Quality First Teaching for SEN

LINWOOD
TEACHING SCHOOL ALLIANCE

Linwood Teaching School Alliance (LTSA) in partnership with the University of Winchester School Direct PGCE General Primary with SEN

Module 4

Personalising Learning

Summary of the Module

Personalising Learning is at the heart of Quality First Teaching. Throughout the programme trainees will be able to develop their understanding and skills across a range of issues linked to Personalising Learning. Effective differentiation drives Personalising Learning in both mainstream and special school settings, and this module links closely with trainees' School Experience in each.

Trainees will engage with issues related to inclusion and additional educational needs and will develop their understanding and specialist knowledge of both low and high incidence learning difficulties. Trainees will see how the SEN Code of Practice supports Quality First Teaching to promote and enable equality of opportunity for learning.

Trainees will consider the nature of diversity in the classroom, and further develop their understanding of inclusion and working in culturally diverse settings; threaded throughout the sessions you will consider the role of parents, other adults and professional agencies.

Trainees will be expected to engage fully with the designated activities both within and outside the taught sessions.

The assessment for this module is a presentation, in the form of a case study.

Trainees will need to consider how their case study both informs and develops their professional practice in relation to inclusive practice within a mainstream primary or special school environment

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Learning outcomes (at Level 6)

1. Understand matters relating to inclusion and inclusive practice and take practical account of individual needs in their teaching

2. Develop their stance as a respectful educator with the skills and understanding to foster an effective and inclusive learning environment

3. Understand how working with parents, other adults and agencies outside school benefits children's well- being and educational outcomes

4. Engage with reading in order to draw conclusions and identify implications for practice in creating an inclusive learning environment

5. Understand value of effective differentiation in overcoming barriers to learning

6. Develop skills for effective communication… communicating to learn

7. Develop skills in using IT to promote achievement

8. Understand ownership of challenging behaviours

9. Gain insight into the prevalence of specific learning difficulties and how diagnostic assessments by advisory teachers can support personalising learning

10. Understand the importance of engaging other professionals

11. Know that creating a personal profile of every child , involving the family esp. parents/carers is an important part of assessment

12. Appreciate how learning beyond the classroom is important for generalisation of skills + wider opportunities for learning

Disability to ability :

13. Understand the historical aspects of SEN, moving from a medical model to a social model (including the development of SEN legislation)

14. Have a sound grounding in child development and the implications of atypical development

15. Develop understanding of different low and high incidence special educational needs & learning difficulties (an introduction to ASD,PMLD, Down Syndrome etc)

In addition, at Level 7

16. Demonstrate insight into the complexities inherent in creating an inclusive environment

17. Critically engage with subject knowledge appropriate to the wider context of inclusion to support well-informed practice.

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The Assignment

The assignment for this module takes the form of an individual case study of one child with SEN, looking at how that child is enabled to make progress.

Assignment title :

A critical analysis of pupil progress for one child with additional needs

This will take the form of a 10 minute presentation (Powerpoint) based on your case study. This will show how your case study has informed and developed your critical thinking on inclusive practice in the mainstream or special school classroom. Your presentation should include:

- a brief outline of the child's strengths/interests and areas of need
- a summary of the detailed analysis of the work you completed with your case study child
- reference to inclusive practice and pupil progress linked to your case study
- an indication of the challenges and tensions
- insights for your own future teaching practice
- an awareness of the current and policy and legislation and up-to-date theory
- an understanding of working in partnership
- an understanding of the ways in which barriers are removed for your case study child; for example, staff training, personalised resources, etc.

" Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid. "

Albert Einstein

Case Study

During the first Enquiry Week trainees will need to decide in collaboration with the class teacher and SENCO a suitable child to focus on for their case study. It is important that trainees are sensitive to ethical issues around: observation, parental permission and prior case study work involving a particular child. It has been shown that children with complex needs are often the focus of several case studies during their time in school, please discuss this factor with the teacher and SENCO **before** selecting your child.

Trainees will use the case study proforma on the Learning Network to structure discussions with the class teacher and SENCO; in collaboration, you will need to consider how you are going to hear the voice of the child and the parent(s). Remember to look at barriers to learning for the child, focus on his/her strengths and build on these to move forward. It may be appropriate for you to speak directly with the parent(s) or, the school may prefer you to gather this information from existing documentation and discussion with other professionals around the child.

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Selecting your Case Study Pupil

There are children with a broad spectrum of special educational needs within every setting; for example, autism, dyslexia, speech and language needs, behavioural emotional and social needs, or those with inherited syndromes. Trainees will need to identify the ways in which barriers are removed and inclusion promoted, and remember to consider strategies in place both in/out of the classroom.

Carrying out the task

➢ Ensure that the setting is happy for you to start the case study
➢ Confirm the focus of your case study child; i.e: autism, moderate learning needs, school action literacy support needs, etc;
➢ Before starting work on your case study you need to complete the Ethics Form on the Learning Network.
➢ Read the child's records and observe them in various contexts, i.e. the playground, classroom, whole class and small group in/out of the classroom.
➢ When writing your case study remember to think **very** carefully about the language you choose.
➢ In collaboration with the class teacher, work from the class teacher's plans or write your own activity linked to the child's target(s); remember to work from the child's strengths.
➢ Once your case study is completed, share and agree it with the SENCO/Class teacher.

In preparation for your presentation please prepare the following paperwork:

- a completed assignment front cover sheet

- a readable printed copy of your presentation, which would helpfully include the notes pages

- a completed and signed copy of the Ethics Checklist

- a signed copy of your case study

- a copy of your presentation bibliography printed on a separate sheet in font size 12.

PGCE assignment marking criteria

Learning Outcomes for Module	Assignment : Case Study
Have an awareness of matters relating to inclusion and inclusive practice: taking practical account of individual needs to ensure personalised provision in their teaching.	The case study will have clear details of assessment and outcomes for the individual needs of the child.
Be aware of how managing behaviour, rooted in respectful relationships with children, fosters an effective and inclusive learning environment.	Ethical considerations have been undertaken. Good, critical research has been undertaken in relation to inclusion.
Understand how to work with parents, other adults and agencies outside school to the benefit of children's well-being and educational outcomes.	Acknowledgement has been made to the partnership with the child's network. The child's strengths have been considered.
Develop their stance as respectful educators with the skills and understanding to work effectively in culturally diverse settings.	Research and understanding of the key skills of the teacher in empathising and planning for the needs of the child.
Read critically and understand theoretical aspects of child development relating to additional educational needs and the creation of inclusive learning environments.	A range of research in relation to your focus child's needs within an inclusive context.

Suggested Readings

Adams K (2009) *Behaviour for Learning in the Primary School* Exeter: Learning Matters

Chaplain R (2010) *Managing Classroom Behaviour* in Arthur J and Cremin T (2010) *Learning to Teach in the Primary School* Abingdon: Routledge

DfES (2001) *Special Educational Needs Code of Practice,* London: DfES

DfES (2004) *Removing Barriers to Achievement: The Government's Strategy for SEN,* London: DfES

Gaine, C (2005) *We're All White, Thanks,* Staffordshire: Trentham Books

Goepel, J. (2009) 'Constructing the Individual Education Plan: confusion or collaboration?' *Support for Learning.* 24 (3)

Hayes D (2004) *Foundations of Primary Teaching* Abingdon: David Fulton

Higashida, N. (2013) *The Reason I Jump: One boy's voice from the silence of autism,* London: Sceptre

Loreman, T., Deppeler, J. & Harvey, D. (2010) *Inclusive Education, Supporting Diversity in the Classroom, Second Edition,* Abingdon: Routledge

Richards, G. & Armstrong, F. (eds) (2011) *Teaching and learning in Diverse and Inclusive Classrooms,* Abingdon: Routledge

Roffey S (2010) *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing* London: SAGE

Rogers B (2011) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support* London: SAGE

Rose, R. & Howley, M. (2007) *The Practical Guide to Special Educational Needs in the Inclusive Classroom,* London: Paul Chapman

Ryan J and Griffin S (2010) *Partnerships with Parents* in Arthur J and Cremin T Learning *to Teach in the Primary School* London: Routledge

Siraj-Blatchford, I & Clarke, C. (2000) *Supporting Identity, Diversity and Language in the Early Years*. Buckingham: OUP

Soan, S. (2005) *Primary Reflective Reader: Special Educational Needs,* Exeter: Learning Matters

Spooner, W. (2011) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants, Second Edition,* London: David Fulton

Todd, L. (2007) *Partnerships for Inclusive Education: a critical approach to collaborative working,* Abingdon: RoutledgeFalmer

Wearmouth, J. (2009) *A Beginning Teacher's Guide to Special Educational Needs.* Maidenhead. OUP

Westwood, P. (2011) *Commonsense Methods for Children with Special Educational Needs,* Abingdon: RoutledgeFalmer. Chapter 4

Wood E (2010) *Managing Other Adults in the Classroom* in Arthur J and Cremin T (Eds) *Learning to Teach in the Primary School* London: Routledge

Journals

Support for Learning

http://prism.talis.com/winchester-ac/items/76662?query=support+for+learning&resultsUri=items%3Fquery%3Dsupport%2Bfor%2Blearning

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British Journal of Special Education

http://prism.talis.com/winchester-ac/items/54450?query=British+journal+of+special+education&resultsUri=items%3Fquery%3DBritish%2Bjournal%2Bof%2Bspecial%2Beducation%26offset%3D0&offset=0

Link to SEN LN Page

This contains many important articles and readings.

http://learn2.winchester.ac.uk/course/view.php?id=2269