**Primary Curriculum Map (Adaptive teaching and SEND)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1****1 hour lecture** | **Adaptive teaching** 1 hour lecture, to be within module PED1021.Content of lecture;Introduction to SENDSEND Code of Practice, definitions of SEND(SLD, MD, PMLD), Inclusion, integration and segregation, Medical and social model, labelling debate, SEMH, solution focused approach, liaising with parents/carers, graduated approach, implications for teachers.Content within modules;PED1020Values which underpin current policy, practice and discourse in primary education Children’s rights, voice and the law PED1021Contemporary and seminal learning theories relevant to primary education - their application in practice; e.g. socially constructed learning; cognitive load theory; memory and recall; motivation; self-image and self-belief; growth mindset  Building effective relationships and creating a positive learning environment   | 5.1, 5.2, 5.3, 5.4 5.5, 5.6, 5.7 | 5a, 5e, 5h, 5n, 5o. | GLAZZARD, J and STONES, S., 2020. The ITT Core Content Framework: What trainee primary school teachers need to know (Ready to Teach). Sage, London.GLAZZARD, J and STONES, S., 2021. Evidence Based Primary Teaching. Sage. London. DAVIS, P., FLORIAN, L., AINSCOW, M., DYSON, A., FARRELL, P., HICK, P., ROUSE M., 2004. Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf. Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Availableat: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (Accessed: 15th July 2022).Department for Education and Department of Health., 2022.SEND Green Paper, SEND Review: Right support, right place, right time, a consultation on thespecial educational needs and disabilities (SEND) and alternative provision system in England. Available at:https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022#:~:text=adulthood%20(page%2037)-,The%20Green%20paper%20proposes%3A,young%20people%20with%20complex%20needs. (Accessed: 15th July 2022).ROSE, J. Department for Children, Schools and Families (DCSF).,2009. *Identifying and teaching children and young people with dyslexia and literacy difficulties : an independent report.*British Dyslexia Association<https://www.bdadyslexia.org.uk/>National Autistic Society<https://www.autism.org.uk/> | Trainee reflection and analysis/evaluationPersonal tutoring processesWithin taught university sessions through activities and interactionsWithin Professional practice |
| **Session 2****1 hour lecture** | **SEND****Dyslexia**Identification, support and intervention. | 5.1, 5.2, 5.3, 5.4, 5.5, 5.7 | 5b, 5c, 5i, 5j, 5k, 5l, 5n. |
| **Session 3****1 hour lecture** | **SEND****Autism**Identification, support and intervention. | 5.1, 5.2, 5.3, 5.4, 5.5, 5.7 | 5b, 5c, 5i, 5j, 5k, 5l, 5n. |

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| **School Based Curriculum – Year 1** |
| **Observing:** Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.**Planning:** Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.**Teaching:** Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver group/whole class teaching.**Assessment:** Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.**Subject Knowledge:** Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.Discuss and analyse specific components with expert colleagues. |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially The Special Educational NeedsCode of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence-based intervention. How the graduated response outlined in the Code of Practice isimplemented in schools.How children with SpecialEducational Needs are identified inline with the Code of Practice.Key roles and responsibilities insupporting all children including inschool and other agencies.The importance of theoreticalmodels of disability and inclusionincluding medical, social and rightsbased models aid the interrogationand critical analysis of teachingapproaches. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.15.1, 5.3, 5.61.1, 1.2, 1.3, 1.4, 1.5, 1.6 5.1, 6.71.1, 1.2, 1.3, 1.4, 1.5,1.6, 3.6, 5.3,  | 5a, 5b, 5e, 5f, 5h, 5o, 7b, 7c, 7k, 8j, 8m.1g, 5a5b, 5c, 5d, 5g, 5o1d, 5d2j, 3i, 4c, 8g | The Index for Inclusion <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>The United Nations convention on the Rights of the Child. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>The United Nations Convention on the Rights of Disabled Persons.<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>The Equality Act 2010.<https://www.legislation.gov.uk/ukpga/2010/15/contents>The Children and Families Act 2014.<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>The Special Educational Needs Code of Practice (0-25) 2015.<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>Department for Education and Department of Health., 2022.SEND Green Paper, SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. Available at:https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022#:~:text=adulthood%20(page%2037)-,The%20Green%20paper%20proposes%3A,young%20people%20with%20complex%20needs. (Accessed: 15th July 2022).CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of StudentsWithout Disabilities: A Meta-analysis. International Journal of Disability Development and Education.DAVIS, P., FLORIAN, L., AINSCOW, M., DYSON, A., FARRELL, P., HICK, P., ROUSE, M., 2004. Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf. Education Endowment Foundation., 2018. Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit [retrieved 10 October 2018]. SISK, V. F., BURGOYN, A. P., SUN, J., BUTLER, J. L., & MACNAMARA, B. N., 2018. To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704>.  | Weekly Mentor MeetingsLesson ObservationsMentor & Link Tutor MeetingsWeekly Development Summary;With support from the class teacher, identify ways in which the teacher assesses and makes adaptions to content, strategies and/or the environment to support individual learners across at least two curriculum areas. Reflect on this in your weekly evaluation.Arrange a meeting with the SENCo to discuss how the Code of Practice helps teachers and SENCos to identify and supportchildren with a range of needs in the classroom.Demonstrate in your planning (for a group or the whole class) howyou have adapted content,teaching strategies foran individual learner. In your lesson evaluation reflect on it, how and why this approach supported/did not support the individual and how you will adapt your teaching for this individual in the future. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** |
| **Session Sequence**  | **Session Content Subject Specific Components/s**  | **Learn That** **(CCF reference in numerics e.g. 1.1)** | **Learn How** **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode**  |
| **Session 1** **1 hour lecture** | Adaptive teachingContent of lectureAdaptive teaching retrievalParents/carers and children are at the heart of the process.One page profileAssess, plan, do, review.**Content within modules****PED2025** The statutory framework for inclusion, diversity and equality. SEND code of Practice SEND- constructions of dis/ability medical model/social model. Bias and stereotypes; dilemmas of ‘labelling’ Equality in Education; Poverty/social deprivation and high expectations/raising attainment. Social Justice in EducationAdaptive Teaching Roles and responsibilities Metacognition, working memory and how children learn. Children’s Rights | 5.1, 5.3, 5.7 | 5c, 5d, 5f, 5h, 5i, 5o | As in year 1 and in addition;DEUNK, M. I., SMALE-JACOBSE, A. E., DE BOER, H., DOOLAARD, S., & BOSKER, R. J., 2018. Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002. HATTIE, J., 2009. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge. KRIEGBAUM, K., BECKER, N., & SPINATH, B., 2018. The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. https://doi.org/10.1016/j.edurev.2018.10.001. \*OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Accessible from: <https://doi.org/10.1787/9789264267510-en>.  | Trainee reflection and analysis/evaluationPersonal tutoring processesWithin taught university sessions through activities and interactionsWithin professional practice. |
| **Session 2****1 hour lecture** | SENDSensory difficultiesHI and AISupport and adaptive teaching principles, practices and strategies. | 1.1, 1.3, 1.6, 3.3, 4.8, 5.1, 5.2, 5.3,5.7, 6.1,  | 1a, 1d, 2c, 2d, 4a, 4b, 4e, 5a, 5b, 5c, 5d, 5e,5g, 5i, 5k, 5o |
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| **School Based Curriculum – Year 2** |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.Observe how expert practitioners use motivation and build self-esteem of all learners.**Planning:** Plan for opportunities to increase cultural capital.Plan for the effective use of additional adults Discuss with expert practitioners how they embed adaptive approaches into planning.With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.**Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.**Assessment:** Use peer and self-assessment to aid and support independent learning.**Subject Knowledge:** Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Code of Practice;* The four broad areas of need.
* Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions
* Children and parents/carer should be at the heart of the process.
* Using one-page profiles as a useful tool for capturing information and the voice of the child.

Where and how to seek support with their own social, emotional and mental health.How to use approaches to adapt teaching for children with common needs encountered in the classroom.The role of the teacher and SENCo in provision mapping. | 1.1, 1.6, 3.5, 4.1, 4.2, 4.3, 4.5, 4.9, 5.1, 5.3, 5.7, 6.1, 7.2, 7.5, 8.4, 8.5, 8.6. | 1a, 1b, 1c, 1d, 2a, 2b, 2c, 3d, 3c, 4a, 5c, 5d, 5e, 5i, 6a, 6c, 6d, 6e, 6g, 6h, 6i, 6k. | SPECKESSER, S., RUNGE, J., FOLIANO, F., BURSNALL, M., HUDSON-SHARP, N., ROLFE, H. & ANDERS, J., 2018, Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA\_evaluation\_report.pdf [retrieved 10 October 2018]. 42 STEENBERGAN-HU, S., MAKEL, M. C., & OLSZEWSKI-KUBILIUS, P., 2016. What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order MetaAnalyses. Review of Educational Research (Vol. 86). <https://doi.org/10.3102/0034654316675417>. TERESCHCHENKO, A., FRANCIS, B., ARCHER, L., HODGEN, J., MAZENOD, A., TAYLOR, B., TRAVERS, M. C., 2018. Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962>. | Trainee reflection and analysis/evaluationPersonal tutoring processesWithin taught university sessions through activities and interactionsWithin professional practice. |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** |
| **Session Sequence**  | **Session Content Subject Specific Components/s**  | **Learn That** **(CCF reference in numerics e.g. 1.1)** | **Learn How** **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode**  |
| **Session 1****1 hour lecture** | SENDSEMHStrategies for support | 1.1, 1.3, 1.6, 3.3, 4.8, 5.1, 5.2, 5.3,5.7, 6.1, | 5b, 5c, 5i, 5j, 5k, 5l, 5n. | STANBRIDGE, J and MERCER, E., 2022. Mind your Language: why the language used to describe children’s SEMH matters. International Journal of Inclusive. Taylor & Francis, Available at <https://www.tandfonline.com/doi/abs/10.1080/13603116.2019.1649477>PIPER, D., 2021.Pupils with social, emotional, and mental health (SEMH) needs: The role of the SENCO in meeting the inclusion challenge. Taylor & Francis, Available at <https://www.taylorfrancis.com/chapters/edit/10.4324/9780367821463-11/pupils-social-emotional-mental-health-semh-needs-dennis-piper>DHINGRA, K, AGGARWAL, R, GARG, A, PUJARI, J and YADAV, D., 2022.  Mathlete: an adaptive assistive technology tool for children with dyscalculia, Disability and Rehabilitation: Assistive Technology, DOI: [10.1080/17483107.2022.2134473](https://doi.org/10.1080/17483107.2022.2134473)  | Trainee reflection and analysis/evaluationPersonal tutoring processesWithin taught university sessions through activities and interactionsWithin professional practice. |
| **Session 2****1 hour lecture** | SENDDyscalculiaIdentification, support, intervention and assessment of learners with Mathematical difficulties. | 1.1, 1.3, 1.6, 3.3, 4.8, 5.1, 5.2, 5.3,5.7, 6.1, | 5b, 5c, 5i, 5j, 5k, 5l, 5n. |

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| **School Based Curriculum – Year 3** |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs **Planning:** Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.Plan for children who may need adaptations beyond the classroom to support their social inclusion.**Teaching:** Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.**Subject Knowledge:** Acknowledge and identify when their own social, emotional and mental health needs to be supported.Identify and access sources of support for their own wellbeing where appropriate. |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| The roles and responsibilities of outside agencies and professionals working with children with Special Educational Needs and.-the importance of working collaboratively and co-operativelywith other professionals and agencies.-the range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans.-where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans-the importance of building effective interprofessional relationships.The importance of inclusive, learner friendly environments.How to identify systemic barriers to Learning.Effective deployment of supportstaff is key to maintaining highexpectations of all children andpromoting inclusion.All children have an equalentitlement to the time of aqualified teacher | 5.7, 8.3, 8.5, 8.6, 8.7 | 5a, 5d, 5e, 5f, 5g, 5h, 5m, 5n, 8h, 8j, 8k, 8l,8m,8n,8o, 8q. | FARRELL, P., ALBORZ , A., HOWES, A., & PEARSON, D., 2010. The impact of teaching assistants on improving pupils' academic achievement inmainstream schools: A review of the literature. Educational Review, 62(4), 435-448. doi:10.1080/00131911.2010.486476.GARROTE, A., SERMIER DESSEMONTET, R., & MOSER OPITZ, E., 2017. Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. Educational Research Review, 20, 12- 23.GWERNAN-JONES, R., MOORE, D. A., GARSIDE, R., RICHARDSON, M., THOMPSON-COON, J., ROGERS, M., COOPER, P., STEIN, K., FORD, T., 2015. ADHD, parent perspectives and parent-teacher relationships: Grounds for conflict. British Journal of Special Education, 42(3).ROBERTS, J., & SIMPSON, K., 2016. A review of research into stakeholder perspectives on inclusion of students with autism in mainstream schools. International Journal of Inclusive Education, 20(10), 1084-1096. [Used in our chapter on schools working effectively with parents, Topic 7.]doi:10.1080/13603116.2016.1145267Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Availableat: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (Accessed: 15th July 2022).Department for Education and Department of Health., 2022.SEND Green Paper, SEND Review: Right support, right place, right time, a consultation on thespecial educational needs and disabilities (SEND) and alternative provision system in England. Available at:https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022#:~:text=adulthood%20(page%2037)-The Equality Act 2010, available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>The Children and FamiliesAct 2014, available at: <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>The Salamanca Statement, 1994. Available at: <http://www.csie.org.uk/inclusion/unesco-salamanca.shtml> | Trainee reflection and analysis/evaluationPersonal tutoring processesWithin taught university sessions through activities and interactionsWithin professional practice. |