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

ITT trainees

Lesson observation tool

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Introduction

This lesson observation tool is useful for considering effective planning and teaching to support pupils with special educational needs (SEN) and/or disabilities.

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 trainees would benefit from developing, and

- to support discussion between a trainee and the placement tutor, mentor and/or special educational needs coordinator (SENCO) about next steps in learning for a pupil and interventions that may be used to help them.

	Standards	Evidence	Strengths Areas for development Action points
Maintaining an inclusive learning environment			
Can all the pupils see and hear the trainee and any resources they are using, eg background noise avoided where possible, light source in front of trainee not behind, pupils' seating carefully planned?	Q21 Q30 Q31		
Are pupils provided with and regularly reminded of resources to help them be independent, eg relevant material from whole-class session kept on display, word lists, dictionaries of terms, glossaries, number lines, tables squares?			
Multi-sensory approaches, including ICT			
Is there use of multi-sensory teaching approaches (visual, verbal, kinaesthetic)?	Q10 Q17 Q22 Q23 Q24 Q25		
Has the trainee planned alternatives to paper and pencil tasks, where appropriate?			
Does the trainee make effective use of ICT to remove barriers, eg speech or sign-supported software, on-screen word banks, predictive word processing?			
Is there use of visual and tangible aids, eg real objects, signs/symbols, photographs, computer animations?			

	Standards	Evidence	Strengths Areas for development Action points

Multi-sensory approaches, including ICT continued

	Standards	Evidence	Strengths / Areas for development / Action points
Is scaffolding used to support learning (eg problem-solving grids, talk and writing frames, clue cards)?	Q10 Q17 Q22		
Does the trainee find ways of making abstract concepts concrete, eg word problems in mathematics turned into pictures, acted out, or modelled with resources?	Q23 Q24 Q25		

Working with additional adults

Are the adults who are providing support clear about what the individual or group is to learn, and how to assess that it has been learnt?	Q4 Q5 Q6 Q20		
Where extra adult support is available for pupils with SEN and/or disabilities, is it deployed in ways which promote independence, protect self-esteem and increase pupils' inclusion within their peer group?	Q32 Q33		

Managing peer relationships

Over time, does the trainee employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?	Q1 Q4 Q10 Q25		
Has the trainee made arrangements (eg buddying, adult support, taping) where necessary to ensure that all children can access written text/instructions?	Q27 Q28		
Does the trainee involve pupils with SEN and disabled pupils, with appropriate support, in considering task objectives and their evaluation with their peers?			

	Standards	Evidence	Strengths Areas for development Action points
Adult-pupil communication			
Are interactive strategies used, eg pupils having cards to hold up, or their own whiteboards, or coming to the front to take a role?	Q4 Q6 Q10 Q14 Q25 Q29		
Does the trainee understand the importance of using a pupil's preferred communication style?			
Is new or difficult vocabulary clarified, written up, displayed, returned to?			
Does the trainee check for understanding of instructions, eg by asking a pupil to explain them in their own words?			
Are tasks clearly explained/ modelled, task cards or boards used as reminders, and the time available and expected outcomes made clear?			
Does the trainee give time/ support before responses are required, eg personal thinking time, partner talk, persisting with progressively more scaffolding until the pupil can answer correctly?			
Are questions pitched so as to challenge pupils at all levels?			
Does the trainee work directly with lower attaining groups/ pupils with SEN or disabled pupils, as well as with more able groups? Is this planned to match the stage in learning of the pupils?			

	Standards	Evidence	Strengths Areas for development Action points
Formative assessment/assessment for learning			
Has the trainee identified appropriate and differentiated learning objectives for all learners?	Q1 Q12 Q13 Q18 Q19 Q22 Q25 Q26 Q27 Q28 Q29		
Is use made of tasks that are simplified/extended, eg short, concrete text used by one group and long, abstract text by another, numbers up to 100 by one group but up to 20 by another?			
Are all learners involved in monitoring their own progress?			
Are tasks made more open or more closed according to pupils' needs?			
Have the pupils made progress in the lesson?			

	Standards	Evidence	Strengths Areas for development Action points
Motivation			
Is appropriate behaviour noticed, praised or rewarded and the reason given for the praise or reward?	Q1 Q2 Q10 Q17 Q18		
Is the contribution of all learners valued? Is this a secure and supportive learning environment where there is safety to have a go and make mistakes?	Q19 Q23 Q25 Q28		
Has the trainee explored the strengths and interests of those in the class to help plan lessons?			
Has the trainee made appropriate use of ICT to increase motivation?			
Memory/consolidation			
Does the trainee encourage the use of memory aids, such as wallcharts and posters, memory cards and other devices, for those who benefit from them?	Q24 Q25 Q28 Q29		
Does the trainee work with pupils, particularly those for whom working memory is an issue, on developing their own learning strategies?			

Discussion prompts to use with ITT trainees following lesson observations

The discussion prompts below offer a structure for giving feedback to trainees on their practice following lesson observation. The prompts are related to the qualified teacher status (QTS) standards and the template has space to record strengths, areas for development and action points following discussion with a tutor, mentor or SENCO. The prompts may also be helpful in discussing aspects of the QTS standards that may not be obvious from lesson observations.

Prompts	Strengths Areas for development Action points
How did you use assessment information, individuals' education plans and data on pupils' attainment levels and targets to help you plan for this class? (Q7, Q11, Q13, Q19, Q26)	
Who did you work with when planning for this class? Did you have any access to advice, support or any particular information to help you plan for the pupils with SEN and/or disabilities? (Q7, Q11, Q13, Q20, Q26)	
Have you had any discussion with pupils with SEN and/or disabilities, or their parents or carers, about work in this class? (Q4, Q5, Q6)	
Say a bit about how you used your knowledge of particular types of SEN – eg check approach to speech, language and communication needs (SLCN)/behavioural, emotional and social difficulties (BESD) – to influence your planning. (Q18, Q19)	

Prompts	Strengths Areas for development Action points
How did you decide to deploy the teaching assistant (if present) in the lesson? What was the thinking behind that? (Q5, Q6, Q20, Q32, Q33)	
How did you arrange for any additional adults/ teaching assistants present to let you know about successes/issues with understanding in the lesson? (Q4, Q5, Q6, Q20)	
Are there pupils you are concerned about in the class – a child or group – not achieving their potential? What makes you think this? What have you done about it? What do you think the next steps are in that child's/group's learning? (Q12, Q13, Q19, Q21b)	
What progress did you notice the pupils making in the lesson? How will that inform your planning in future? (Q26, Q27, Q28, Q29)	
What evidence do you have that the planned learning outcomes for the lesson/activity were appropriate for any disabled pupils/pupils with SEN in the class? (Q22, Q26b)	