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

ITT trainees

Resources to support professional dialogue with ITT trainees

Introduction and user guide

developing people, improving young lives

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Introduction

These resources were developed for the Training and Development Agency for Schools (TDA) by the Institute of Education, University of London (IoE). They were trialled by five higher education institutions (HEIs) over the academic year 2008/09, with trainees in the second year of their undergraduate programme and PGCE trainees. The HEIs worked closely with primary and secondary schools to try out the resources, and their feedback was taken into account when the resources were revised.

The resources are designed to help ITT providers address some of the challenges identified in Ofsted's report, How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities.[1] (See annex 1 for extracts from the report.) Ofsted found that the high reliance on school placements to provide training in teaching pupils with learning difficulties and/or disabilities led to considerable differences in the quality of provision. They also found that school policy and practice varied in relation to initial teacher education – even the best providers could not compensate fully for weak input from schools.

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

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

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The resources

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

Tools

Pillars of inclusion

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

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

Film clips

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

School self-audit tool

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

Lesson observation tool

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

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

Activities

Activity 1: Preparing lessons

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

Activity 2: School systems for tracking pupils' progress

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

Other resources

TDA SEN and disability self-study tasks and subject booklets

A series of subject booklets and self-study tasks were made available to the trainees involved in the trials, and they found them helpful in getting a better understanding of SEN and disability. There is a list of these booklets and tasks in annex 4, and they can be found at:
www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/subjectbooklets.aspx
and **www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/selfstudy.aspx**

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

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Using the resources

The resources are referenced throughout to the QTS standards to help trainees develop their professional skills, concepts, attitudes, knowledge and understanding. They offer HEIs, schools and trainees tools they can use to engage in dialogue to improve the experience of the school placement for trainees and the experience of teaching and learning for pupils with SEN and/or disabilities.

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

Start early and use the resources throughout the training programme

Start using the resources as early as possible (as soon as possible in the one-year programme, and at the beginning of the second year of an undergraduate programme). Don't use them all at once _ spreading their use across the programme maximises trainees' learning and development over that time. It also helps as trainees:

* have other challenges to meet during their training

* need time for learning and reflection, to build their understanding and skills over time, and

* will wish to concentrate on different aspects of developing their expertise with pupils with SEN and/or disabilities while on their placement.

Work in partnership

It is best to form a structured partnership between the HEI and schools. This is valuable in supporting purposeful dialogue and sound working arrangements for the placement of trainees, in relation to teaching pupils with SEN and/or disabilities, and in addressing the QTS standards.

Use the resources as part of a broader range of support

* Combine using these resources with other forms of support, including taught input, case studies, observing learning and teaching, and direct experience of working with pupils with SEN and/or disabilities.

* To give trainees a greater understanding of SEN and disability issues, use the TDA SEN and disability self-study tasks and subject booklets alongside these resources. The subject booklets and self-study tasks are listed in annex 4.

Use the resources flexibly

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

* The pillars of inclusion document and the film clips provide a good starting point for HEIs and schools. They underpin the other tools and offer a rich source of material to begin a discussion with trainees.

* The lesson observation tool and discussion prompts should be used together, and you should revisit them during a trainee's placement.

* The activities for trainees on preparing lessons and finding out about school systems for tracking and evaluating pupils' progress are useful starter activities early on in a trainee's placement, particularly if they are used in conjunction with the pillars of inclusion document.

* The school self-audit is for school leaders to use to assess how well their school supports trainees in learning to teach pupils with SEN and/or disabilities. It will help them to review and develop their support for trainees.

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How to get the best from the resources

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

Pillars of inclusion

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

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

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

They can be used in a number of ways:

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

The film clips

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

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

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Lesson observation tool

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

It can be used:

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

The discussion prompts provide a consistent structure for discussion and feedback to trainees on their practice after observing their lessons. The prompts are related to the QTS standards, and the template has space for the observer or trainee to record the trainee's strengths, areas for development and action points. The prompts may also help to bring out information on aspects of the QTS standards that may not be obvious from the lesson observations.

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

Activity 1: Preparing lessons

This activity is designed to allow trainees to consider planning and differentiation in more detail. It is best used early on in the trainees' placements. It can be used with individuals or groups of trainees. The activity focuses particularly on communication in the classroom, and includes different scenarios for primary and secondary trainees.

The activity is designed to be used flexibly. It is divided into sections, and can either be used in one go, or a section at a time at different points during a placement.

We expect that HEIs and schools will wish to encourage trainees and those working with them to go beyond the published scenarios, and put together their own scenarios which are more appropriate to their particular contexts and/or subject areas.

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Activity 2: School systems for tracking pupils' progress

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

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

- monitors the progress made by all pupils and how it 'drills down' from the data to assess the progress of pupils with SEN and/or disabilities

- checks the impact of specific interventions for particular groups or individual pupils

- uses the information gathered to build on and improve their practice.

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

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

- enables trainees to understand the wider context for assessing progress for pupils with SEN and/or disabilities in their school

- provides a shared resource for schools and groups of trainees to discuss assessment/ benchmarking at local authority, cluster or cross-institutional level, and

- allows HEIs to get a picture of the range of systems for assessing progress by pupils with SEN and/or disabilities that a trainee has been exposed to, and to make arrangements, if appropriate, for further professional development – perhaps through training sessions or visits to other schools in the area.

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

School self-audit tool

The school self-audit tool is primarily for school leaders. It is designed to help schools to review how they are fulfilling their responsibilities towards pupils with SEN and/or disabilities, and to review or develop their school self-evaluation form (SEF). It has space to record action points.

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

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Annex 1

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

The report, **How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities**, emphasises the need for more consistency in the quality of provision on school placements in relation to experience of teaching pupils with learning difficulties and/or disabilities.

Key findings on initial training

- The high reliance on school placements to provide training in teaching pupils with learning difficulties and/or disabilities led to considerable differences in the quality of provision. School practice and policy varied in relation to initial teacher education... Even the best providers could not compensate fully for weak input from schools during initial teacher education...

- The most effective provision at all stages not only developed trainees' understanding of generic issues relating to learning difficulties and/or disabilities but extended this further through additional work specifically focusing on this area.

Recommendations

The Training and Development Agency for Schools should:

- ensure that those responsible for monitoring induction provision are fully aware of what constitutes good practice in teaching pupils with learning difficulties and/or disabilities

- exemplify the professional standards relating to teaching and learning for pupils with learning difficulties and/or disabilities to ensure greater consistency in judging whether the standards are met.

Providers and local authorities should:

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

All training partners should:

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

Schools should:

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

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Annex 2

The professional standards for qualified teacher status (QTS)

Those recommended for the award of QTS should:

Professional attributes

Relationships with children and young people
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.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

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

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others
Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Q6 Have a commitment to collaboration and cooperative working.

Personal professional development
Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning
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.

Assessment and monitoring
Q11 Know the assessment requirements and arrangements for the subjects/ curriculum areas they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

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.

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Subjects and curriculum

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.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

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.

Health and well-being

Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

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Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

  (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

  (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives

  (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

  (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

  (b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

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

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team working and collaboration

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

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

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Annex 3

The film clips

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

Primary		
Maintaining an inclusive learning environment	**Maryland Primary School** • A teacher explains the value of creating an exciting learning environment for all, and discusses how an 'installation' in the school can reinforce specific learning aims such as literacy and numeracy	1 min 40 secs
Multi-sensory approaches, including ICT	**Milber Primary School** • Use of role-play, puppets, photographs with speech bubbles, music and bodies and concrete apparatus to illustrate angles and symmetry	Two clips (3 mins 53 secs and 4 mins 29 secs)
	Rhyl Primary School • Acting out characters in a story in small groups	2 mins 9 secs
	Ewelme C of E Primary School • Use of fuzzy boards, alphabet rainbow, words on children's backs, cursive writing, signs and coloured lenses	Two clips (3 mins 27 secs and 3 mins 37 secs)
	Cape Primary School • Use of ICT to improve reading, speaking and listening skills • Pairing pupils of different abilities for peer support	4 mins 33 secs
Working with additional adults	**Rhyl Primary School** • Role-play between teacher and teaching assistant to model sharing • Modelling language to use for partnership working • Sharing lesson planning	3 mins 19 secs
Managing peer relationships	**Rhyl Primary School** • One pupil using a checklist to observe other pupils working together and taking turns • Use of paired talk	Two clips (3 mins 21 secs and 2 mins 19 secs)

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Primary continued		
Adult-pupil communication	**Rhyl Primary School** • Role-play • Use of signs alongside text • Teacher seeking help from pupils • Teacher helping pupils to make choices • Teacher scribing pupils' ideas	5 mins 1 sec
Formative assessment/ assessment for learning	**Rhyl Primary School** • Use of peer assessment to look at what is working well in partnership working and consider next steps	3 mins 21 secs
Motivation	**Weeke Primary School** • Warm-up and song • Pupils learning number bonds up to 10 through physical activity • Use of rhyme/rap song to add decimals	5 mins 57 secs
Memory/ consolidation	**Rhyl Primary School** • Telling and retelling stories • Recapping difficult words • Demonstrating meanings of words using bodies • Use of pictures and words on interactive whiteboard • Signing a story	5 mins 52 secs

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Secondary		
Maintaining an inclusive learning environment	**An architect and headteacher discuss the learning environment**	
	• Part 1 – layout, display, acoustics, interactive whiteboards and storage	4 mins 55 secs
	• Part 2 – differentiation, learning from pupils to structure environments	2 mins 47 secs
Multi-sensory approaches, including ICT	**Geography** • Use of props and photographs to generate ideas, and using visual aids to demonstrate dense and sparse populations	3 mins 49 secs
	Music • Use of xylophones for tactile work and visual images	1 min 26 secs
	Modern foreign languages • Learning French using visual strategies such as arm movements, use of colours, miming and moving around the room	1 min 3 secs
	Science using ICT • Use of alternatives to writing, kinaesthetics, photographs and audio visual aids, comic strips, speech bubbles, pictures, questioning, discussions	5 mins 54 secs
Working with additional adults	**Science** • Teachers working in partnership with teaching assistants and building direct learning relationships with students	1 min 1 sec
	English • Teaching assistants questioning students at the appropriate level by prompting and rephrasing questions	2 mins 6 secs
	• Knowing when to intervene to support students directly and how to promote independence	
Managing peer relationships	**Geography** • Students of different abilities working together and supporting each other	51 secs
	Science • Supporting mixed-ability groups	1 min 9 secs
	• Use of friendship groups, small groups working well	
	• Using a clear seating plan	
	Challenge and change • A peer mentoring project illustrating the benefits of 1:1 peer working for both mentor and mentee	5 mins 9 secs
	• Drop-in sessions for year 7 and year 8 students	

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Secondary continued		
Adult-student communication	**Physical education** • Co-teaching (teacher speaking and assistant signing for deaf student) • Teacher explaining and demonstrating pyramid balance	1 min 57 secs
	Art and design • Use of different styles of questioning – open-ended questions about mood and colour • Encouraging all students to answer, including those who are reluctant to speak	2 mins 11 secs
	Music • Talking to students about their achievements • The value of working in a team	52 secs
	Science (1) • Gauging how well students have understood how images are formed by using a 0–10 line • Little steps towards understanding • Communal approach • Stretching students – sometimes using open questions and sometimes closed questions • Picking up misunderstandings	3 mins 7 secs
	Science (2) • Use of questioning: care in giving students time to think so that all can contribute	2 mins 7 secs
	Modern foreign languages • Using a toy to facilitate and vary question and answer sessions with younger secondary students	1 min 20 secs
	Intensive interaction • Use of a specialist technique to reach a student with severe autism • Tuning in to his breathing and expressions • Using and building from his repetitive behaviours	5 mins 50 secs

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Secondary continued		
Formative assessment/ assessment for learning	**Geography** • Looking at the skills needed for a lesson • Building on existing skills • Different expectations for different students • Self-assessment with 'thumbs up' • Praise for students who can answer questions with clarity using learnt vocabulary • Pairs of students deciding what they have learnt by the end of the lesson, then moving to groups of four	4 mins 7 secs
	Modern foreign languages • Returning to objectives at the end of a lesson • Using scaffolding to help students form complete sentences • Gradual reduction of prompts	2 mins 47 secs
	Dances with boys • Use of peer and self-assessment • Use of video playback technology for students to reflect on their own performances • Students suggest how they can improve • Explanation of constructive criticism • Moving to written feedback	5 mins 45 secs
Motivation	**PE** • Teacher explains and accepts strengths of different students • Involving students in wheelchairs • All students have something to offer	1 min 49 secs
	Geography • The value of always being positive • The need for students to be engaged to increase their attainment	1 min 5 secs
	Science • Experiments: rulers seem to bend in water, plasticine made to appear as water poured into a bucket • Students engaged and learning from mistakes • All students contributing	2 mins 57 secs

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Secondary continued		
Memory/ consolidation	**Science (1)** • Activities to learn and reinforce new vocabulary: matching activity in pairs, missing vowels/labelling	57 secs
	Science (2) • Use of models of power station working – students point to various components • Pictures on interactive whiteboard used to compare what students have seen in a video	4 mins 39 secs
	History • Homework given out in the middle of a lesson so that students can discuss it with their peers/ partners (especially useful for students with dyslexia)	39 secs

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Annex 4

Further resources

Subject booklets

TDA SEN and disability subject booklets are available online at:
www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/subjectbooklets.aspx

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

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

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Self-study tasks

TDA self-study tasks are available at:
www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes/selfstudy.aspx

SST 1   Inclusion and Every Child Matters (ECM)

SST 2   SEN and disability legislation

SST 3   English as an additional language and SEN

SST 4   Children's needs and development

SST 5   ICT and SEN

SST 6   Moderate learning difficulties (MLD)

SST 7   Dyslexia/specific learning difficulties

SST 8   Working memory

SST 9   Behaviour, emotional, social difficulties (BESD)

SST 10   Speech, language and communication needs

SST 11   Autistic spectrum disorders

SST 12   Visual impairment

SST 13   Hearing impairment

SST 14   Handwriting

SST 15   Developmental coordination disorder/dyspraxia

SST 16   Working with colleagues in school

SST 17   Working with parents/carers and other professionals

Websites

Association of School and College Leaders
www.ascl.org.uk

Association of Teachers and Lecturers
www.atl.org.uk

Behaviour4Learning
www.behaviour4learning.ac.uk

British Educational Communications and Technology Agency (Becta)
www.becta.org.uk

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

Curriculum Online
www.curriculumonline.gov.uk

Department for Children, Schools and Families (DCSF)
www.dcsf.gov.uk

Every Child Matters
www.everychildmatters.org.uk

NASEN
www.nasen.org.uk

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National Association for Language Development in the Curriculum (NALDIC)
www.naldic.org.uk

The Association for All School Leaders
www.naht.org.uk/specialneeds

National Association of Schoolmasters Union of Women Teachers
www.nasuwt.org.uk

The National Autistic Society
www.nas.org.uk

National Curriculum
http://curriculum.qcda.gov.uk

Qualifications and Curriculum Development Agency
www.qcda.gov.uk/6402.aspx

Standards site
www.standards.dcsf.gov.uk

Teachernet
www.teachernet.gov.uk

Teacher Resource Exchange
http://tre.ngfl.gov.uk

Teacher Training Resource Bank (TTRB)
www.ttrb.ac.uk

Voice
www.voicetheunion.org.uk

National Strategies

Inclusion Development Programme (IDP)
www.nationalstrategies.standards.dcsf.gov.uk/node116691

Assessing pupil progress
http://nationalstrategies.standards.dcsf.gov.uk/node/18522

Personalised learning
http://nationalstrategies.standards.dcsf.gov.uk/personalisedlearning

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

SEN Progression guidance
http://nationalstrategies.standards.dcsf.gov.uk/node/190123

Value for Money Resource Pack (National Strategies and Audit Commission)
http://sen-aen.audit-commission.gov.uk

Inclusive teaching and learning for pupils with SEN and/or disabilities
Resources to support professional dialogue with ITT trainees

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