**Primary Curriculum Map (Behaviour)**

***Post Graduate Programme***

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| **University Curriculum: An introduction to behaviour theories, classroom management and**  **strategies for low level disruption** | | | | | |
| **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    **Session 2**  4 hour lecture | To understand the principles and practices of adaptive teaching.  To know the key principles of the SEND Code of Practice/ graduated response/ plan-do-assess-review model/the 4 broad areas of need.  To understand the roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs.  To know the importance of inclusive, learner friendly environment  To recognise that children may need adaptations beyond the classroom to support their social inclusion.  To understand the need to use evidence-based approaches to adapt teaching for children with a range of needs, to identify ways to build effective partnerships with children and parents and to capture the voice and aspirations of the child.  To understand how to identify, support and aid the holistic development and academic growth and progress of children with literacy difficulties including Dyslexia. | 5.1, 5.2, 5.4, 5.5, 5.6  8.3, 5.7, 5.10, 5.11, 5.12, | 5a, 5b, 5c, 5d, 5f, 5g, 5i.  1c, 5a, 5b, 5c, 5e, 5g, 6e, | CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. International Journal of Disability Development and Education.  Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Available at: **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 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).  ---------------------------------------------------------  Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Available at: **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 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).  FARRELL, P., ALBORZ , A., HOWES, A., & PEARSON, D., 2010. The impact of teaching assistants on improving pupils' academic achievement in mainstream 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. | Questioning and discussion of principles and strand content  Aspects included in PGP4110 strand lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how expert colleagues consider ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment.  **Planning and Teaching:**  Observe how expert colleagues use the Code of Practice to identify additional guidance on supporting children with a range of needs, abilities and backgrounds and begin to develop own strategies in both group and whole class teaching activities.  **Assessment:**  Investigate, evaluate, explore and observe alternative assessment procedures. Identify and observe adapted content, strategies, and inclusive approaches.  Use appropriate vocabulary related to inclusion, children’s learning and adaptive teaching. Demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation.  **Subject Knowledge:**  Discuss with expert colleagues how to create effective strategies that respond to individual needs and how the Code of Practice is implemented in practice. | | | | |
| **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** |
| To understand the key underlying theories of and some approaches to adapting teaching for children with common needs encountered in the classroom including for those with SEND Specific Learning Difficulties – Dyslexia, Dyscalculia, Dyspraxia, ADHD Speech, Language and Communication Needs Autistic Spectrum Disorder Social, emotional and mental health needs including Attachment issues Physical and sensory needs including Visual and hearing impairment and sensory sensitivity, neurological problems Invisible disability in school and society. | **5.1, 5.2, 5.3, 5.4, 5.5, 5.6,5.7** | 5a, 5d, 5g | Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Available at: **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 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).  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:10.1080/13603116.2016.1145267 | Whilst on professional practice, with support from expert practitioners students will demonstrate through weekly observations in practice;  \*The ability to begin to plan, guided by the code of practice, ways to support children with a range of needs adapting content, strategies, assessment and the organisation of the environment. |

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| **School Based Curriculum – Developmental Phase** |
| **Observing:** Observe, identify and evaluate how expert colleagues use practical strategies and approaches to embed adapted approaches to maintain a supportive, inclusive learning environment.  **Planning and Teaching:** Plan and teach lessons/class-based activities that consider ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment.  With support from expert practitioners, use the Code of Practice to identify additional guidance on supporting children with a range of needs.  Explore and observe alternative assessment procedures.  **Assessment:** Investigate and evaluate how to embed adaptive teaching principles and practices to ensure a supportive and inclusive environment.  **Subject Knowledge:**  Discuss with expert colleagues, approaches to adapting teaching for children with common needs encountered in the classroom including for those with SEND. Discuss ways in which adaptations can be made for children with a range of identified needs.  Examine how adaptive approaches are embedded into planning, teaching and assessment approaches.  Gather a range of adaptive approaches which are likely to support all children including those with an identified additional need |

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| **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** |
| To Observe and identify the practical strategies and approaches to embed adapted approaches and evaluate these.  To be able to identify and observe adapted content, strategies, and inclusive approaches.  To develop the use of appropriate vocabulary related to inclusion, children’s learning and adaptive teaching.  To be able to demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation.  To understand the responsibilities of the teacher in providing adapted teaching that meets the needs of all learners.  To identify the stages of the graduated approach and the role of teachers and SENCos in the process.  To know how the graduated response outlined in the Code of Practice is implemented in schools  To be able to identify how children with Special Educational Needs are identified in line with the Code of Practice.  To understand the four broad areas of need identified in the Code of Practice · Some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion · Children and parents should be central to the process of identifying and planning for adaptive teaching  To understand the potential social and emotional impact of labelling and diagnosis  To understand the importance of capturing and incorporating the voice of the child  To identify, evaluate and implement a range of adaptive approaches which are likely to support all children including those with an identified additional need. | **5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7** | 5a, 5d, 5g | FARRELL, P., ALBORZ , A., HOWES, A., & PEARSON, D., 2010. The impact of teaching assistants on improving pupils' academic achievement in mainstream 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:10.1080/13603116.2016.1145267 | . Whilst on professional practice, with support from expert practitioners students will  \*Begin to implement and evaluate, through planning, adaptive strategies, guidance and support to meet the diverse needs of all children including those identified with SEND.  \*Identify ways to build effective partnerships with children and parents understanding the importance of voice, respect and collaborative practice and the potential social and emotional impact of labelling and diagnosis.  · |

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| **School Based Curriculum – Consolidation Phase: Whole school** |
| **Observing**  Observe ways in which the Local Authority SEN/D reports can inform their focus and practice. How to communicate effectively with other professionals and agencies. Observe effective communication with support staff and identify and where necessary access sources of support for their own well being.  Observe the range of agencies working with children, their roles and responsibilities.  **Planning and Teaching:**  To be able to identify and make adaptations and reasonable adjustments  To communicate effectively with other professionals and agencies  Use evidence-based approaches to adapt teaching for children with a range of needs  To plan for an inclusive, learner friendly environment, reasonable adjustment and adaptations within and beyond the classroom  **Assessment:**  with support from expert practitioners’ students will.  Identify and make adaptations and reasonable adjustments.  Communicate effectively with other professionals and agencies.  Effectively communicate with and deploy support staff.  Identify and where necessary access sources of support for their own wellbeing.  Use evidence-based approaches to adapt teaching for children with a range of needs.  Identify ways to build effective partnerships with children and parents.  Capture the voice and aspirations of the child.  Use groupings to support learning and promote inclusion.  **Subject Knowledge:**  Discuss and analyse with expert colleagues the roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs.  Understand that their own social, emotional and mental health is important and needs to be supported.  Understand that the effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion.  To identify and make adaptations and reasonable adjustments.  To communicate effectively with other professionals and agencies  Use evidence-based approaches to adapt teaching for children with a range of needs.  Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans  Identify ways to build effective partnerships with children and parents. |

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| **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** |
| To be abl to identify systemic barriers to learning.  To understand their duty to make reasonable adjustments.  To understand the implications of the Salamanca statement for inclusion in schools  To know the provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments.  To know how outside Agencies may be involved in supporting children and families.  To know the legal basis for reasonable adjustments.  To be able to plan for support staff and their effective deployment.  To know the four broad areas of need identified in the Code of Practice and to understand some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion.  To know that children and parents should be central to the process of identifying and planning for adaptive teaching. | 8.18, 8.3, | 5a (.10, .11, .12, .13, .14). | SEE, B. H. and GORARD, S., 2013. What do rigorous evaluations tell us about the most promising parental involvement interventions? A critical review of wat works for disadvantaged children in different age groups. London: Nuffield Foundation.  SHARMA, U. and SALEND, S.J., 2016. Teaching assistants in inclusive classrooms: a systematic analysis of the international research. Australian Journal of Teacher Education, 41, 118–13.  VAN POORTVLIET, M., AXFORD, N., LLOYD, J. (No date). Working with parents to support children’s learning. Guidance report. London: Education Endowment Foundation. | Whilst on professional practice, with support from expert practitioners’ students will.  Identify and make adaptations and reasonable adjustments.  Communicate effectively with other professionals and agencies.  Effectively communicate with and deploy support staff.  Identify and where necessary access sources of support for their own wellbeing.  Use evidence-based approaches to adapt teaching for children with a range of needs Identify ways to build effective partnerships with children and parents.  Capture the voice and aspirations of the child.  Use groupings to support learning and promote inclusion. | |