

**Inclusive teaching and learning for pupils with special
educational needs (SEN) and/or disabilities**
Training toolkit

Newly qualified teachers

**Resources to support
professional dialogue
with NQTs during
induction**

Introduction and user guide

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Introduction

These resources were developed for the Training and Development Agency for Schools (TDA) by the Institute of Education, University of London (IoE). They were trialled by 12 local authorities over the academic year 2008/09. Each authority worked with up to six of their primary and secondary schools, and their feedback was taken into account when the resources were revised.

The resources are designed to help schools and local authorities address some of the challenges identified in Ofsted's report, *How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities*.¹ (See annex 1 for extracts from the report.) The report highlights that greater consistency is needed in the support given to newly qualified teachers (NQTs) on teaching pupils with special educational needs (SEN) and/or disabilities. Ofsted found that, in practice, during induction individual school priorities were often emphasised, at the expense of covering more widely the professional knowledge and skills needed to meet all the core standards in relation to pupils with SEN and/or disabilities. It also found that the role of local authorities in induction depended on local funding arrangements. This led to too much variability, both in the quality of induction programmes and in how rigorously they were monitored.

The practical tools provided here are designed to promote and support dialogue between school-based induction tutors, mentors and other staff and NQTs about the professional development of NQTs as teachers of pupils with SEN and/or disabilities. They are intended to help NQTs to meet the core standards during their induction year (the standards are set out in annex 2). Using these tools may be helpful in providing development opportunities that teachers can reflect on as part of their career planning and development.

1 Ofsted, 2008, *How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities*, ref 070223

The resources

All the resources can be found at www.tda.gov.uk/sen

Tools

Pillars of inclusion

The pillars of inclusion document groups different teaching approaches into eight themes, or 'pillars of inclusion', to help teachers and those who work with them to consider and discuss their practice.

The pillars underpin all the other resources. The pillars document contains some key examples of ways the pillars of inclusion can be seen in practice.

Film clips

The film clips (all the film clips are listed in annex 3) show the pillars of inclusion in action in schools. They can be used, with the pillars document and the other tools in these resources to generate discussion with NQTs.

School self-audit tool

The self-audit tool enables school leaders (including special educational needs coordinators (SENCOs) or inclusion managers) to consider the provision their school makes to support NQTs to teach pupils with SEN and/or disabilities.

Lesson observation tool

The lesson observation tool can be used by tutors, mentors and other staff when observing NQTs' practice in relation to inclusive teaching. It can be used to record an NQT's strengths, areas for development and action points.

The discussion prompts help tutors, mentors and other staff structure their feedback to NQTs after their observation. The format allows space for recording the NQT's strengths, areas for development and action points.

Activities

Activity 1: Preparing lessons

In this activity NQTs consider an outline of a lesson and a description of a pupil with SEN and/or disabilities, and develop ideas to make sure the pupil is included in the lesson.

Activity 2: School systems for tracking pupils' progress

In this activity NQTs find out about the school's systems for tracking the outcomes achieved by pupils with SEN and/or disabilities and for evaluating the impact of interventions.

Other resources

TDA SEN and disability self-study tasks and subject booklets

A series of subject booklets and self-study tasks were made available to the NQTs involved in the trials, and they found them helpful in getting a better understanding of SEN and disability. There is a list of these booklets and tasks in annex 4, and they can be found at:

www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/subjectbooklets.aspx
and www.tda.gov.uk/teachers/sen/training_resources/induction/selfstudy.aspx

We recommend that they are used in conjunction with these resources to support NQTs during their induction.

Using the resources

The resources are referenced throughout to the core standards to help NQTs develop their professional skills, concepts, attitudes, knowledge and understanding. They offer local authorities, schools and NQTs tools they can use to engage in dialogue to improve the experience of the induction period for NQTs and the experience of teaching and learning for pupils with SEN and/or disabilities.

It is important to plan how these resources will be used as part of an NQT's induction right from the start. This planning should include the arrangements that will be made to enable staff to work with and support the NQT. In using the resources, schools should make sure they do not place excessive planning burdens on NQTs. The resources are designed to be used flexibly with this in mind.

The following suggested practice draws on the experiences and feedback of the schools and local authorities that trialled the resources.

Start early and use the resources throughout induction

Start using the resources as early as possible in the induction period. Don't use them all at once – spreading their use across the year maximises NQTs' learning and development over that time. It also helps as NQTs:

- have other challenges to meet during their first year of teaching
- need time for learning and reflection, to build their understanding and skills over the year, and
- will wish to concentrate on different aspects of developing their expertise with pupils with SEN and/or disabilities as their induction year progresses.

Work in partnership

It is best to set up a structured partnership between the local authority and schools. This is valuable in:

- supporting purposeful dialogue and sound working arrangements for the induction of NQTs in relation to teaching pupils with SEN and/or disabilities, and in addressing the core standards, and
- promoting effective collaboration between schools – and within schools, eg between induction tutors and SENCOs – on working with NQTs in relation to developing inclusive practice for pupils with SEN and/or disabilities.

Use the resources as part of a broader range of support

- Combine using these resources with other forms of support, including taught input, case studies, observing learning and teaching, and direct experience of working with pupils with SEN and/or disabilities.
- To give NQTs a greater understanding of SEN and disability issues, use the TDA SEN and disability self-study tasks and subject booklets alongside these resources during induction. The subject booklets and self-study tasks are listed in annex 4.

Use the resources flexibly

The resources include a number of different tools to support professional dialogue. They are designed to be used flexibly. Schools and local authorities can decide which tools to use and how to use them, to fit in with their own systems for supporting NQTs through induction. However, in general:

- The pillars of inclusion document and the film clips provide a good starting point for schools and local authorities. They underpin the other tools and offer a rich source of material to begin a discussion with NQTs.
- The lesson observation tool and discussion prompts should be used together, and you should revisit them throughout the induction year.
- The activities for NQTs on preparing lessons and finding out about school systems for tracking and evaluating pupils' progress are useful starter activities early on in an NQT's induction, particularly if they are used in conjunction with the pillars of inclusion document.
- The school self-audit is for school leaders to use to assess how well they are supporting pupils with SEN and/or disabilities. It will help them to plan and develop their support for NQTs.

How to get the best from the resources

This section gives more detailed advice on how to get the best from each of the resources, drawing on the feedback from the trials.

Pillars of inclusion

The pillars of inclusion are based on research and observations of good practice by expert teachers. Recent evidence (eg Davis and Florian, 2004)² suggests that much of what has traditionally been seen as pedagogy for pupils with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of pupils. The pillars of inclusion set out eight key aspects of planning and teaching that support the learning and achievement of pupils with SEN and/or disabilities:

- maintaining an inclusive learning environment
- multi-sensory approaches, including ICT
- working with additional adults
- managing peer relationships
- adult-pupil communication
- formative assessment/assessment for learning
- motivation, and
- memory/consolidation.

The different pillars overlap to some extent, and together they offer a useful starting point for developing teaching approaches that include pupils with SEN and/or disabilities.

They can be used in a number of ways:

- To identify an NQT's areas of strength and areas for further development in teaching pupils with SEN and/or disabilities, at the beginning of the induction period and subsequently
- As a framework to help NQTs to plan and implement inclusive teaching strategies
- To help NQTs to plan and develop the roles of additional adults in supporting inclusive teaching
- As a prompt for discussion between NQTs working in pairs or in groups

2 Davis, P and Florian, L, 2004, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, DfES Research Report RR516

The film clips

Each pillar of inclusive practice is illustrated by a selection of film clips showing or discussing examples of inclusive practice in primary and secondary schools. NQTs can watch the clips independently, or the clips can be shown to groups of NQTs as a basis for discussion. There is a list of all the film clips, with the key features shown in each one, in annex 3.

Lesson observation tool

The lesson observation tool is useful for considering effective planning and teaching to support pupils with SEN and/or disabilities. It is also useful for recording NQTs' strengths and action points/areas for development in relation to the core standards.

It can be used:

- to focus on particular aspects of inclusive practice at particular times
- by NQTs as a self-audit tool
- to focus on a specific area of SEN/disability practice that an NQT needs to develop
- to support discussion between an NQT and the induction tutor, mentor and/or SENCO about the next steps in learning for a pupil and interventions that could be used to support them, and
- by schools when reviewing their SEN/disability policy and identifying training needs for the whole school.

Use of the lesson observation tool should be agreed between NQTs and those responsible for their professional development during the course of their induction, and the objectives of lesson observations during their induction should be decided and agreed in advance.

The discussion prompts provide a consistent structure for discussion and feedback to NQTs on their practice after observing their lessons. The prompts are related to the core standards, and the template has space for the observer or NQT to record the NQT's strengths, areas for development and action points. The prompts may also help to bring out information on aspects of the core standards that may not be obvious from the lesson observations – for example, a discussion an NQT may have had with a parent or carer about a pupil's learning.

SENCOs can also use the tool when discussing SEN issues with NQTs to encourage them to reflect on their lesson preparation and planning.

Activity 1: Preparing lessons

This activity is designed to allow NQTs to build on their initial training by considering planning and differentiation in more detail. It is best used early on in NQTs' induction. It can be used with individuals or groups of NQTs and enables NQTs to put together their own scenarios which are appropriate to their particular contexts and/or subject areas.

The activity is designed to be used flexibly. It is divided into sections, and can either be used in one go, or a section at a time at different points during induction. As well as allowing NQTs enough time to carry out the activity, schools should make sure that the way the activity is used avoid placing too much of a planning burden on NQTs.

Activity 2: School systems for tracking pupils' progress

This activity is designed to help NQTs evaluate how effectively their lessons enable pupils with SEN and/or disabilities to make good progress.

In the activity, NQTs work with SENCOs, inclusion managers or other school leaders to find out about the systems in their school for tracking outcomes for pupils with SEN and/or disabilities. They then record on the template provided how the school:

- monitors the progress made by all pupils and how it 'drills down' from the data to assess the progress of pupils with SEN and/or disabilities
- checks the impact of specific interventions for particular groups or individual pupils
- uses the information gathered to build on and improve their practice.

The activity is likely to take around an hour to complete, and NQTs will probably need to spend half that time speaking to the school's SENCO or inclusion manager.

The activity provides a firm framework for focusing professional dialogue on outcomes for pupils, and:

- enables NQTs to understand the wider context for assessing progress for pupils with SEN and/or disabilities in their school
- provides a shared resource for schools and groups of NQTs to discuss these issues at local authority, cluster or cross-institutional level, and
- allows local authority induction coordinators to get a picture of the range of systems for assessing progress by pupils with SEN and/or disabilities that an NQT has been exposed to, and to make arrangements, if appropriate, for further professional development – perhaps through training sessions or visits to other schools in the area.

This activity is best done near the beginning of the school year so that NQTs can relate quickly to the wider picture of assessing, tracking, monitoring, and recording and evaluating outcomes for pupils. It can be revisited as often as appropriate during the school year. Schools might wish to link the activity with the school self-evaluation form (SEF) and the common assessment framework (CAF) to give NQTs a broader view of its systems for supporting vulnerable pupils.

School self-audit tool

The school's support for its NQTs in developing inclusive planning, teaching and learning is vital. The school self-audit tool is primarily for school leaders. It is designed to help schools to review how they are fulfilling their responsibilities towards pupils with SEN and/or disabilities, and to review or develop their school self-evaluation form (SEF). It has space to record action points.

Schools might find it useful to break the self-audit tool down into different areas, and to use it over time to raise awareness of SEN and disability issues. They may also find it can help them consider what training and development opportunities in relation to SEN and/or disabilities might be needed for NQTs, now and in future, and how best they can offer support in this. Local authorities may find schools' self-audits useful when working with schools to plan induction programmes for NQTs, to make sure they have opportunities to experience inclusive teaching and to meet the full range of the core standards.

Annex 1

Extracts from the Ofsted report, How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities

The report, **How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities**, emphasises the need for more consistency in the way schools support NQTs, and in the way local authorities coordinate that support, in relation to experience of teaching pupils with learning difficulties and disabilities.

Key findings on induction

- Induction often focused on schools' priorities. These outweighed the trainees' need for a wider coverage of the professional knowledge and skills necessary to meet all the core standards for newly qualified teachers.
- Although new teachers' planning of other adults' work was generally satisfactory, their monitoring of it was weaker.
- The role of local authorities in induction depended on local funding arrangements. This led to too much variability in the quality of induction programmes and in the rigour with which they were monitored.

Recommendations

The Training and Development Agency for Schools should:

- ensure that those responsible for monitoring induction provision are fully aware of what constitutes good practice in teaching pupils with learning difficulties and/or disabilities
- exemplify the professional standards relating to teaching and learning for pupils with learning difficulties and/or disabilities to ensure greater consistency in judging whether the standards are met.

Providers and local authorities should:

- ensure more rigorous evaluation of the provision for learning difficulties and/or disabilities in schools, so that they can adapt courses and programmes to minimise the differences in their style and quality of provision, as well as in the experiences of intending teachers.

All training partners should:

- ensure that new teachers are equipped to evaluate how effectively lessons enable pupils with learning difficulties and/or disabilities to make good progress.

Schools should:

- provide newly qualified teachers with sufficient opportunities to prepare them effectively for the start of their career and to give them a good grounding in all the professional standards, including those relating to teaching pupils with learning difficulties and/or disabilities.

Annex 2

The core professional standards

Professional attributes

All teachers should:

Relationships with children and young people

- C1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- C4**
 - (a) Communicate effectively with children, young people and colleagues.
 - (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
 - (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- C5** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- C6** Have a commitment to collaboration and cooperative working where appropriate.

Personal professional development

- C7** Evaluate their performance and be committed to improving their practice through appropriate professional development.
- C8** Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- C9** Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning

- C10** Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- C11** Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- C12** Know a range of approaches to assessment, including the importance of formative assessment.
- C13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- C14** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- C15** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- C16** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

- C17** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

- C18** Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- C19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- C20** Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- C21** Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

- C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- C23** Know the local arrangements concerning the safeguarding of children and young people.
- C24** Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- C25** Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

- C26** Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- C27** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- C28** Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- C30** Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- C32** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- C34** Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- C35** Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- C36** Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

- C37** (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- C38** (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- C39** Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- C40** Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- C41** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Annex 3

The film clips

The film clips illustrate inclusive teaching and learning. The primary and secondary clips are each grouped according to the eight pillars of inclusion.

| Primary | | |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Maintaining an inclusive learning environment | Maryland Primary School <ul style="list-style-type: none"> A teacher explains the value of creating an exciting learning environment for all, and discusses how an 'installation' in the school can reinforce specific learning aims such as literacy and numeracy | 1 min 40 secs |
| Multi-sensory approaches, including ICT | Milber Primary School <ul style="list-style-type: none"> Use of role-play, puppets, photographs with speech bubbles, music and bodies and concrete apparatus to illustrate angles and symmetry Rhyl Primary School <ul style="list-style-type: none"> Acting out characters in a story in small groups Ewelme C of E Primary School <ul style="list-style-type: none"> Use of fuzzy boards, alphabet rainbow, words on children's backs, cursive writing, signs and coloured lenses Cape Primary School <ul style="list-style-type: none"> Use of ICT to improve reading, speaking and listening skills Pairing pupils of different abilities for peer support | Two clips (3 mins 53 secs and 4 mins 29 secs) 2 mins 9 secs Two clips (3 mins 27 secs and 3 mins 37 secs) 4 mins 33 secs |
| Working with additional adults | Rhyl Primary School <ul style="list-style-type: none"> Role-play between teacher and teaching assistant to model sharing Modelling language to use for partnership working Sharing lesson planning | 3 mins 19 secs |
| Managing peer relationships | Rhyl Primary School <ul style="list-style-type: none"> One pupil using a checklist to observe other pupils working together and taking turns Use of paired talk | Two clips (3 mins 21 secs and 2 mins 19 secs) |

Primary continued

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| <p>Adult-pupil communication</p> | <p>Rhyl Primary School</p> <ul style="list-style-type: none"> • Role-play • Use of signs alongside text • Teacher seeking help from pupils • Teacher helping pupils to make choices • Teacher scribing pupils' ideas | <p>5 mins 1 sec</p> |
| <p>Formative assessment/ assessment for learning</p> | <p>Rhyl Primary School</p> <ul style="list-style-type: none"> • Use of peer assessment to look at what is working well in partnership working and consider next steps | <p>3 mins 21 secs</p> |
| <p>Motivation</p> | <p>Weeke Primary School</p> <ul style="list-style-type: none"> • Warm-up and song • Pupils learning number bonds up to 10 through physical activity • Use of rhyme/rap song to add decimals | <p>5 mins 57 secs</p> |
| <p>Memory/ consolidation</p> | <p>Rhyl Primary School</p> <ul style="list-style-type: none"> • Telling and retelling stories • Recapping difficult words • Demonstrating meanings of words using bodies • Use of pictures and words on interactive whiteboard • Signing a story | <p>5 mins 52 secs</p> |

Secondary

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| <p>Maintaining an inclusive learning environment</p> | <p>An architect and headteacher discuss the learning environment</p> <ul style="list-style-type: none"> Part 1 – layout, display, acoustics, interactive whiteboards and storage Part 2 – differentiation, learning from pupils to structure environments | <p>4 mins 55 secs</p> <p>2 mins 47 secs</p> |
| <p>Multi-sensory approaches, including ICT</p> | <p>Geography</p> <ul style="list-style-type: none"> Use of props and photographs to generate ideas, and using visual aids to demonstrate dense and sparse populations <p>Music</p> <ul style="list-style-type: none"> Use of xylophones for tactile work and visual images <p>Modern foreign languages</p> <ul style="list-style-type: none"> Learning French using visual strategies such as arm movements, use of colours, miming and moving around the room <p>Science using ICT</p> <ul style="list-style-type: none"> Use of alternatives to writing, kinaesthetics, photographs and audio visual aids, comic strips, speech bubbles, pictures, questioning, discussions | <p>3 mins 49 secs</p> <p>1 min 26 secs</p> <p>1 min 3 secs</p> <p>5 mins 54 secs</p> |
| <p>Working with additional adults</p> | <p>Science</p> <ul style="list-style-type: none"> Teachers working in partnership with teaching assistants and building direct learning relationships with students <p>English</p> <ul style="list-style-type: none"> Teaching assistants questioning students at the appropriate level by prompting and rephrasing questions Knowing when to intervene to support students directly and how to promote independence | <p>1 min 1 sec</p> <p>2 mins 6 secs</p> |
| <p>Managing peer relationships</p> | <p>Geography</p> <ul style="list-style-type: none"> Students of different abilities working together and supporting each other <p>Science</p> <ul style="list-style-type: none"> Supporting mixed-ability groups Use of friendship groups, small groups working well Using a clear seating plan <p>Challenge and change</p> <ul style="list-style-type: none"> A peer mentoring project illustrating the benefits of 1:1 peer working for both mentor and mentee Drop-in sessions for year 7 and year 8 students | <p>51 secs</p> <p>1 min 9 secs</p> <p>5 mins 9 secs</p> |

Secondary continued

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| Adult-student communication | Physical education <ul style="list-style-type: none"> • Co-teaching (teacher speaking and assistant signing for deaf student) • Teacher explaining and demonstrating pyramid balance | 1 min 57 secs |
| | Art and design <ul style="list-style-type: none"> • Use of different styles of questioning – open-ended questions about mood and colour • Encouraging all students to answer, including those who are reluctant to speak | 2 mins 11 secs |
| | Music <ul style="list-style-type: none"> • Talking to students about their achievements • The value of working in a team | 52 secs |
| | Science (1) <ul style="list-style-type: none"> • Gauging how well students have understood how images are formed by using a 0–10 line • Little steps towards understanding • Communal approach • Stretching students – sometimes using open questions and sometimes closed questions • Picking up misunderstandings | 3 mins 7 secs |
| | Science (2) <ul style="list-style-type: none"> • Use of questioning: care in giving students time to think so that all can contribute | 2 mins 7 secs |
| | Modern foreign languages <ul style="list-style-type: none"> • Using a toy to facilitate and vary question and answer sessions with younger secondary students | 1 min 20 secs |
| | Intensive interaction <ul style="list-style-type: none"> • Use of a specialist technique to reach a student with severe autism • Tuning in to his breathing and expressions • Using and building from his repetitive behaviours | 5 mins 50 secs |

Secondary continued

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|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <p>Formative assessment/ assessment for learning</p> | <p>Geography</p> <ul style="list-style-type: none"> Looking at the skills needed for a lesson Building on existing skills Different expectations for different students Self-assessment with 'thumbs up' Praise for students who can answer questions with clarity using learnt vocabulary Pairs of students deciding what they have learnt by the end of the lesson, then moving to groups of four <p>Modern foreign languages</p> <ul style="list-style-type: none"> Returning to objectives at the end of a lesson Using scaffolding to help students form complete sentences Gradual reduction of prompts <p>Dances with boys</p> <ul style="list-style-type: none"> Use of peer and self-assessment Use of video playback technology for students to reflect on their own performances Students suggest how they can improve Explanation of constructive criticism Moving to written feedback | <p>4 mins 7 secs</p> <p>2 mins 47 secs</p> <p>5 mins 45 secs</p> |
| <p>Motivation</p> | <p>PE</p> <ul style="list-style-type: none"> Teacher explains and accepts strengths of different students Involving students in wheelchairs All students have something to offer <p>Geography</p> <ul style="list-style-type: none"> The value of always being positive The need for students to be engaged to increase their attainment <p>Science</p> <ul style="list-style-type: none"> Experiments: rulers seem to bend in water, plasticine made to appear as water poured into a bucket Students engaged and learning from mistakes All students contributing | <p>1 min 49 secs</p> <p>1 min 5 secs</p> <p>2 mins 57 secs</p> |

Secondary continued

Memory/ consolidation

Science (1)

- Activities to learn and reinforce new vocabulary: matching activity in pairs, missing vowels/labelling

57 secs

Science (2)

- Use of models of power station working – students point to various components
- Pictures on interactive whiteboard used to compare what students have seen in a video

4 mins 39 secs

History

- Homework given out in the middle of a lesson so that students can discuss it with their peers/ partners (especially useful for students with dyslexia)

39 secs

Annex 4

Further resources

Subject booklets

TDA SEN and disability subject booklets are available online at:

www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/subjectbooklets.aspx

- Art and design
- PSHE and citizenship (primary)
- Citizenship (secondary)
- Design and technology
- English
- Geography
- History
- Information and communication technology (ICT)
- Maths
- Modern foreign languages
- Music
- Physical education
- PSHEE (secondary)
- Religious education
- Science

All booklets have separate primary and secondary versions except for Citizenship and PSHE, which are combined in one booklet for primary.

Self-study tasks

TDA self-study tasks are available at:

www.tda.gov.uk/teachers/sen/training_resources/induction/selfstudy.aspx

- SST 1** Inclusion and Every Child Matters (ECM)
- SST 2** SEN and disability legislation
- SST 3** English as an additional language and SEN
- SST 4** Children's needs and development
- SST 5** ICT and SEN
- SST 6** Moderate learning difficulties (MLD)
- SST 7** Dyslexia/specific learning difficulties
- SST 8** Working memory
- SST 9** Behaviour, emotional, social difficulties (BESD)
- SST 10** Speech, language and communication needs
- SST 11** Autistic spectrum disorders
- SST 12** Visual impairment
- SST 13** Hearing impairment
- SST 14** Handwriting
- SST 15** Developmental coordination disorder/dyspraxia
- SST 16** Working with colleagues in school
- SST 17** Working with parents/carers and other professionals

Websites

Association of School and College Leaders

www.ascl.org.uk

Association of Teachers and Lecturers

www.atl.org.uk

Behaviour4Learning

www.behaviour4learning.ac.uk

British Educational Communications and Technology Agency (Becta)

www.becta.org.uk

Crick Software

www.learninggrids.com/WelcomePage.aspx?siteId=1

Curriculum Online

www.curriculumonline.gov.uk

Department for Children, Schools and Families (DCSF)

www.dcsf.gov.uk

Every Child Matters

www.everychildmatters.org.uk

NASEN

www.nasen.org.uk

National Association for Language Development in the Curriculum (NALDIC)

www.naldic.org.uk

The Association for All School Leaders

www.naht.org.uk/specialneeds

National Association of Schoolmasters Union of Women Teachers

www.nasuwat.org.uk

The National Autistic Society

www.nas.org.uk

National Curriculum

<http://curriculum.qcda.gov.uk>

Qualifications and Curriculum Development Agency

www.qcda.gov.uk/6402.aspx

Standards site

www.standards.dcsf.gov.uk

Teachernet

www.teachernet.gov.uk

Teacher Resource Exchange

<http://tre.ngfl.gov.uk>

Teacher Training Resource Bank (TTRB)

www.ttrb.ac.uk

Voice

www.voicetheunion.org.uk

National Strategies

Inclusion Development Programme (IDP)

www.nationalstrategies.standards.dcsf.gov.uk/node116691

Assessing pupil progress

<http://nationalstrategies.standards.dcsf.gov.uk/node/18522>

Personalised learning

<http://nationalstrategies.standards.dcsf.gov.uk/personalisedlearning>

P scales

www.nationalstrategies.standards.dcsf.gov.uk/node/169991

SEN Progression guidance

<http://nationalstrategies.standards.dcsf.gov.uk/node/190123>

Value for Money Resource Pack (National Strategies and Audit Commission)

<http://sen-aen.audit-commission.gov.uk>