

ITT trainees

**School support for ITT
trainees in working
with pupils with SEN
and/or disabilities**

Introduction

Support from schools for trainees in developing inclusive planning, teaching and learning is vital. The Ofsted report, *How Well New Teachers are Prepared to Teach Pupils with Learning Difficulties and/or Disabilities (2008)*,¹ highlights a need for greater consistency in the support given to trainees in teaching pupils with special educational needs and/or disabilities.

This self-audit tool is designed to help school leaders – including special educational needs coordinators (SENCOs) or inclusion managers – consider key features of the provision their school makes to support trainees to teach pupils with SEN and/or disabilities. It can be used for recording areas for development and action points arising from the information gathered from the audit.

Schools may wish to talk to trainees as part of the process of carrying out the audit. The audit can help them consider what training and development opportunities in relation to SEN and/or disabilities trainees might need, now and in future, and how they can best offer support in this.

1 Ofsted publications: reference number 070223

Aspects of support	Comments Areas for development Action points
<p>School staff encourage trainees to learn from pupils with SEN and/or disabilities and introduce them to partnership working with parents or carers.</p>	
<p>Staff in specialist SEN/disability, curriculum and pastoral roles work together to support trainees to provide inclusive teaching and learning by showing them how the curriculum can be developed to remove barriers to learning and participation for pupils with SEN and/or disabilities.</p>	
<p>The school's systems help all teachers develop problem-solving approaches to removing barriers to participation and learning for pupils with SEN and/or disabilities.</p>	
<p>The school organises professional development for its staff on evidence-based approaches to removing barriers for particular groups and individuals with SEN and/or disabilities.</p>	

Aspects of support	Comments Areas for development Action points
<p>The school supports trainees to:</p> <ul style="list-style-type: none"> benefit from school and other professional advice on SEN/disability develop record keeping through formative and summative assessment and using school records to track and review progress and improve practice to enhance the learning of pupils with SEN and/or disabilities. 	
<p>The school supports trainees in understanding that they (not teaching assistants or other staff) are responsible for including pupils with SEN and/or disabilities, and helps them learn to direct and evaluate the work of additional adults in the classroom.</p>	
<p>Staff explain to trainees how the school fulfils its responsibilities under the SEN Code of Practice and disability discrimination law.</p>	
<p>Tutors, mentors and others supporting trainees draw on the principles of inclusive practice illustrated by the Training and Development Agency for Schools (TDA) materials, particularly when observing lessons.</p>	