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| **SECONDARY SPRING TERM** | |
| **Adaptation to Needs and Contexts:** Meeting Individual Needs in Practice [S5, Part2] | |
| **Objectives**  This Professional Studies topic covers:   * The implementation of the SEN Code of Practice in the school * Provision for pupils with EAL and for more able pupils * Working with teaching assistants and other adults in the classroom   Trainees will also be developing understanding through their SEND and EAL tasks, so this topic is 'light touch' on these aspects. | **Link to the Core Content Framework**  1.1  1.2  1.3  1.5  5.1  5.2  5.3  5.4  5.6 |
| **Activity** | **Resources Required** |
| **Understanding implementation of the SEND Code of Practice**  Watch this 6 minute video which explains EHC plans. Trainees write a very brief set of bullet point notes to cover the key points - compare and discuss.  Look at either your school's SEND policy. Discuss and make notes on:   1. Who has named responsibilities? What are the particular responsibilities of class teachers? 2. What adaptations and support are offered? 3. How is the support monitored and evaluated? 4. Is there any mention of staff training / expertise? | <https://www.youtube.com/watch?v=0CPUQAFdZU8&list=PLKYwxjOiBXOV1U3_7MHgIEkfV7qSFmECR>  School SEND policy |
| **Provision for pupils with EAL**  Look at this 'model EAL policy': <http://www.betterbilingual.co.uk/2017/09/30/model-eal-policy-for-schools/>  Looking particularly at the teaching strategies for Beginner EAL Learners, discuss which suggested strategies or teaching activities trainees could incorporate into their own teaching.  Using one recent lesson plan that a trainee has taught, consider how they might have adapted it for a beginning EAL learner, using some of these strategies. | <http://www.betterbilingual.co.uk/2017/09/30/model-eal-policy-for-schools/>  Instruct trainees to bring a recent lesson plan that they've taught to the session. |
| **Working with Teaching Assistants and Other Adults in the Classroom**  Display the EEF summary poster for working with teaching assistants. Discuss examples of how these recommendations work in your school.  Ideally, invite a TA to the session for 15 minutes to talk about their experience. Trainees could ask them:   1. How can teachers help you to have the best impact on the students you work with? 2. Is there anything that a teacher should avoid doing? 3. Can you tell me about a student that you had real success with - what could I learn from your experience? 4. What's your view of the importance of communicating with parents/carers? | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants  A willing TA or LSA |
| **Want to know more?**  Here is 1 hour webinar from NASEN (National Association for Special Educational Needs) which covers:  • SEND legislation  • The SEND process in schools – identification and support. This will go into detail about what support a school might provide, reasonable adjustments, one to one support etc.  • How should parents be involved?  • How is SEND funded?  <https://www.youtube.com/watch?v=0ZF4ekH3lTw> | |