of the school or unit, including staff development days, planning meetings and discussion with parents, where appropriate
3. ensure that they are aware of school or unit routines and expectations
4. ensure that they are aware of Programme requirements for the SEND/Inclusion experience
5. observe and discuss the teaching or work of the school or unit staff
6. engage in activities with the children
7. keep a file of observations, planning for Professional Development Activities, reflection and analysis of activities and observations
8. conduct themselves professionally at all times during the experience
9. discuss with teachers and Faculty of Education tutors, issues related to their analysis of teaching and learning in relation to their observations and Professional Development Activities.

**School or Unit Teachers are expected to**:

1. encourage the students to play a full part in the life of the school or unit and take responsibility for their own learning
2. induct students into the expectations, routines and organisation of the school or unit (if not main PG1 placement school), including ways of working with other adults such as professionals from other disciplines, ancillary staff and parents
3. arrange for students to have access to school or unit policies and procedures
4. make arrangements for students to carry out the Professional Development Activities and discuss these activities with the students
5. discuss with the students the school or unit philosophy, curriculum, organisation and management and the ways in which the school or unit works with parents and carers, and supporting them with the school or Professional Development Activities

# Recommended Reading

National College for Training and Leadership (2014) *Training modules and resources for teaching SEND pupils.* Crown Copyright. London

<https://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils> (accessed 16.9.16)

Salt, T. (2010) *Salt Review*. DCSF. Nottingham <http://webarchive.nationalarchives.gov.uk/tna/+/http:/www.dcsf.gov.uk/saltreview/downloads/SaltReportRevisedFinal.pdf> (accessed 16.9.16)

Web sites that will be useful to you:

<https://www.education.gov.uk/childrenandyoungpeople/send>

<http://www.education.gov.uk/complexneeds/>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00195-2010>

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

Any queries about this experience should be sent to:

[PG2Inclusion@SBT.mmu.ac.uk](mailto:PG2Inclusion@SBT.mmu.ac.uk)

A member of the PG team will contact you. Please note that emails to individual email

accounts will not be responded to. If you have an issue please use the above email

address only.