

**A special educational
needs personalised
learning task for
PGCE courses**

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Introduction to the personalised learning task

The special educational needs (SEN) personalised learning task was developed by the School of Education and Lifelong Learning, University of Exeter, and trialled and evaluated with a number of postgraduate certificate in education (PGCE) providers during 2008.

The task is designed to build trainees' confidence and competence in teaching pupils with SEN and/or disabilities. It requires trainees to work intensively with a pupil with SEN and/or a disability over an extended period during their placement, assessing the pupil's individual needs and planning the best teaching approaches for them, teaching them and assessing their progress.

You can download the following personalised learning task resources from the Training and Development Agency for Schools (TDA) website www.tda.gov.uk/sen This pack contains printed versions of the following materials as they appear on the website:

Guide for PGCE providers

This guide will help PGCE course providers to set up and manage the SEN personalised learning task.

Information for school tutors

This document provides information for school tutors, including the special educational needs coordinator, to help support trainees undertaking the task.

The task brief for trainees

The personalised learning task brief for trainees explains how to carry out the task and how it supports professional learning relevant to the qualified teacher status standards.

The framework for personalised learning

The framework for personalised learning sets out a practical model for assessing, decision-making, teaching and reviewing involved in meeting pupil needs.

Examples of reports from PGCE trainees

Examples of reports compiled by primary and secondary PGCE trainees on their personalised learning tasks.

The following additional resources associated with the personalised learning task can be accessed from the TDA website.

Additional resources

The additional resources and further reading listed here complement the material contained in the taught sessions, self-study tasks and subject booklets, and support the personalised learning task. These materials can be accessed from the special educational needs pages (www.tda.gov.uk/sen) of the TDA website.

Special educational needs personalised learning task: key documents

- Task brief for trainees
- Framework for personalised learning

Special educational needs personalised learning task: examples of reports from PGCE trainees

- SEN task report: primary PGCE (example one)
- SEN task report: primary PGCE (example two)
- SEN task report: secondary PGCE (example one)
- SEN task report: secondary PGCE (example two)

Guidance

The Special Educational Needs Code of Practice

www.teachernet.gov.uk/_doc/3724/SENCodeofPractice.pdf

The SEN Toolkit

www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/toolkit

Data Collection by Type of Special Educational Need

www.teachernet.gov.uk/wholeschool/sen

The Disability Discrimination Act Code of Practice for Schools

http://83.137.212.42/sitearchive/DRC/the_law/legislation__codes__regulation/codes_of_practice.html

Promoting Disability Equality in Schools

www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda/guidancedisabilityequalityinschools

Information on personalised learning

The National Strategies paper: Pedagogy and Personalisation

<http://nationalstrategies.standards.dcsf.gov.uk/node/88251>

Department for Education and Skills, 2007, Pedagogy and Personalisation, 00126-2007DOM-EN

The Department for Children, Schools and Families: Personalised Learning – A Practical Guide

<http://publications.teachernet.gov.uk/eOrderingDownload/00844-2008DOM-EN.pdf>

Further reading

- Audit Commission, 2002, Statutory Assessment and Statements of SEN: In need of review?, Audit Commission, London
- Audit Commission, 2002, Special Educational Needs: A mainstream issue, Audit Commission, London
- Department for Education and Skills, 2001, The Special Educational Needs Code of Practice
- Department for Education and Skills, 2004, Every Child Matters: Change for children in schools, DfES/1089-2004
- Frederickson, N and Cline, T, 2009, Special Educational Needs, Inclusion and Diversity: A textbook (second edition), Open University Press, Buckingham
- Gross, J, 2008, Beating Bureaucracy in Special Educational Needs, Routledge/NASEN, London
- Spooner, W, 2007, The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants, David Fulton Publishers, London
- Tennant, G, IEPs in Mainstream Secondary Schools: An Agenda for Research, Support For Learning, 22(4), 2007, pages 204–208
- Tod, J, IEPs: Inclusive Educational Practices?, Support For Learning, 14(4), 1999, pages 184–188
- Wearmouth, J, 2008, A Beginning Teacher's Guide to Special Educational Needs, OUP, Maidenhead

Useful journals

- British Journal of Special Education
- Support for Learning
- European Journal of Special Needs Education
- Journal of Research in Special Needs Education
- International Journal of Inclusive Education