

Newly qualified teachers

# Activity 1

## Planning lessons

# Introduction

In this activity you will use a lesson from your own context to consider the sorts of ideas you might use to remove barriers for a pupil with special educational needs and/or disabilities. It can be valuable to carry out this activity with a group of your colleagues, particularly if you can work with a special educational needs coordinator (SENCO), inclusion manager or other experienced colleague.

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

You need to:

- 1 Choose a lesson you are going to teach and a pupil with special educational needs and/or disabilities who you know or who you will be teaching in that lesson.
- 2 Fill in the left-hand column of the lesson plan table below, to create a short description of the lesson. The headings follow an **introduction, group work, plenary model** but you can use this column flexibly, moving sections, leaving some out or adding new ones to fit your plan. For example, if in this lesson you will not have support from additional adults such as teaching assistants, you can leave out those questions. But, unless there is a good reason to drop them, keep in all the questions relating to planning for a pupil with special educational needs and/or disabilities.
- 3 Use the pupil description table to set down a brief description of the pupil with special educational needs and/or disabilities that you have chosen for this activity. The first column covers areas that relate to the **pillars of inclusion**, and the column headed 'TDA resources' lists further resources that can help you with ideas.
- 4 Answer the questions in the right-hand column of the lesson plan table, giving your ideas for making sure the pupil is included in the lesson:
  - Look at your plan of the lesson and description of the pupil
  - Look at the TDA '**Pillars of inclusion**' document and/or an appropriate TDA **subject booklet**, and see what ideas you can take on board
  - Look at any school information or guidance on the pupil's preferred ways of learning and learning targets
  - Talk to the pupil about how they like to learn
- 5 Once you have completed the activity, work with colleagues to compare your ideas. It may also be appropriate, with advice, to discuss them with the pupil or their parents.
- 6 Finally, when you have taught the lesson, make a note of how your ideas worked out in practice.

# Lesson plan

Your lesson	Your ideas
<p><b>Presentation of learning outcomes</b></p>	<p>How, if at all, would you differentiate the lesson's intended learning outcomes for your pupil?</p>
<p><b>Introductory/reminder activities</b></p>	<p>How would you ensure your pupil can contribute to the discussion?            What resources will be available to the pupil?            What will the teaching assistant do in whole-class working?</p>
<p><b>Vocabulary</b></p>	<p>How would you support the pupil with any vocabulary required?</p>

Your lesson		Your ideas	
Class work in groups		<p>How would you group the pupils for this activity?</p> <p>What will be the role of the teaching assistant?</p> <p>What strategies might you use to support your pupil in group work?</p> <p>What additional or different resources are available to the pupil?</p>	
The whole-class report/discussion		<p>How would you support your pupil to join in and record what has been learnt?</p>	
Evaluation against learning outcomes		<p>How would you ensure the pupil could evaluate their success effectively during the lesson?</p>	
Scope for including ideas relating to the pupil's strengths and interests		<p>What might you incorporate in the lesson that relates to the pupil's strengths and interests?</p>	

# Description of the pupil

Pupil's details		TDA resources
Name		
Year group		
Code of Practice intervention level		
Result of any assessments of speaking/listening or reading levels		
Result of any assessments of working memory		Self-study task 8: Working memory
Issues that may be important for your pupil		TDA resources
Environment: aspects of the layout, acoustics and display		Subject booklets
Learning through all the senses and access through ICT		Subject booklets Self-study task 12: Visual impairment Self-study task 13: Hearing impairment Self-study task 5: ICT and SEN
Teaching assistant support in your lesson		Self-study task 16: Working with colleagues in school

Issues that may be important for your pupil		TDA resources
Confidence in group work – peer support or buddying?		Subject booklets Self-study task 9: Behavioural, emotional and social difficulties Self-study task 11: Autistic spectrum disorders
Communication: aspects of clear and appropriate expression, understanding and response in lessons		Self-study task 10: Speech, language and communication needs Self-study task 11: Autistic spectrum disorders
Coordination – eg in relation to handwriting, drawing, movement, designing and making		Subject booklets for art and design, science, and design and technology Self-study task 14: Handwriting Self-study task 15: Developmental coordination disorder/dyspraxia
Commitment/ motivation/strengths and interests in or out of school		Subject booklets Self-study task 9: Behavioural, emotional and social difficulties
Working memory: ability to retain information for immediate use		Self-study task 8: Working memory