**Primary 5-11 Curriculum Map (Adaptive teaching and SEND)**

***Year 1 Undergraduate - School Based Route***

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| **University Curriculum – Introductory** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **1** | **Introduction to Adaptive teaching and SEND:**     1. To understand the range of needs present in the classroom, every child is an individual. 2. To understand how to meet the needs of all learners in an inclusive environment. 3. To understand the importance of perception and language, moving away from a deficit model.   **SEND Case Studies & Scenarios**   1. To understand and appreciate the unique needs of each child, especially those with SEND. 2. To know that relationships and communication with parents and carers is essential in the inclusive provision of all children.   **Adaptive Strategies in the Primary Classroom**   1. To know that effective practice is underpinned by 'quality-first' teaching which draws upon adaptive strategies and principles. 2. To be able to draw uponexpert guidance, advice, and support to pupils with SEND. 3. To understand best practice principles that will improve outcomes for all pupils especially those with SEND. 4. SEND CoP- Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions. 5. Using one-page profiles as a useful tool for capturing information and the voice of the child. 6. Technology, educational software and assistive technology can support teaching and learning for pupils with SEND. 7. Pupil Premium 8. Inclusion, Equity, equality   **Developing and Adapting Practice for all pupils.**   1. To know that planning, resources and teaching can be adapted for all pupils in order to offer an inclusive and safe environment for all children especially those with SEND. 2. To draw upon best practice and expert guidance to tailor and adapt planning and resources for pupils with SEND. | 5.1, 5.2, 5.7, 5.8  5.3, 5.4, 5.6, 5.8  5.1, 5.2, 5.3, 5.6, 5.7, 5.9 | 5f5g, 5j,5k, 5p,  5d, 5f, 5g, 5i, 5k  5a, 5c, 5g, 5j, 5k, 5m | 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.  Sisk, V. F., Burgoyne, 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. Available at: <https://doi.org/10.1177/0956797617739704>.  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.  Cullen, M. A., Lindsay, G., Hastings, R., Denne, L., & Stanford, C. (2020) Special Educational Needs in Mainstream Schools: Evidence Review. Available at: Cullen\_SENDEvidenceReview.pdf.  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. Available at: Davis\_TeachingStrategiesAndApproachesForPupilsWithSEND.pdf.  VAN POORTVLIET, M., AXFORD, N., LLOYD, J. (No date). Working with parents to support children’s learning. Guidance report. London: Education Endowment Foundation.  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).  Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge. | Case study analysis  Engaged reading  Group Discussion  Mini-Presentations of Resources / Materials  Session-based WDS Reflection  Feedback from tutor, whole class feedback or through dialogue of a taught session |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing**: Observe pupils with a range of needs, and note how expert colleagues adapt their teaching, resources, assessment and activities to meet the needs of all pupils.  **Planning**: Plan lessons in selected core and foundation subjects, paying particular attention to children with a range of needs  **Teaching**: Begin to appreciate best practice principles, rooted in evidence, to deliver high-quality teaching to all pupils especially those with SEND. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Introductory Professional Practice**  To become familiar with the school SEND policy.  To observe how teachers adapt their practice to meet the needs of all learners and promote an inclusive environment where all children feel valued and are expected to achieve.  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils with a range of needs.  To liaise with expert colleagues to address the needs of pupils.  To understand the importance of adapting assessment and how the results inform planning and next steps.  To understand the barriers/inequalities and how language and labelling can influence progress/ Social justice/discrimination.  Flexible grouping and the impact on attainment, behaviour engagement and motivation.  Social justice/discrimination | 5.7, | 5c, 5e, 5f, 5g, 5h, | McLeskey et al. (2017) High-leverage practices in special education. Arlington, VA: Council for Exceptional Children and CEEDAR Center. Available at: McLeskey\_HighLeveragePracticesInSpecialEducation.pdf.  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.  Education Endowment Foundation (2020) Special Educational Needs in Mainstream School Guidance Report. Available at: EEF\_SENDInMainstreamSchool.pdf.  \*Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit: Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>.  Steenbergen-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 Meta-Analyses. Review of Educational Research, 86(4), 849-899. Available at: <https://doi.org/10.3102/0034654316675417>. | WDS on Introductory Professional Practice.  Mentor / SENCO / conversations.  Observation of pupils with SEND.  Observation of expert colleagues teaching pupils with SEND in an inclusive and adapted environment.  Observation feedback from Mentor / Link Tutor. |

***Year 2 & 3 Undergraduate - School Based Route***

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| **University Curriculum - Developmental** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **2** | **Observation and Assessment of Adaptive teaching principles and strategies in practice.**  ***Retrieval of Introductory Content***  To understand that accurate and effective use of assessment can support the progression of pupils with SEND.  To recognise that children with SEND might have more than one difficulty and there is a probability of co-existing difficulties which may also be compounded by social, emotional difficulties and poverty for example.  To know that multi agency working is paramount to proving effective support for children with SEND. To understand when and how to seek support and guidance to be able to effectively adapt teaching to ensure the progression of all learners. | 5.2, 5.5, 5.8, 5.9 | 5b, 5d, 5f, 5i, 5q | Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. Available at: <https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/embedding-formative-assessment>.  Tereshchenko, 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, 34(4), 425444. Available at: <https://doi.org/10.1080/02671522.2018.1452962>.  OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Available at: <https://doi.org/10.1787/9789264267510-en>.  Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest, 9 (3). Available at: <https://doi.org/10.1111/j.1539-6053.2009.01038.x>.  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. Available at: <https://doi.org/10.1016/j.edurev.2018.10.001>.  Gallagher, M. A., Parsons, S. A., & Vaughn, M. (2022). Adaptive teaching in mathematics: A review of the literature. Educational Review, 74(2), 298-320. Available at: <https://doi.org/10.1080/00131911.2020.1722065>. | Peer Discussions  Case study analysis  Engaged reading  Mini-Presentations of Resources / Materials  Session-based WDS Reflection  Session-based WDS Reflection  Feedback from tutor, whole class feedback or through dialogue of a taught session |

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| **School Based Curriculum – Developmental** | | | | |
| **Observing**: Refine and develop observation skills. Observe how expert colleagues adapt their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of adapted lessons to ensure all children can access the learning and succeed.  **Teaching**: Draw upon some best practice principles, rooted in evidence, to deliver high-quality adapted teaching.  **Assessment**: Understand how existing frameworks, formative and summative assessment, the use of 1 page profiles and EHC plans can lead to progression for pupils with SEND | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Developmental Professional Practice**  To understand the importance of effective and focused observations of professionals and pupils.  To know and recognise specific adaptive teaching strategies to meet the needs of all learners.  To be able to understand and be consider different approaches when planning to meet the needs of all learners.  To recognise and develop an understanding of the importance of assessment and assessment tools. | 5.8, 5.1, 5.2, 5.4, 5.7, 5.9 | 5a, 5b, 5c, 5g, 5h, 5j, 5k, 5l, 5m, 5n, 5o, 5p, 5q |  | WDS on Developmental Professional Practice.  Mentor / SENCO / conversations.  Observation of the effective adapted strategies for pupils with SEND.  Observation of expert colleagues teaching pupils with SEND.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils with SEND linked to EHC or other personalised plans, 1 page profile and targets. |

***Year 4 Undergraduate - School Based Route***

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| **University Curriculum - Consolidation** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **3** | **Additional Influences on outcomes for children with SEND.**  To know which additional factors can influence educational outcomes for children with SEND. | 5.4, 5.5,5.7, 5.8, 5.9 | 5c, 5d, 5e, 5f, 5j, 5q |  | Session-based WDS Reflection  Feedback from tutor, whole class feedback or through dialogue of a taught session |

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| **School Based Curriculum – Consolidation** | | | | |
| **Observing**: Refine and consolidate observation skills. Observe how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of lessons in all core and foundation subjects, paying particular attention to adapting delivery, resources and assessment to ensure all learners can access and succeed.  **Teaching**: Apply best practice principles, rooted in evidence, to deliver high-quality teaching to all pupils especially those with SEND.  **Assessment**: Use existing frameworks, formative and summative assessment data to plan for progression for pupils with SEND. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Consolidation Professional Practice**  To understand the professional responsibilities in relation to SEND (e.g. The SEND Code of Practice 2015).  To understand how to adapt delivery, environment, resources and assessment strategies to ensure learning is engaging, active and cognitively demanding, balancing the danger of cognitive overload and avoiding overload of working memory.  To identify strategies to support outcomes for disadvantaged pupils. | 5.7, 5.8 | 5c, 5e, 5h, 5j, 5k, 5l, 5m, 5n, 5o, 5p, 5q | Belland, B. R., Walker, A. E., & Kim, N. J. (2017) A Bayesian Network Meta-Analysis to Synthesize the Influence of Contexts of Scaffolding Use on Cognitive Outcomes in STEM Education. Review of Educational Research, 87(6), 1042- 1081. Available at: https://doi.org/10.3102/0034654317723009. | Weekly WDS on Consolidation Professional Practice.  Mentor / SENCO /Inclusion Lead conversations.  Observation of pupils with SEND.  Observation of expert colleagues teaching pupils with SEND in an adapted and inclusive style.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils with SEND. |