Special educational needs and/or disabilities
Training toolkit

PGCE courses

Removing barriers to learning

PGCE session 2

tda
developing people, improving young lives

QTS standards addressed

Q1   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.

Q3   (a)   Be aware of the professional duties of teachers and the statutory framework within which they work.

Q6   Have a commitment to collaboration and cooperative working.

Q10   Have a 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 and provide opportunities for all learners to achieve their potential.

Q13   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.

Q14   Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15   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 applicable to the age and ability range for which they are trained.

Q18   Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19   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.

Q20   Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Q30   Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Q32   Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

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Priority standards Q1, Q3a, Q13, Q18, Q19, Q30, Q32   **Related standards** Q6, Q10, Q14, Q15, Q20

Learning outcomes

Trainees will:

- know what types of support pupils with SEN and/or disabilities often find useful

- understand how the national curriculum inclusion statement works in practice

- be able to identify learning objectives appropriate for pupils with SEN and/or disabilities

- understand how to base their expectations of what pupils with SEN and/or disabilities can achieve on accurate assessment and tracking of pupils' progress

- begin to develop a repertoire of teaching approaches and strategies to overcome barriers to learning for pupils with SEN and/or disabilities, and

- know how to adapt their lesson planning to take account of learning objectives, teaching approaches and strategies to remove barriers for pupils with SEN and/or disabilities.

Approximate timing: **3 hours**

3 hrs

Required resources

Slide presentation	PGCE session 2	
Handout 1	Inclusive teaching observation checklist	
Handout 2	Inclusive teaching	
Handout 3	Choosing appropriate learning objectives	
Handout 4	Examples of planning	
Handout 5	Case study of a pupil (primary)	
Handout 6	Case study of a student (secondary)	
Handout 7	What constitutes good progress for individual pupils?	
Handout 8	Research on the effect of teachers' expectations	
Handout 9	School report extracts	
Handout 10	Planning a science lesson (primary)	
Handout 11	Planning a history lesson (secondary)	
Handout 12	Class profile	
Handout 13	Alternatives to written recording	
Handout 14	Points for action	
Handout 15	Self-study tasks	
Film clips	'Rhyl Primary School' (primary clip)	**23:45 minutes**
	'St John Bosco High School: history lesson' (secondary clip)	**11:07 minutes**
	'Special Needs – Differentiation in action – Primary' (primary clip)	**13:42 minutes**
	SEN Training Toolkit DVD. To view each clip, just click on the relevant title in the contents list.	
Film clips	'Glossopdale Community College' (STL.03)	**1:37 minutes**
	'Lister Community School' (STL.07)	**2:23 minutes**
	'Frome Community College: Rikki' (STL.09)	**1:53 minutes**
	'Hall Green Secondary School: Dean, Sameera' (STL.10)	**2:10 minutes**
	'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc three.	
	These are all secondary school film clips. To view them, select 'Secondary education' from the main menu, then select the 'Secondary teaching and learning' section. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.	

Film clips	'Lister Community School' (SDR.05)	**49 seconds**
	'Glossopdale Community College' (SDR.12)	**24 seconds**
	'Brigshaw High School: Ben' (SDR.13)	**27 seconds**
	'Filsham Valley School' (SDR.16)	**1:05 minutes**
	'The Petersfield School' (SDR.17)	**1:24 minutes**

'Implementing the Disability Discrimination Act in schools and early years settings', DfES, 2006: disc three.

These are all secondary school film clips. To view them, select 'Secondary education' from the main menu, then select the 'Secondary deployment of staff and resources' section. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.

Copies of relevant curriculum guidance and subject frameworks so that trainees can track back to identify prior learning steps for pupils who are working below the level of the rest of the class. Examples might include:

- materials from the Early Years Foundation Stage curriculum framework

- electronic versions of the primary literacy and mathematics frameworks

- the appropriate secondary subject frameworks, and

- copies of the core subject P scales and the P scales for appropriate subject areas (see www.qcda.gov.uk/inclusion) – the science P scales are set out in Handout 4.

Cards with a large 'S' written on one side and a large 'E' on the other for activity 3

Flip chart and pens

Sticky notes

Activities		**Timings**
Activity 1	Doing something hard!	**15 minutes**
Activity 2	Inclusive teaching strategies	**35 minutes**
Activity 3	Choosing appropriate learning objectives	**40 minutes**
Activity 4	Expectations, expectations	**30 minutes**
Activity 5	Teaching approaches and strategies	**25 minutes**
Activity 6	Planning for pupils with SEN and/or disabilities	**25 minutes**
Activity 7	Review and reflection	**10 minutes**

Introduction

Show slide 1 to introduce the session.

Show slides 2 and 3, and take trainees through the learning outcomes for the session as a whole.

Learning outcomes (continued)

You will:

− understand how to base your expectations on accurate assessment and tracking of pupils' progress

− develop a repertoire of teaching approaches and strategies to overcome barriers for pupils with SEN and/or disabilities

− know how to adapt your lesson planning to remove barriers for pupils with SEN and/or disabilities

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✐ Activity 1

Doing something hard!

Learning outcomes

Trainees will:

- experience what it is like to find learning difficult, and
- consider common features in supporting pupils with learning difficulties.

🕐 Approximate timing: 15 minutes

15 mins

Task

Show slide 4 and take trainees through the learning outcomes for this activity.

Explain that this activity should help trainees understand more clearly the experiences and feelings of many pupils with SEN and/or disabilities as they try to learn.

Tell trainees to find a piece of paper and hold their pen or pencil in the hand they don't normally use to write. This is likely to make the trainees a little anxious, and will also sort out the left- and right-handers.

Research has shown that approximately 10 per cent of the population is naturally left-handed. As most of the trainees will probably be right-handed, ask if they know that the paper should be sloped differently for left-handed writers. Ask a left-handed trainee to demonstrate that it is helpful for left-handed writers if the paper is angled in the opposite direction to that used by right-handed writers.
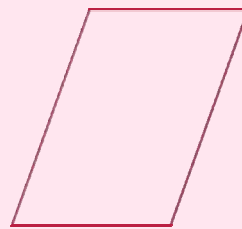
Illustrate this with slide 5.

Position of paper for right- and left-handed writers
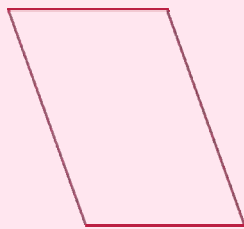
Right-hander – paper position   Left-hander – paper position

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Ask trainees to write their first name and surname at the top of their papers – using the hand they don't usually write with. They will probably not join up their writing.

Circulate while trainees are doing this and if they haven't joined up their writing, encourage them to do so. There will already be some apprehension, and some trainees will find this task difficult and may feel ashamed of their childish writing. Others will be surprised and pleased that they can do this task. Recognise that some trainees may have had difficulties with their own learning at school, so the whole exercise should be treated sensitively.

Now tell trainees they will be doing a speed test and they will be shown an image for only a few seconds. They must then replicate what they see on the slide on their papers, still using the hand they don't usually write with. They will have 10 seconds to complete each image.

Show slides 6, 7 and 8 for only a few seconds each, allowing trainees time to write down what they saw after each slide.

fuchsia
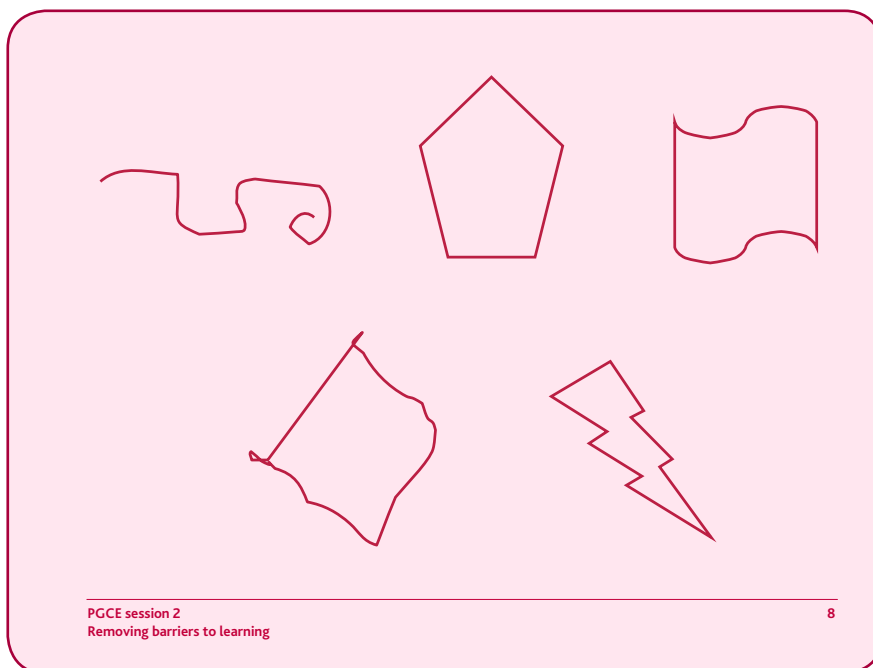
vqkxlz

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There will probably be requests for the images to be shown for a longer time, but resist this.

When trainees have finished the task, ask them to tell you what it felt like to find a task difficult. What did they need?

They will probably say they needed:

• more time

• some practice, and

• some strategies, eg chunking letters or relating the blobs to objects.

This activity should demonstrate to trainees the feelings of panic that can arise and the frustrations of not being able to do something well. Explain that it shows the importance of pitching tasks at the right level and noticing the ways different pupils respond to a particular activity or task. (Some trainees may have resorted to copying from their friends just to get the task done!)

Remind trainees that their experience of finding a task difficult lasted only a few minutes. Ask them to consider what it might be like if most of their day was like this. Explain that this can be the experience of some pupils with SEN and/or disabilities throughout their time in school.

Now ask trainees to work in pairs.

Invite them to discuss with their partner an experience where they were trying to learn a major new skill or process, and felt they were really struggling. How did they feel? How did they behave? What kind of help did they want, and from whom? What kind of help did they not want?

Ask trainees to try to record the implications from the discussion for their own practice as teachers.

Take some feedback, highlighting any common features experienced by the trainees as struggling learners. For example, they are likely to mention:

- needing feelings such as anxiety or panic to be understood

- needing encouragement

- preferring help to be given discreetly

- preferring support from peers or others who have struggled with the same learning process, rather than from 'experts'

- preferring to have learning broken down into small steps, so they could tackle one manageable piece at a time

- (in contrast) needing to see the big picture

- needing lots of examples or demonstrations

- needing opportunities to practise

- preferring a 'scaffolding' approach – support that is slowly withdrawn as the learner becomes more competent, and

- needing clear instructions and models, repeated as often as necessary.

Activity 2

Inclusive teaching strategies

Learning outcome

Trainees will identify strategies that support pupils with SEN and/or disabilities.

Approximate timing: 35 minutes

35 mins

Required resources

Handout 1	Inclusive teaching observation checklist
Handout 2	Inclusive teaching
Film clips	'Rhyl Primary School' (primary clip) **23:45 minutes**
	'St John Bosco School: history' (secondary clip) **11:07 minutes**
	SEN Training Toolkit DVD. To view each clip, just click on the relevant title in the contents list.

Task

Explain that work on SEN and disability is just one part of developing inclusive provision in a school. Work on issues of gender and race and other programmes to remove barriers for pupils vulnerable to exclusion all form part of the process of inclusion. Tell trainees that much of the practice they will consider in this activity intended for pupils with SEN and/or disabilities will also benefit many other groups.

Show slide 9 and explain the learning outcome for this activity.

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Slide

Activity 2

Learning outcome

You will identify strategies that support pupils with SEN and/or disabilities

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Give out Handout 1. Ask trainees to read through it. Clarify any points that are unclear.

Ask trainees to work in pairs.

Show one film clip – either:

- 'Rhyl Primary School' (primary clip), or
- 'St John Bosco School: history lesson' (secondary clip), which shows a year 7 history lesson.

After viewing the film, ask trainees to discuss briefly with their partner the strategies and approaches they saw on the film that would support pupils with SEN and/or disabilities. Suggest that they use Handout 1 to help them decide which strategies were evident in the film clip.

Take feedback – ask trainees if they saw any strategies that they would wish to incorporate into their own teaching.

Give out Handout 2 and allow trainees time to read through it.

Tell them that it presents a model they can use to help them when planning their lessons. The model is based on the national curriculum inclusion statement that they heard about in PGCE session 1.

Make links between the handout and the earlier film sequence, using the notes below.

If you showed the primary film clip, draw out that the teacher:

- used visual and kinaesthetic teaching approaches
- used teaching approaches that created a climate where all pupils felt able to contribute and had their contributions valued, and
- modified the lesson to overcome barriers to learning – eg providing appropriate resources, providing lists of key vocabulary, making abstract concepts concrete and using alternatives to paper and pencil tasks.

If you showed the secondary film clip, draw out that the teacher:

- planned learning objectives that all the students, with or without SEN and/or disabilities, could achieve
- used visual and kinaesthetic teaching approaches
- used teaching approaches that created a climate where all students felt able to contribute and had their contributions valued, and
- modified the lesson to overcome barriers to learning – eg by providing lists of key vocabulary.

Lead a discussion where trainees reflect on lessons they have experienced so far in their course. You might ask trainees:

- to what extent was there a climate where learners felt comfortable about contributing and having their ideas valued, even if they made a mistake
- for evidence of a range of different teaching approaches to match the different ways pupils learn
- for evidence that there were appropriately challenging expectations for pupils with learning difficulties
- whether incorrect assumptions were sometimes made about the level at which some pupils were working – eg ask if trainees have seen a 'bottom group' or set who always work together on simplified tasks, when some might just need a strategy to remove barriers and enable them to work at the same level as other 'more able' groups – and
- whether they think pupils are sometimes 'helped' by teaching assistants to access inappropriate learning opportunities.

Activity 3

Choosing appropriate learning objectives

Learning outcomes

Trainees will understand:

- when it is appropriate for pupils to work on the same objectives as the rest of the class

- when they may need to track back to identify earlier objectives, linked to those for the rest of the class, and

- why pupils may sometimes need to work on therapeutic or individual objectives

Approximate timing: 40 minutes

Required resources

Handout 3   Choosing appropriate learning objectives

Handout 4   Examples of planning

Copies of relevant curriculum guidance and subject frameworks so that trainees can track back to identify prior learning steps for pupils who are working below the level of the rest of the class. Examples might include:

- materials from the Early Years Foundation Stage curriculum framework

- electronic versions of the primary literacy and mathematics frameworks

- the appropriate secondary subject frameworks, and

- copies of the core subject P scales and the P scales for appropriate subject areas (see www.qcda.gov.uk/inclusion) – the science P scales are set out in Handout 4.

Cards with a large 'E' written on one side and 'S' written on the other side (one per trainee)

Task

Show slide 10 and take trainees through the learning outcomes for this activity.

> 🏴󠁧󠁢󠁷󠁬󠁳󠁿 **Activity 3**
>
> # Learning outcomes
>
> You will understand:
> - when it is appropriate for pupils to work on the same objectives as the rest of class
> - when you may need to track back to identify earlier objectives linked to those for the rest of the class
> - why pupils may sometimes need to work on therapeutic or individual objectives
>
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Show slide 11 to highlight the issues in choosing learning objectives.

> # Choosing learning objectives
>
> - Sometimes pupils with SEN and/or disabilities can follow the same learning objectives as the class or year group
> - Sometimes they will need learning objectives that are linked to the class topic, but from earlier in the progression
>
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Give each trainee a card with a large 'E' written on one side and a large 'S' on the other.

Tell trainees that you are going to give them some more examples. Ask them to decide whether it would be appropriate for the pupil in each example to follow the **same** learning objectives as the rest of the class in the core subjects (English, mathematics, science), or whether they would need **earlier** learning objectives.

Tell trainees to hold up the 'S' if they think the pupil should follow the same learning objectives, or the 'E' if they think the pupil will need to follow earlier learning objectives. They should keep their cards down if they are not sure.

Read out example 1.

Example 1

An able pupil with behavioural difficulties, who finds it very hard to sit still and concentrate, calls out, interferes with others' work and so on.

Trainees should find it easy to decide that this pupil needs the same objectives as the rest of the class. With the right teaching approaches and modifications to remove barriers to learning, the pupil could be expected to achieve at the same level as their peers.

Ask the group to suggest some approaches the teacher could use to overcome the barriers to learning for this pupil. They might suggest:

- more opportunities to be 'up and doing' rather than sitting
- building in breaks when the pupil can, for example, take a message to another class or have a brief period of exercise
- providing an individual workstation that is screened at the sides, and
- using a points system to reward the pupil for putting a hand up rather than calling out.

Example 2

A pupil with dyslexia, who can express himself well orally and is quick to pick up new ideas but has slow reading and produces brief and 'scrappy' written work.

Trainees may have different points of view for this example. If so, ask them to explain their thinking.

Trainees might suggest that:

- despite the pupil's difficulty with reading and written recording, he is capable of understanding the subject content of a lesson and, therefore, should work on the same learning objectives as his peers in some subjects (eg many aspects of science and mathematics)
- he would benefit from having a 'buddy' to read instructions and text to him or to act as a scribe
- there will be some subjects or parts of subjects, eg English, where he will probably need to work on earlier learning objectives.

Explain that if a pupil cannot work on the same objectives as the rest of the class, the teacher might want to choose learning objectives that are linked to the topic that the class is working on, but from earlier in a learning progression. In the core subjects, it will be possible to track back through the objectives in the relevant national frameworks to find earlier learning objectives. In other subjects, they will need to look in the relevant programmes of study. For example, in example 2 above, if the class is working on spelling, the dyslexic pupil's teacher may need to track back through the secondary and/or primary English frameworks to identify the work he should be doing.

Show slide 12, which summarises the role of the P scales.

P scales

- Provide a map of attainment below level 1 in the National Curriculum
- Provide a way of assessing pupils' achievement below level 1 of the National Curriculum
- Used once or twice a year to decide on a pupil's next steps in learning

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Explain that the P scales are just like national curriculum levels, except that they are for pupils working towards level 1 of the National Curriculum. They are designed to assess pupils with SEN who are working significantly below the expected attainment for their age. Emphasise that they are not designed to assess pupils who have English as an additional language (EAL) and who are attaining below level 1 of the National Curriculum, unless they also have SEN.

Explain about the P scales:

- There are P scales for all national curriculum subjects.

- They are eight-level, best-fit assessment criteria.

- They run from level P1, at the very early stages of development, to level P8 for those nearing level 1 of the National Curriculum (or 'entry level' for students taking qualifications at key stage 4).

- Judgements are made at the end of long periods of time, eg a year or a key stage.

- P scales should not be used as a curriculum because they capture only some aspects of the programmes of study and account for progress made by many but not all pupils with SEN who are working at this level. Teaching to the assessment criteria in this way would lead to a very narrow curriculum that would ignore many other areas that pupils with SEN and/or disabilities need to develop.

- P scale assessment criteria should be used to assess some aspects of a wider curriculum that is planned around pupils' strengths, motivation and needs.

- Because P scales are assessment criteria to be used over a whole key stage, or annually for pupils making very rapid progress, they are not suitable for setting short- or medium-term targets for pupils. They are also not very helpful for teachers in giving feedback to pupils.

Now allow about 10 minutes for trainees to familiarise themselves with the curriculum materials or copies that you brought along to the session. It is important that all trainees look at both primary and secondary materials, so that they develop an understanding of the progression in pupils' learning.

Show slide 13.

Different learning objectives

Sometimes pupils with SEN and/or disabilities need individual objectives that meet their particular needs – different from those of the rest of the class

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Explain that there will be times when the pupils in trainees' classes may need to work on learning objectives that are neither the same as those of the rest of the class nor 'tracked back'. Make sure that everyone understands that this is entirely appropriate and sanctioned by government policy (including Ofsted).

Explain that tracked-back learning objectives work well for the majority of pupils with learning difficulties most of the time. However, there will be particular things that some pupils with SEN and/or disabilities need to learn that are a priority for their overall development (and feature in their individual or group targets) and which may not link to the work of the rest of the class. These learning objectives are likely to focus on developing skills and attributes rather than being subject-specific.

For example:

- pupils with behavioural, emotional and social difficulties (BESD) may have priority personal targets to do with anger management or working in a group with others, and

- pupils with learning difficulties may have priority targets to do with 'life skills', eg learning how to cross the road safely, how to find the right bus home or pay the right fare.

Tell trainees that sometimes these 'different' learning objectives can be built into teachers' planning, at a tangent to the 'subject' focus. For example:

- a teacher could tell a pupil they will be looking to see how well they listened to others when working a group, and give them a star or merit if they listened well, or

- a pupil could work on bus fares in the context of a maths lesson.

This will not always be possible, however. Tell trainees that sometimes it is more practical, economical and effective to provide the special learning that a pupil needs separately from the rest of the class. It may be more appropriate for the pupil to work with a specialist teacher, learning mentor or teaching assistant for short periods outside their ordinary lessons, focusing solely on their personal targets.

Give out Handout 3, which gives a summary of the issues around choosing appropriate learning objectives. Ask trainees to read it after the session.

Ask trainees to work in small groups, and give out Handout 4. Tell them to read the case studies on the handout.

In each case they should decide:

- whether the pupils with SEN and/or disabilities are following the same objectives as the rest of the class or different ones, and

- why it might be appropriate for the pupils to follow this path.

Allow about 10 minutes for this.

Take feedback. Draw out that the following points:

- In the year 4 science lesson (1) and the year 8 mathematics lesson (2), the learning objectives for the pupils with learning difficulties were linked to those for the rest of the class, but the teacher tracked back to an appropriate level for them. They would not have been able to tackle the learning objectives appropriate for the rest of the class because they lacked essential prior knowledge and skills.

- In the secondary history lesson (5 and 6), students with learning difficulties followed the same learning objective as others in lesson 1 (5), learning about the roles taken by women in World War I. In lesson 2 (6), however, they also followed an **additional** learning objective that addressed their own personal targets, ie the life skill of writing a CV.

Activity 4

Expectations, expectations

Learning outcome

Trainees will learn how to base their expectations of what pupils with SEN and/or disabilities can achieve on accurate assessment and tracking their progress against predictions derived from national data sets.

Approximate timing: 30 minutes

Required resources

Handout 5	Case study of a pupil (primary)
Handout 6	Case study of a student (secondary)
Handout 7	What constitutes good progress for individual pupils?
Handout 8	Research on the effects of teachers' expectations
Handout 9	School report extracts

Task

Show slide 14 and explain the learning outcome for this activity.

14
Slide

Activity 4

Learning outcome

You will learn how to base your expectations of what pupils with SEN and/or disabilities can achieve on accurate assessment and tracking their progress against predictions derived from national data sets

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Show slide 15 to remind trainees about professional standard Q1.

High expectations: Q1

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

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Explain to trainees that this activity aims to:

• help them to have high expectations of the progress and achievement of pupils with SEN and/or disabilities, and

• remind them of tools they can use to set challenging targets for all pupils.

You should link the activity to any previous work the trainees have done on using data and setting targets.

Show slide 16 to check that trainees know about the range of national curriculum levels that the great majority of pupils are expected to work within.

Expected national curriculum levels

Key stage 1: levels 1–3
Expected attainment at the end of KS1 (age seven) is level 2

Key stage 2: levels 2–5
Expected attainment at the end of KS2 (age 11) is level 4

Key stage 3: levels 3–7
Expected attainment at the end of KS3 (age 14) is level 5–6

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Tell trainees to work in small groups.

For primary trainees

Ask trainees to estimate the percentage of pupils with SEN (but not statements of SEN) – ie pupils at School Action and School Action Plus – who achieve the nationally expected level 4+ in science at age 11, in year 6. Tell them that the 2008 figure for **all** pupils in primary science at the end of the year was 87 per cent, and that the comparable figure for pupils without SEN was 95 per cent.

For secondary trainees

Ask trainees to estimate the percentage of students with SEN (but not statements of SEN) – ie: students at School Action and School Action Plus – who achieve five good GCSEs (grades A*–C) in year 11. Tell them that the figure for **all** students in 2008 was 60 per cent, and that the comparable figure for students without SEN was 69 per cent.

Take feedback, in game show style – eg: 'Give me a guesstimate? Anybody lower? Higher? Higher still?'

Now show slide 17 (primary) or slide 18 (secondary).

17
Slide

2008 primary science results at the end of key stage 2

Percentage who achieved level 4 or higher:
- all pupils: 87 per cent
- pupils without SEN: 95 per cent
- pupils with SEN but no statement: 69 per cent

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Slide

2008 GCSE results

Percentage who achieved five good GCSEs:
- all students: 60 per cent
- students without SEN: 69 per cent
- students with SEN but no statement: 23 per cent

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Make the point that, while there is a gap between the achievement of pupils with SEN and those without SEN, many pupils with SEN can and do achieve at levels similar to their peers.

Stress to trainees that reaching the national expectations could constitute underachievement for one pupil but a good achievement for another. This will depend on their prior attainment and the progress they have made from the end of the previous key stage or previous year.

Recognising this, there is now an increased national focus on pupils' progress between key stages. Tell trainees that the national expectations are for all pupils – including those with SEN – to progress by at least two levels over a key stage.

Recognise that there may be an assumption that many pupils with SEN at the lower levels of the National Curriculum and on the P scales can't and don't make two levels of progress, but point out that:

- over 60 per cent of key stage 1 pupils with prior attainment of P5 make two levels or more of progress in both English and maths by the end of key stage 2, and

- over 20 per cent of key stage 2 pupils with prior attainment of P4 to P7 make two or more levels of progress in maths by the end of key stage 3.

Emphasise the importance of having appropriately high expectations of all pupils.

Explain to trainees that schools have access through RAISEonline to national data on school and pupil performance. Explain that this enables them to identify groups of children who, in the case of key stage 1, are attaining below the national average (level 2), or for key stages 2, 3 and 4 are making less than two levels of progress, so they need to set targets for them. Where RAISEonline shows that pupils are making two levels of progress but not achieving the nationally expected outcomes (as shown on slide 16), schools are expected to set targets to improve on this position.

Tell trainees that RAISEonline does not as yet provide the full range of facilities for pupils working below the level of end of key stage tests. But the Department for Children, Schools and Families and the National Strategies have issued guidance called Progression Guidance 2009–10 to set out the evidence of progress already being made by pupils with SEN working at below age-related expectations. They anticipate that using this guidance will encourage schools to raise their expectations of these pupils.

Show slide 19, which sets out the principles underlying the guidance and the web address where trainees can find the guidance document.

19
Slide

Progression Guidance 2009-2010: principles

- High expectations are key to securing good progress
- Accurate assessment is essential to securing and measuring pupil progress
- Age and prior attainment are starting points for developing expectations of pupil progress

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

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Tell trainees that the guidance contains a wide range of national curriculum attainment and P scale progression data, along with an explanation of the different types of data and how to interpret them.

Explain that the national data set on pupils working significantly below age-related expectations is new, and relates to a relatively small number of pupils, compared to the well-established national data set based on national curriculum and key stage tests for the majority of pupils.

Stress that in the most effective schools many more pupils make at least two levels' progress over a key stage than in less effective schools. The difference is made by teachers having appropriately high expectations, making accurate assessments of pupils' progress, based on their age and prior attainment (the principles of the Progression Guidance), and focusing on improving the quality of teaching and the learning environment.

Tell trainees that it is the responsibility of every teacher to do their bit to help pupils make the best possible progress. This will involve careful tracking of pupils' progress, term by term and year by year.

Explain that the next task will give trainees an insight into how teachers can track the progress of pupils with SEN and/or disabilities, to help them make the fastest possible progress.

Give out Handout 5 (primary) or Handout 6 (secondary), plus Handout 7 (both phases).

For primary trainees
The case study in Handout 5 describes a pupil's progress between the end of the reception year and the end of year 5. Handout 7 explains what constitutes good progress, and summarises the national curriculum sub-levels that many schools use for the age-related expectations in each year group in key stages 1 and 2.

For secondary trainees
The case study in Handout 6 describes a student's progress between the end of their primary school years and the end of year 9. Handout 7 provides information on what constitutes good progress.

Tell trainees to work in small groups. Ask them to look at the case study on Handout 5 or 6 (as appropriate) and, using Handout 7 to help them, identify the point when they think teachers should have become concerned about the pupil's progress. Ask the groups to then make up a story to explain what might have been happening for the pupil in the previous term or two, and what support might have been given to increase their rate of progress. Allow about 10 minutes for this task.

Invite groups to share their stories. Draw out the importance of:

- careful tracking to identify needs, and

- early intervention.

While trainees are still in their groups, give out Handout 8 and allow them time to read through and discuss it.

Now show slide 20.

Whose school report?

− Beryl Bainbridge	− Diana, Princess of Wales
− Richard Dawkins	− Stephen Fry
− Albert Einstein	− James Dyson
− Harold Wilson	− Robert Graves
− Rio Ferdinand	

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Give out Handout 9 and ask trainees to match the extracts from school reports on the handout to the famous and successful individuals on slide 20 (who they were written about).

When they have finished, take trainees through the correct matches by showing them slides 21 and 22.

School report extracts

- **Mentally slow…** Albert Einstein
- **Try to be less emotional…** Diana, Princess of Wales
- **Well, goodbye…** Robert Graves
- **Written work is the product of a lively imagination…** Beryl Bainbridge

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School report extracts (continued)

– **They have certainly glared at us this term…**
Stephen Fry
– **He has only three speeds…** Richard Dawkins
– **I expect it will be brought out somehow…**
James Dyson
– **One paced. Lacks concentration…** Rio Ferdinand

Ask trainees to reflect on what the reports say about the teachers who wrote them, and about how they will use language themselves when describing pupils' abilities and progress.

Tell trainees to work in pairs.

Ask them to think back to their own experiences at school and to identify one teacher they remember who held high expectations for their achievement and one teacher who had low expectations. How were those expectations communicated? What effect did they have?

Activity 5

Teaching approaches and strategies

Learning outcome

Trainees will develop a repertoire of teaching approaches and strategies to overcome barriers to participation and learning for pupils with SEN and/or disabilities.

Approximate timing: 25 minutes

25 mins

Required resources

Handout 1	Inclusive teaching observation checklist	
Film clip	'Special Needs – Differentiation in action – Primary' (primary clip)	**13:42 minutes**
	SEN Training Toolkit DVD. To view the clip, just click on the title in the contents list.	
Film clips	'Glossopdale Community College' (STL.03)	**1:37 minutes**
	'Lister Community School' (STL.07)	**2:23 minutes**
	'Frome Community College: Rikki' (STL.09)	**1:53 minutes**
	'Hall Green Secondary School: Dean, Sameera' (STL.10)	**2:10 minutes**
	'Implementing the Disability Discrimination Act in Schools and Early Years Settings', DfES, 2006: disc three.	
	These are all secondary school film clips. To view them, select 'Secondary education' from the main menu, then select the 'Secondary teaching and learning' section. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.	
Film clips	'Lister Community School' (SDR.05)	**49 seconds**
	'Glossopdale Community College' (SDR.12)	**24 seconds**
	'Brigshaw High School: Ben' (SDR.13)	**27 seconds**
	'Filsham Valley School' (SDR.16)	**1:05 minutes**
	'The Petersfield School' (SDR.17)	**1:24 minutes**
	'Implementing the Disability Discrimination Act in schools and early years settings', DfES, 2006: disc three.	
	These are all secondary school film clips. To view them, select 'Secondary education' from the main menu, then select the 'Secondary deployment of staff and resources' section. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.	
	Sticky notes	

Task

Show slide 23 and outline the learning outcome for this activity.

🎬 **Activity 5**

Learning outcome

You will develop a repertoire of teaching approaches and strategies to overcome barriers for pupils with SEN and/or disabilities

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Ask trainees to work in groups of four.

For primary trainees

Show the film clip, 'Special Needs – Differentiation in action – Primary' which shows a mixed-ability year 2 class in Bethnal Green. The lesson is about recognising speech in text.

Ask trainees to identify the teaching approaches and modifications/adjustments being used in the clip to help overcome barriers to pupils' participation and/or learning. Tell them to write down each observation on a separate sticky note. They may find it helpful to refer to Handout 1.

Trainees should notice:

- the teacher uses a bell to make sure she has the pupils' attention at the start of the lesson

- the way the teacher relates her teaching to real-life situations – she uses real objects and visual prompts

- the pupils have made colourful puppets to bring the story to life; they have drawn the faces to show different emotions

- the teacher uses praise which is specific

- the teacher uses differential questioning – a range of questions from simple to complex according to pupils' abilities

- the teacher encourages the pupils to work with their talking partners to rehearse speech

- mixed-ability grouping is used to allow pupils to help each other; they are taught to take turns and listen; the groupings are flexible, and often more able role models support less able pupils

- different groups have different tasks within their capabilities

- pupils acting out the story and moving around

- the teacher being supported by the special educational needs coordinator (SENCO) and sharing planning

- the teacher manages the teaching assistant effectively (the teacher sometimes works with the less able pupils so that she can get to know all the pupils and how they are achieving)
- feedback is taken from pupils with differing abilities
- one pupil uses information and communication technology (ICT) – an Alphasmart keyboard – to demonstrate his learning.

For secondary trainees

Show the film clips:

- 'Lister Community School' (STL.07)
- 'Glossopdale Community College' (STL.03)
- 'Frome Community College: Rikki' (STL.09)
- 'Hall Green Secondary School: Dean, Sameera' (STL.10)
- 'Lister Community School' (SDR.05)
- 'Glossopdale Community College' (SDR.12)
- 'Brigshaw High School: Ben' (SDR.13)
- 'Filsham Valley School' (SDR.16)
- 'The Petersfield School' (SDR.17).

Ask trainees to identify the teaching approaches and modifications/adjustments they see in use that help overcome barriers to students' participation and/or learning. Tell them to write down each observation on a separate sticky note. They may find it helpful to refer to Handout 1.

Both groups

Show slide 24 to remind trainees about the areas of need in the SEN Code of Practice.

24
Slide

The areas of need in the SEN Code of Practice (DfES, 2001)

- **Cognition and learning** (dyslexia, general learning difficulties)
- **Communication and interaction** (speech, language and communication needs, autistic spectrum disorders)
- **Behavioural, emotional and social difficulties**
- **Physical and sensory impairments**

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Give each group a piece of flip chart paper and ask them to divide it into four squares, labelled respectively:

- cognition and learning (dyslexia, general learning difficulties)
- communication and interaction (speech and language difficulties, autistic spectrum disorder)
- behavioural, emotional and social difficulties
- physical and sensory impairments.

Ask trainees to take each of their sticky notes in turn and decide whether they belong only in the physical and sensory needs square, or whether the strategy or modification/adjustment might also be helpful for pupils with another type, or other types, of needs. Tell trainees to place each sticky note in the relevant square or overlapping two or more squares.

This exercise should help to show trainees that there is overlap between the strategies that are useful for pupils with particular types of SEN. Using a strategy for pupils with one particular type of need is likely also to benefit many other pupils, including those who do not have SEN.

Activity 6

Planning for pupils with SEN and/or disabilities

Learning outcome

Trainees will know how to adapt their planning to take account of learning objectives, teaching approaches and strategies for pupils with SEN and/or disabilities.

Approximate timing: 25 minutes

25 mins

Required resources

Handout 10	Planning a science lesson (primary)
Handout 11	Planning a history lesson (secondary)
Handout 12	Class profile
Handout 13	Alternatives to written recording

Instead of Handouts 10 or 11, you could use a piece of planning from another subject area that is more relevant to the trainee group.

Task

Show slide 25 and outline the learning outcome for this activity.

25
Slide

Activity 6

Learning outcome

You will know how to adapt your planning to take account of learning objectives, teaching approaches and strategies for pupils with SEN and/or disabilities

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Give out Handout 10 (for primary trainees) or 11 (for secondary trainees), or if you prefer, substitute a piece of planning from another subject area that is more relevant to the trainee group.

Both handouts show a typical piece of planning. Give trainees time to look at them, then ask for their views on whether there is evidence in the plans that the teacher has thought about appropriate learning objectives, teaching approaches and modifications/adjustments to remove barriers to participation and learning for pupils with SEN and/or disabilities.

Take feedback. Draw out that the plans show relatively little differentiation.

Give out Handout 12. This provides a profile of an imaginary but not untypical class, which includes a number of pupils with SEN and/or disabilities.

Ask trainees to work in groups, discussing ways of adapting the planning they have been given to meet the needs of the hypothetical class described on Handout 12.

Suggest that trainees use the inclusive teaching observation checklist on Handout 1 to prompt their thinking. They might also find Handout 13 useful.

Show slide 26, which outlines the task.

Planning task

- Does any pupil need to work on different learning objectives?
- If so, how could you build these into the lesson?
- Which teaching approaches would be particularly effective with this class?
- Do any barriers need to be overcome before pupils can meet the learning objectives?
- What strategies to remove barriers might you need to build into your planning?

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When they have finished, take feedback from each group. Ask for their best idea for a teaching approach or a modification/adjustment.

Remind trainees that the special educational needs coordinator (SENCO) and other colleagues may be able to help them with specific strategies or materials for pupils with SEN and/or disabilities.

Explain that if there is a teaching assistant available to provide support in their lessons, it will be trainees' responsibility to think about how best to deploy them. Stress that teachers always have the responsibility for planning the learning of all pupils, and that discussing plans with teaching assistants is essential to remove barriers to participation and learning successfully.

Activity 7

Review and reflection

Learning outcomes

Trainees will:

- reflect on their key learning points from the session
- identify the next steps in their own learning, and
- reflect on the QTS standards addressed in this session.

Approximate timing: 10 minutes

10 mins

Required resources

Handout 14   Points for action

Handout 15   Self-study tasks

Task

Show slide 27 and take trainees through the learning outcomes for this activity.

27
Slide

Activity 7

Learning outcomes

You will:
- reflect on key learning points from the session
- identify the next steps in your learning
- reflect on the QTS standards addressed in this session

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Show slide 28 to summarise the key learning points from the session.

Key learning points

- Teachers need strategies to help pupils with SEN and/or disabilities carry out tasks successfully
- It is important to know the ways pupils prefer to learn
- Learning objectives may be the same, from earlier or different from those for other pupils
- Expectations of achievement must be based on accurate assessment and tracking of pupils' progress
- Planning must take account of appropriate objectives, teaching approaches and modifications/adaptations to remove barriers

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Give out Handout 14 and invite trainees to spend a few minutes reflecting individually on key points of action that will help them consolidate and apply their learning.

Then give out Handout 15, which lists the self-study materials available to trainees and suggestions for further reading. Explain that each task takes about two hours plus some observation/research time.

To conclude the session, briefly show slides 29 and 30 to remind trainees of the QTS standards that have been addressed in this session.

29
Slide

Standards addressed

Q1 Having high expectations of children and young people

Q3a Being aware of the professional duties of teachers and the statutory framework they work in

Q13 Knowing how to use statistical information to evaluate the effectiveness of their teaching, monitor their pupils' progress and raise levels of attainment

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Slide

Standards addressed (continued)

Q18 Understanding how children and young people develop

Q19 Knowing how to make effective personalised provision for all their pupils and how to promote equality and inclusion in their teaching

Q30 Establishing a purposeful and safe learning environment conducive to learning

Q32 Working as a team member and identifying opportunities for working with colleagues

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Handout 1

Inclusive teaching observation checklist

Multi-sensory approaches	Yes/no	Evidence
Are multi-sensory teaching approaches used – including visual, verbal and kinaesthetic? Has the teacher planned alternatives to written tasks, where appropriate, and made it clear that a range of responses will be welcome?		
Are visual and tangible aids used – eg real objects, puppets or props, signs/symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete – eg word problems in mathematics turned into pictures, acted out or modelled using resources?		

Communication between adults and pupils	Yes/no	Evidence
Do the teachers promote disability equality in their attitudes to difference and diversity?		
Are interactive strategies used – eg cards or small whiteboards for pupils to hold up, or asking pupils to come to the front to take a role?		
Are questions pitched to challenge pupils at all levels? Has the teacher planned some open-ended questions for pupils with communication impairments? If necessary, do pupils with communication impairments receive support, eg pre-tutoring, to help them answer open-ended questions?		

Communication between adults and pupils continued	Yes/no	Evidence
Does the teacher check that pupils understand instructions – eg by asking pupils to explain them in their own words? Are tasks explained or modelled clearly, with checks for understanding, task cards or boards used as reminders, and the time available and expected outcomes made clear?		
Is new or difficult vocabulary clarified, written up, displayed and returned to?		
Can all the pupils see and hear the teacher and access the resources (eg background noise is avoided where possible, light source is in front of the teacher, pupils' seating is carefully planned)?		
Does the teacher give time or support before responses are required – eg personal thinking time, partner talk, persisting with progressively greater 'scaffolding' until the pupil can answer correctly?		
Does the teacher make effective use of ICT for communication – eg speech or sign-supported software, on-screen word banks, predictive word processing?		
Has the teacher made arrangements (eg buddying, adult support, recording) where necessary, to make sure all pupils can access written text and instructions?		

Managing peer relationships for learning and participation	Yes/no	Evidence
Over time, does the teacher use a range of different pupil groupings, including buddying and peer tutoring, so that pupils can draw on each other's strengths and skills?		
Does the teacher work directly with underachieving groups as well as with more able groups?		

Additional adult support	Yes/no	Evidence
Where extra adult support is available for underachieving pupils, is it used in ways that help the pupils to be more independent, protect their self-esteem and increase their inclusion in their peer group?		
Do all adults use 'scaffolding' approaches effectively?		
Are the adults who provide the support clear about what the individual or group is to learn?		

Formative assessment	Yes/no	Evidence
Are there appropriate and differentiated learning objectives for all pupils?		
Are all pupils involved in setting their own targets and monitoring their own progress?		
Does the teacher allow time to discuss how pupils feel about their learning?		
Does the teacher use an appropriate range of media, such as mind maps, to support the assessment for learning of pupils with communication impairments?		

Motivation	Yes/no	Evidence
Is appropriate behaviour noticed, praised or rewarded?		
Is the contribution of all pupils valued? Is there a secure and supportive learning environment where pupils feel safe to express opinions and learn from their mistakes?		
Is there evidence that the teacher has planned the lesson to reflect pupils' strengths and interests?		
Are pupils given – and regularly reminded about – resources to help them to be independent – eg relevant material from a whole-class session kept on display, word lists, dictionaries of terms, glossaries?		
Are there set routines for asking for help or clarifying understanding? Are they reinforced with, for example, posters illustrating the routines, using pictures or symbols?		

Consolidating memory	Yes/no	Evidence
Do all pupils have a range of support for remembering?		
Is there evidence that pupils are helped to devise their own strategies for remembering things?		
Does the teacher explain independent learning activities and homework in good time – for example, in the middle of a lesson – so that pupils are not expected to record or memorise what they have to do in a rush?		

Handout 2

Inclusive teaching

This model is based on the national curriculum inclusion statement. It sets out three principles that are essential to developing a more inclusive and personalised curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs, and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Inclusive teaching means doing the following three things.

Getting the learning objectives right

Inclusion is not necessarily about every pupil working on the same learning objectives as everyone else in the class. It is essential that teachers are able, where necessary, to 'track back', and 'track forward' through objectives such as those in the national curriculum subject frameworks, to identify the appropriate objectives (linked to the topic the rest of the class are working on) for pupils who are out of step with their peers.

Teachers can then plan how to address these objectives through differentiated questioning and demonstration during whole-class teaching. For example, in a primary shared writing session, a question for the rest of the class might be to define a paragraph, while a pupil working on earlier learning objectives might be asked to define a sentence. The teacher could also plan independent individual and group work, matched to appropriate learning objectives. For example, some groups might work collaboratively to identify the main ideas in a number of cut-out paragraphs and put them in order, while another pupil or group might reorder words in a cut-up sentence.

When teaching groups directly, the teacher should focus on pupils who are working on similar learning objectives to provide short periods of focused input.

Drawing on a variety of teaching styles and approaches matched to the needs of individual pupils or groups of pupils

Inclusive teachers plan a variety of teaching approaches (eg open and closed tasks, short and long tasks, visual, auditory or kinaesthetic learning) to take account of the different ways pupils learn. For example:

- pupils with learning difficulties or those on the autistic spectrum might need relatively closed tasks – where the task is structured for them and they do not have to invent their own ways of going about it
- some pupils might need tasks that are more open-ended or may need more time, and
- pupils whose behaviour presents challenges may benefit from being absolutely clear about what is expected of them, as well as opportunities for active and interactive learning and ICT to motivate and engage them.

Building in strategies to overcome real or perceived barriers to learning

Teachers need to be aware that some pupils with SEN and/or disabilities can work on the same learning objectives as others in the class, as long as the teacher plans appropriate approaches to overcome any barriers between the pupil and the learning. For example:

- suggesting that a pupil who has difficulty in putting thoughts down on paper uses concept mapping to get their ideas down quickly in a visual format

- in a mathematics lesson on problem solving which requires fluent knowledge of number facts, overcoming a dyslexic pupil's difficulties by allowing her to use a calculator, and

- using software that draws shapes and graphs to enable a pupil with motor coordination difficulties to draw shapes or graphs accurately.

Inclusive teaching goes beyond planning additional support from a teaching assistant for some pupils, and avoids the assumption that some pupils can only learn when they have a teaching assistant sitting with them. It involves aiming, wherever possible, for all pupils to achieve the same learning objectives, using different teaching styles and modifications/adjustments, rather than automatically assuming that learning outcomes will be different for some pupils or groups of pupils.

Choosing appropriate learning objectives

The first question to ask when planning for pupils with SEN and/or disabilities is whether the pupil or group of pupils can work on the same learning objectives as the rest of the class – with appropriate approaches and teaching styles for the individuals or groups. Getting this right will depend on accurate assessment of what each pupil knows, understands and can do.

Some pupils may need to work on different learning objectives because they have learning difficulties and are working at earlier national curriculum levels than others in the class. Some may need to work on different learning objectives because they have gaps in their learning, for example as a result of a long-term medical condition.

But many pupils with SEN and/or disabilities can work on the same learning objectives as the rest of the class. For some pupils with communication and interaction needs, pupils with sensory or physical impairments, many dyslexic pupils and pupils with behavioural, emotional and social needs, it is highly likely that what they need is adaptations to teaching styles and other modifications, rather than different learning objectives.

If a pupil cannot work on the same objectives as the rest of the class, the teacher might want to choose learning objectives that are linked to the topic that the whole class is working on, but from earlier in a learning progression. In the core subjects, it will be possible to track back through the objectives in the relevant national frameworks to find earlier learning objectives. In other subjects, you can find guidance on this in the relevant programmes of study.

Planning will also need to be informed by knowledge of individual priorities for pupils with SEN and/or disabilities.

Pupils may have other priority needs that are central to their learning, eg concentrating on communication or problem-solving skills, working with others or managing their own emotions. These needs may be detailed in target-setting of various kinds, including the pupil's individual education plan (IEP), a group education plan or their statement of SEN.

These targets can often be met within whole-class learning – for example, physiotherapy objectives might be met in PE lessons, communication objectives in literacy lessons, or problem-solving objectives in mathematics, history or geography. A pupil with severe learning difficulties can, for example, learn about taking turns in the context of collaborative group work in a humanities or science lesson. However, in this case, what the teacher wants the pupil to learn is distinct and different from the learning objectives for the class, although the activities designed for the class as a whole can encompass the pupil's individual priority need.

Some pupils may have additional therapeutic or other needs that cannot easily be met through class activities. These pupils might need to be withdrawn from the class for specific work on their targets. For example, they might spend time away from the class for a limited number of sessions to take part in group work to develop their social, emotional and behavioural skills, for a one-to-one literacy intervention programme, or in a daily group programme devised by a speech and language therapist and carried out by a teaching assistant. Alternative activities like this are legitimate as long as, over time, all pupils receive a broad and balanced curriculum.

When pupils are withdrawn for particular programmes, it is the class or subject teacher's responsibility to know what they are learning and how they are progressing, so that they can make appropriate links with class work whenever possible.

✋ Handout 4

Examples of planning

These examples are adapted from Jean Gross, 2007, Beating Bureaucracy in SEN, Routledge.

Year 4 science lesson

The teacher of a year 4 class that included one pupil with profound and multiple learning difficulties (PMLD) was planning science work on temperature – which involved using an electronic thermometer/probe. Pupils had to predict, then measure, the temperature of various liquids. Clearly the science learning objectives were not relevant to the needs of Shamina, the pupil with profound and multiple learning difficulties, whose learning was at a very early developmental level.

The teacher asked the advice of a teacher from a local special school and discussed with her how he might adapt his planning. The specialist assessed Shamina using the P scales and suggested that a linked but earlier objective for her would be to begin to link the words 'hot' and 'cold' with the relevant sensory experiences. Appropriate teaching approaches for a pupil working at this level would need to be based on concrete materials that provide a strong sensory stimulus.

The class teacher suggested that they use two hot water bottles, one filled with hot and one with icy water. A teaching assistant would work with Shamina and three other pupils, encouraging them first to let Shamina feel each hot water bottle and hear the words for each of them. Then they would try to get her to anticipate (an early cognitive forerunner of prediction) by saying, "Ready, it's going to be cold", or "Ready, it's going to be hot". More able pupils would then predict the temperature in each bottle and measure it with a probe.

The teachers used the science P scales below when discussing Shamina's attainment.

The science P scales

P1(i)
Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

P1(ii)
Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, looking towards flashes of light or turning towards loud sounds. They may give intermittent reactions, for example, sometimes withdrawing their hands from changes in temperature.

P2(i)
Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, discarding objects with unfamiliar textures. They begin to show interest in people, events and objects, for example, leaning forward to follow the scent of a crushed herb. They accept and engage in coactive exploration, for example, feeling materials in hand-over-hand partnerships with a member of staff.

P2(ii)

Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures. They recognise familiar people, events and objects, for example, moving towards particular features of familiar environments. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, rejecting food items after recent experience of bitter flavours. They cooperate with shared exploration and supported participation, for example, examining materials handed to them.

P3(i)

Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, reaching out towards a sound-making object. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, pressing hard objects into soft textures. They observe the results of their own actions with interest, for example, scrunching up paper and examining the product. They remember learned responses over more extended periods, for example, reaching out to touch a live animal with caution and sensitivity.

P3(ii)

Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, switching on a favourite piece of equipment in the light and sound room. They can remember learned responses over increasing periods of time and may anticipate known events, for example, balls falling and bouncing on the floor. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

P4

Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water. Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, for example, clapping or stamping. They make sounds using their own bodies, for example, tapping, singing or vocalising, and imitate or copy sounds. They cause movement by a pushing or pulling action.

P5

Pupils take part in activities focused on the anticipation of and enquiry into specific environments, for example, finding a hamster under straw, or a CD or video in a pile. They match objects and materials in terms of single features or properties, for example, temperature or colour. They indicate the before and after of material changes. They try out a range of equipment in familiar and relevant situations, for example, initiating the activation of a range of light sources. They respond to simple scientific questions, for example, 'Show me the flower' 'Is this wet/dry?'

P6

Pupils recognise distinctive features of objects, for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree. They begin to make generalisations, connections and predictions from regular experience, for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope. Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example, when materials are heated, cooled or mixed. Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example, remembering their location.

P7

Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases, for example, which food to give which animal. Pupils can demonstrate simple properties of light, sound and movement, for example, bright, noisy/quiet, fast/slow. They make simple records of their findings, for example, by putting pictures of an activity in sequence. They begin to make suggestions for planning and evaluating their work, for example, responding to the question 'Was that right or wrong?'

P8

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly day/night. They make some contribution to planning and evaluation and to recording their findings. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties. Pupils make their own observations of changes of light, sound or movement that result from actions, for example, using a volume control or a dimmer switch and can describe the changes when questioned directly.

Year 8 mathematics lesson

In a year 8 maths scheme of work, the class was working on position (coordinates), straight line graphs and expressing simple functions in words. The class included a number of students with significant learning difficulties, who were working at early primary school levels. In one lesson, these students worked on the keywords, 'column', 'row', 'left', 'right' and 'position', using a game they played in pairs – each moving counters on a grid and answering the question, "What's your position?"

The teacher's planning included questions that she could use to involve everyone during the plenary, such as, "Can you write instructions using shorthand, for example '2R' (move two squares to the right)?"

Secondary English lesson

Teacher:			Subject: English	Date:
Class: 9 L	NOR: 23	Grouping: mixed ability	NC Levels: 2–7	

Unit of work: Study of key stage 3 Shakespeare text

Objectives (WALT)

Read and understand key scene from set text

Explore characters and what motivates them

Outcomes (WILF)

Complete reading of key scene from set text; understand what has happened and why

Brief monologues (soliloquies) that give a good picture of the opinions and feelings of one character

Activities

Starter

Paired recap on previous lesson's reading – key actions/characters

Teacher-led questions and answers

Main

Use interactive whiteboard (IWB) to display a modern wedding and contrast the with play

Display still from movie – identify main characters

Individuals choose one character and write brief monologue exploring the character's thoughts and feelings in the scene

Paired work – read and comment on each other's monologue

Complete reading of scene with individuals taking parts, up to Leonardo's losing control

Plenary

What will be the effect of the scene on events to come?

Last IWB slide – ask students to add thought bubbles for all main characters

Differentiation (SEN/G&T/EAL)

Students to work in mixed-ability pairs

To challenge more able students, ask questions using 'infer', 'speculate'

Give Ian, Parin, Anthony a copy of the last IWB slide (the still from the movie) with starter ideas in boxes for each character – students to choose one and complete in the box

Dan to work with Robbie – Robbie scribe

Students to work in regular (ability-matched) pairs

Assessment opportunities

Use plenary to check understanding for five target students

Homework

Edit your monologue in the light of others' comments / what actually happened in the scene

Ian, Parin, Anthony instead to read next two scenes in 'Comic Book Shakespeare' (www.shakespearecomics.com) in preparation for next lesson

History scheme of work: year 9

Topic: Women at work in World War 1

Lesson 1: What jobs did women do in World War I?

Main lesson objective	To understand the importance of women in WWI
Key words	Jobs, employment, transport, factories, farms, nursing
Activities for students with learning difficulties	Read through fact sheet on WWI Explain that at this time only men did manual jobs However, when the men went to war, women were needed to carry out the jobs previously done by men, to support the war effort – eg harvesting, caring for soldiers and working in factories Look at pictures and discuss the work that is going on Match the sentences to the pictures
Resources	Information sheet Worksheet 1 Set of laminated pictures Set of laminated sentences
Plenary	Ask students what job they would have volunteered for if they had been alive in 1914–1918

History scheme of work: year 9	
Lesson 2: What job would you apply for to help in the war?	
Main lesson objective	(Class) To understand the types of jobs that supported the war effort
	(Students with learning difficulties) **Additionally**, to write an application for a job using a curriculum vitae (CV)
Key words	Jobs, employment, transport, curriculum vitae/CV, farms, nursing, factories
Activities for students with learning difficulties	Discuss with the students what job they would like to have done to support the war effort
	Remind them that this would be the first time women would be allowed to work in manual jobs
	Read through worksheet 1
	Explain that worksheet 2 gives words and sentence starters to help with their writing
	Students to cut out and match words and then complete their own writing
	Students will fill in CV (worksheet 3) giving information about themselves
Resources	Information sheet
	Worksheet 1
	Set of laminated pictures from week 1
	Digital photo of each student
	Worksheet 2 (cut-up words)
	Worksheet 3
Plenary	To share writing with the class

Case study of a pupil (primary)

Oona has been at the same school since she started in the nursery class. At the end of her reception year she had achieved a good level of development and was working securely within the early learning goals, assessed at scale point six or above in all scales of the Early Years Foundation Stage Profile.

At the end of year 1 her teacher assessed her at level 1b in English and level 1a in mathematics.

She went on to achieve level 2c in English and level 3 in mathematics at the end of year 2.

At the end of the spring term in year 3 she was reading at level 2a and writing at level 2C. And by the end of the year, her teacher assessed her at level 3b in mathematics, level 2a in reading and level 2c in writing.

Optional tests and her teacher's assessment midway through year 4 showed that she was still at level 3b in mathematics, 2a in reading and 2b in writing. Her assessed levels had not changed when she went into year 5.

At what point do you think Oona's class teacher should have become concerned about her progress? (Use Handout 7 to help you make your decision.)

Can you make up a 'story' to explain what might have been happening for Oona in the previous term or two?

What support might she have been given to help her progress more quickly?

✋ Handout 6

Case study of a student (secondary)

Jason entered secondary school in year 7 at a good level for his age. He had achieved a secure level 4 in English, and a low level 5 in mathematics and science at the end of key stage 2.

At the end of year 7 his teachers assessed him at just within level 5 in English and at level 5a in mathematics and science.

He went on to achieve level 5 in English and mathematics in tests at the end of year 8. In science, his teacher felt he was very close to achieving level 6.

In year 9 he achieved level 5 in all three subjects.

At what point do you think Jason's teachers should have become concerned about his progress? (Use Handout 7 to help you make your decision.)

Can you make up a 'story' to explain what might have been happening for Jason in the previous term or two?

What support might he have been given to help him progress more quickly?

Handout 7

What constitutes good progress for individual pupils?

Adapted from Guidance for LAs on Setting Statutory Education Performance Targets (DCSF, 2008).

Key stage 1	Key stage 2	Key stage 3	Key stage 4
Tracking progress across years 1 and 2 should result in targets for pupils to reach level 2c, as a minimum, at the end of year 2. To have the best chance of reaching level 4 by the end of key stage 2, pupils need to reach level 2b or above by the end of year 2. Depending on their starting point when they enter key stage 1, pupils should have targets to make at least one level of progress during the key stage. For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.	Key stage 1 teacher assessments and tracking of progress in years 3, 4 and 5 should result in targets for all pupils to progress by at least two levels. No pupils should fail to progress by at least one level. A proportion of pupils who achieved level 1 will be capable of achieving level 4 or above, depending on the interventions used to accelerate their progress. Pupils need to reach level 3 by the end of year 4 to be on track for level 4 at the end of year 6. For pupils with SEN, schools should set appropriately ambitious targets that closely reflect these pupils' performance.	Key stage 2 teacher assessment and test results, year 7 progress tests and tracking of progress in years 7 and 8 should result in targets for an increasing majority of students to progress by two levels. No students should fail to progress by at least one level. At least 40 per cent of students who achieved level 3 at the end of key stage 2 should progress to level 5 or above in English (50 per cent in maths), depending on the interventions used to accelerate their progress. For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.	Key stage 3 teacher assessment and test results and tracking of progress in year 10 should result in targets to improve the proportion of students making the equivalent of two levels' progress. Students with an average of level 6 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade B in English and maths). Students with an average of level 5 in the key stage 3 tests in English and maths should have a target to achieve five A*–C grades (grade C in English and maths). For students with SEN, schools should set appropriately ambitious targets that closely reflect these students' performance.

Mapping attainment and progress: reading, writing and mathematics (primary)*

Levels	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a
Points		7	9	11	13	15	17	19	21	23	25	27	29	31	33	35
Year 1			■	■												
Year 2					■	■										
Year 3								■	■							
Year 4										■	■					
Year 5											■	■				
Year 6												■	■			

■ **On track for nationally expected average levels**

* In key stages 3 and 4 expectations vary from subject to subject, so there is no similar sheet for mapping attainment and tracking progress

Research on the effect of teachers' expectations

In a famous experiment, Rosenthal and Jacobson (1968), gave information to teachers that some pupils would 'bloom' later on academically, on the basis of spurious IQ measures. They found that these pupils did indeed do better than their peers. This early research has been subject to methodological criticisms, but the findings are broadly consistent with those of later researchers.

Hargreaves (1967) found that students who were placed in top streams were expected by their teachers to work hard, to behave well and to succeed academically. Teachers held similarly generalised perceptions of students who, for whatever reason, were placed in bottom streams. They expected them to truant, misbehave and fail at school. Hargreaves concluded that students judged by teachers in some way to be 'good' are given the benefit of the doubt even when they are not, whereas the opposite effect held for students not judged as 'good'.

Taylor (1976) charted the attributes that teachers used to explain and predict how students in their classrooms would behave and perform. He found that students' academic performance was the predominant attribute used.

Good and Brophy (1977) found that when a group of teachers immediately altered their responses after being told that they were offering less praise and more criticism to students they designated as low achievers, the behaviour and performance of the low-achieving group improved rapidly.

Blatchford and his colleagues (1989) found evidence that where teachers had low expectations of students they tended to offer them a narrower range of curricular experience.

References

Rosenthal, R and Jacobson, L, 1968, Pygmalion in the Classroom: Teacher expectation and pupils' intellectual development, Holt Rinehart and Winston, New York

Hargreaves, D, 1967, Social Relations in a Secondary School, Tinling, London

Taylor, M, 1976, Primary School Teachers' Perceptions of their Pupils, University of Keele

Good, T and Brophy, J, 1977, Educational Psychology, Holt Rinehart and Winston, New York

Blatchford, P, 1989, Playtime in Primary School: Problems and improvements, NFER-Nelson, Windsor

Handout 9

School report extracts

School reports	Your guess	Answer
Mentally slow, unsociable and adrift forever in his foolish dreams		
She must try to be less emotional in her dealings with others		
Well, goodbye X, and remember that your best friend is the waste-paper basket		
Though her written work is the product of an obviously lively imagination, it is a pity that her spelling derives from the same source		
He has glaring faults and they have certainly glared at us this term		
[His record was…] no better than that of the average intelligent lad		
He has only three speeds: slow, very slow and stop		
I cannot but believe that he is really quite intelligent, and I expect it will be brought out somehow, somewhere		
One-paced. Lacks concentration. Good attitude. Mark: B		

✋ Handout 10

Planning a science lesson (primary)

Subject: Science	**Year:** 2	**Date:**
Date/s: 25/05/09	**Teacher (T):** RAH	**No of pupils in class:** 27

Area of learning: Y2 objective: to sort out living things into animals and plants. Begin to understand that each group can be sorted into further groups.	**Support staff:** Teaching assistant (TA), special needs assistant (SNA)
Learning objective To be able to sort animals and plants into different groups. **Success criteria** Pupils will be able to: • use cards to sort animals and plants into different groups, and • explain how they divided them.	**Activities – including differentiation** **Introducing the new topic of plants and animals** T – Explain new topic – need ongoing assessment of how much pupils know. Talk about headings: animals and plants. They are both living things but are two different groups. Why are they different? What are the differences? TA – Record the answers. Answers: Pupils record on whiteboards – discuss with talk partner then give information. Think of types of animals in the animal kingdom.
Class activity Pupils then work together and sort the pictures of animals and plants into groups. Use two hoops on carpet – pupils sit in a circle. T/TA – Take turns to give pupils a picture and ask them to place it in appropriate hoop.	**Group activity** To be done in mixed-ability pairs. T – Play Pelmanism, matching plant to plant. Ask "Can you think of other ways to sort them?" SNA – Support Nathan and Abdi.
Plenary Discuss with whole group: • How did you sort the animals/plants? • Did anyone sort the pictures in a different way? Pupils give examples of sorting. Show pupils four pictures. Which is the odd one out? Why?	**Next steps** (eg homework, consolidation, further development) Use information for next lesson looking at insects.

Handout 11

Planning a history lesson (secondary)

Subject: History	**Lesson(s):** Lesson 2 of 9 – Black peoples of America

Date/s: 12/12/06	**Teacher (T):** SJT	**Class:** 8F

Reference to medium-term plan objectives

Knowledge: The details of the Triangular Trade are a vital 'coat hanger' – most of the details of the slave trade hang on it.

Reminder to students: Transforming information is a very good way to learn – this activity will give you a chance to work in your preferred way.

Lesson objectives

- To know what was transported on each of the three voyages making up the Triangular Trade
- To be able to explain the rationale behind the trade
- To develop presentational skills

Success criteria
To present the information about the Triangular Trade in an effective way (think about our recent discussions on presentation).

Activities (with approximate timings)

Starter: Links to last lesson. On whiteboard, a list of eight statements about the Triangular Trade. Students have to put T or F (min requirement – could use whiteboards). More able students can correct the statements (5 mins). Discuss (5 mins).

('Slaves were paid to work on plantations in the West Indies.' – F. 'The slaves produced sugar, coffee and cotton which was taken back to Europe.' – T, etc.) Full list available.

Introduction: Link to last lesson's work. Issue textbook and sheet. Read the information while referring to map on page 13 (5–10 mins).

Development: Explain that one of the best ways to understand new information is to transform it, rather than copy it: remind them of multiple intelligences.

Suggest ways they could present the main triangle details: cartoons or labelled sketches/a rhyme or song/a flow diagram/a model (eg paper or toy boats filled with the correct goods)/a ship's log, recording its cargoes for a voyage form Bristol in 1780/a mime/ICT – download a map, draw arrows on it, explain below/other.

- Can work independently or in small groups (10 mins).
- 5 mins to decide on style of presentation, 20 mins to work on it.

Plenary strategies/questions

Tell a partner why you chose this style and discuss one way you could alter or improve your work.

SEN, EAL, G&T strategies/notes

SEN – Text materials checked by SEN dept.

G&T – Multiple intelligences task offers choice and scope for a wide range of talents and interests.

Links with LAC/NAC/ICT

LAC (looked after children) – Writing frame available for those who choose a ship's log.

For those who choose ICT – quick guide to downloading maps is available from ICT dept.

Homework

Complete the presentation in the light of your thoughts and discussion in the plenary.

Other notes

Resources: 1: textbook map; 2: handout – the Trade Triangle.

✋ Handout 12

Class profile

This class of 27 pupils is a mixed-ability group, with literacy levels ranging from one pupil with a reading and spelling age of six to a group of pupils who can read very well.

Six pupils form a lower-attaining group, working well below expectations for their age in the core subjects.

The class includes two pupils with complex special educational needs – Abdi and Nathan.

Abdi

Abdi has an autistic spectrum disorder. Overall, he is working at levels appropriate for his age, but he has particular difficulties with aspects of learning that relate specifically to his autism.

He has difficulty with any activity that involves attributing thoughts, beliefs or actions to others or using his imagination. Open-ended tasks are often harder for him than answering straightforward questions. His understanding is very literal. For example, if asked a question beginning, "Can you tell me...?", he will usually answer just "Yes" or "No" without elaborating. When he talks, he speaks mainly about his own special interests. He has poor coordination and often refuses to write by hand, although he responds well to using the computer for recording.

His personal targets are:

- social – reducing calling out and asking repetitive questions during whole-class teaching, and

- communication – to hold a two-way conversation with a familiar adult, asking questions as well as expressing his own opinions about a shared topic of interest.

The following general teaching approaches and modifications/adaptations in his education plan help to remove barriers to learning for Abdi:

- use alternatives to paper and pencil tasks

- structure tasks for him by providing multiple-choice formats or part-completed sheets so he can fill in the gaps, and

- use clear, unambiguous language and explain new vocabulary.

Nathan

Nathan has a mixture of SEN, including quite severe dyslexia, poor concentration and problems with relationships with other pupils – especially in handling conflict.

His personal targets are:

- literacy – to learn to read and write words with the long 'a' sound (ay, ai, a-e)
- mathematics – number facts to 20 – to state subtraction facts corresponding to a given addition and vice versa, and
- behaviour – to take time out to calm down when he is in a conflict situation.

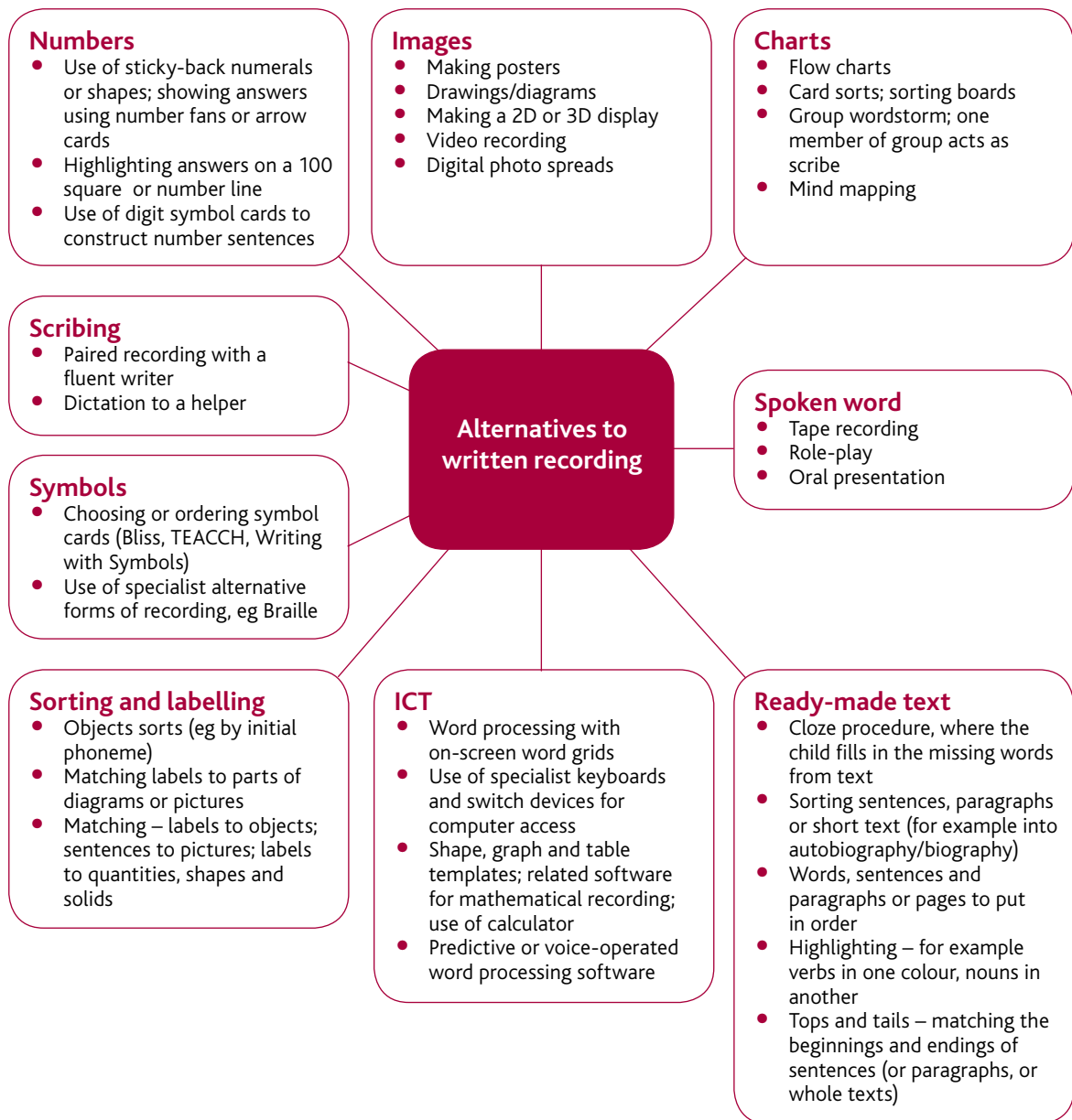The following general teaching approaches and modifications/adaptations in his education plan help to remove barriers to learning for Nathan:

- visual methods, eg mind mapping
- interactive styles in whole-class teaching, to promote concentration
- work in a distraction-free area
- pre-tutoring on texts he will have to read
- a 'buddy' to read text to him
- paired work for writing, and
- alternatives to paper and pencil tasks.

Handout 13

Alternatives to written recording

Numbers
- Use of sticky-back numerals or shapes; showing answers using number fans or arrow cards
- Highlighting answers on a 100 square or number line
- Use of digit symbol cards to construct number sentences

Images
- Making posters
- Drawings/diagrams
- Making a 2D or 3D display
- Video recording
- Digital photo spreads

Charts
- Flow charts
- Card sorts; sorting boards
- Group wordstorm; one member of group acts as scribe
- Mind mapping

Scribing
- Paired recording with a fluent writer
- Dictation to a helper

Alternatives to written recording

Spoken word
- Tape recording
- Role-play
- Oral presentation

Symbols
- Choosing or ordering symbol cards (Bliss, TEACCH, Writing with Symbols)
- Use of specialist alternative forms of recording, eg Braille

Sorting and labelling
- Objects sorts (eg by initial phoneme)
- Matching labels to parts of diagrams or pictures
- Matching – labels to objects; sentences to pictures; labels to quantities, shapes and solids

ICT
- Word processing with on-screen word grids
- Use of specialist keyboards and switch devices for computer access
- Shape, graph and table templates; related software for mathematical recording; use of calculator
- Predictive or voice-operated word processing software

Ready-made text
- Cloze procedure, where the child fills in the missing words from text
- Sorting sentences, paragraphs or short text (for example into autobiography/biography)
- Words, sentences and paragraphs or pages to put in order
- Highlighting – for example verbs in one colour, nouns in another
- Tops and tails – matching the beginnings and endings of sentences (or paragraphs, or whole texts)

Handout 14

Points for action

What do I want to do next to develop my practice?

_____

_____

_____

_____

How will I do this?

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What is my timescale for this to happen?

_____

_____

_____

_____

How will I know if I have been successful?

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_____

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_____

Do I need to involve anyone else in enabling this to happen?

_____

_____

_____

Handout 15

Self-study tasks

Every Child Matters

Inclusion and Every Child Matters (SST 1)

SEN and disability legislation (SST 2)

English as an additional language and SEN (SST 3)

Children's needs and development (SST 4)

ICT and SEN (SST 5)

Cognition and learning

Moderate learning difficulties (SST 6)

Dyslexia and specific learning difficulties (SST 7)

Working memory (SST 8)

Behavioural, emotional and social needs

Behavioural, emotional and social difficulties (SST 9)

Communication and interaction

Speech, language and communication needs (SST 10)

Autistic spectrum disorders (SST 11)

Physical and sensory impairment

Visual impairment (SST 12)

Hearing impairment (SST 13)

Handwriting (SST 14)

Developmental coordination disorder/dyspraxia (SST 15)

Working in partnership

Working with colleagues in school (SST 16)

Working with parents/carers and other professionals (SST 17)