

PG Sec RE Intro WDS Week 1 24/25

Super Admin

05/09/2024

Date:

Key reading for the week

Summary: This report advocates 5 broad evidence based approaches to help Pupils with Special Educational Needs and Disability (SEND). Pupils with SEND have the greatest need for excellent teaching and are entitled to receive a high quality education which helps them enjoy learning and school. It highlights the attainment gap between pupils with SEND and their peers - which is twice the gap between pupils eligible for free school meals and their peers. It also highlights the intersectional issue that pupils with SEND are also more than twice as likely to be eligible for free school meals.

The report is based on a review conducted by a team from CEDAR at the University of Warwick led by Mairi Ann Cullen, Geoff Lindsay, Richard Hastings, and Louise Denne. It is presented as a starting point or set of principles that can inform more detailed school level planning to promote equity in schooling for SEND students.

Limitations: The report does not explicitly explain its methodology in terms of how sources were selected and analysed although the EEF which funded this work does provide an overview of how it selects and collates educational research. The report does not offer specifics in removing barriers for particular types of SEND e.g. Sensory Impairment, so further research and conversations with expert colleagues is needed for teachers supporting those students.

Reference: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Support for mentors with the curriculum focus

[Special Education and RE Lancashire SACRE offers essential resources and support to enhance RE teaching in special education, promoting inclusive and effective practices.](#)

Curriculum for the week

This week the trainee should have demonstrated that they know:

1: Inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning.

Yes No

2: The importance of prior knowledge about the learner and their needs specific to the educational setting. These are mandatory responsibilities such as safeguarding procedures

and SEND code of conduct when working closely with the SENCO.

- Yes No

3: Teaching assistants (TAs) can support pupils most effectively when teachers plan their deployment and make use of their expertise.

- Yes No

4: In RE it is essential to implement inclusive teaching practices that accommodate the diverse needs of students with SEND, ensuring they feel respected and valued in discussions about different religious beliefs and practices

- Yes No

This week trainees should have demonstrated that they know how to:

1: Explain what Adaptive Teaching is and identify barriers to learning in RE.

- Yes No

2: Research specific areas of need and suggest methods to adapt planning to reduce or remove learning barriers, for example adapting resources, using additional support, effective modelling and scaffolding or flexible grouping.

- Yes No

3: Teachers use data to inform planning utilising a balanced input of new content so that pupils master important concepts such as staying safe online.

- Yes No

4: To implement inclusive teaching practices in RE that accommodate the diverse needs of students with SEND by differentiating instruction, using varied teaching methods, and providing appropriate support and resources.

- Yes No

Questions for mentor and trainee to discuss in mentor meeting

Q1: Explain how teachers use data to ensure their planning and teaching is inclusive, with example(s).

Mentor summary of trainee response

Q2: Explain the concept of Adaptive Teaching and identify how this could be used to adapt teaching of a topic in RE to address a specific pupil need.

Mentor summary of trainee response

Has the trainee demonstrated the appropriate professional behaviours required of those training to teach?

Yes No

If you answered no, please provide details

Additional notes from mentor meeting

For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.

Trainee workload and well-being

Have strategies for workload been discussed?

- Yes
- No

Actions or follow up (if needed)

Has the trainee's wellbeing been discussed?

- Yes
- No

Actions or follow up (if needed)

Trainee attendance this week - please enter the number of days.

Opportunities identified for progress

Based on the curriculum for this week, which skill(s) need(s) development

How, where and/or when could the trainee observe, practice and or receive feedback on these skills?

Progress

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:

- Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours
- Trainee is making sufficient progress through the curriculum but this has required additional support
- Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered

Please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.

Signature

Mentor

- Yes
- No