

### School based training [SBT]

- 120 days in school
- Assessed mainstream placement of about 11 weeks
- Assessed special school placement of about 11 weeks.
- Opportunities to experience other educational settings to include secondary and PRU.
- Specialist training on issues related to SEN/D

### Centre based training [with the University of Wolverhampton]

- Understanding of the core subjects module [40 credits at masters]
- Developing children's knowledge & understanding module [20 credits at masters]
- Professional studies module.

	September	October	November	December	January	February	March	March/April	May	June
Days/weeks of practical school based	3 days SBT: Introduction to a primary setting. 1 day SBT: Introduction to a secondary setting		Five Week block SBT [1] in a primary school. This is an assessed placement.		Six Week block SBT [1] in a primary school. This is an assessed placement.		One week in a PRU. One week in special schools.	11 week block SBT [2] in a special school. This is an assessed placement. The first two weeks will be preparation and training on SEN/D in your 2 <sup>nd</sup> school placement.		
Notes	Immersion and induction into schools		You are in the same school and based in the same class for the 11 week practice				Immersion and induction into 'alternative educational settings'	SEN training will be provided across the partner schools.		

*N.B. Please note that this model is based on the 2013/14 model and can be subject to change.*

Below are examples of the detailed trainee guidance provided during assessed block placements. This example is linked to a mainstream practice

## Weeks 2 & 3 – Introduction to teaching

### Foci for the week

- Developing a teacher presence
- Plan for learning and teaching
- Discussing the value of reflection during teaching.

50% of your time should be engaged in teaching/supporting the class teacher with Teaching & Learning activities. The rest of your time can be engaged with the following activities **with the agreement of the class teacher/mentor.**

### Role of the SBM

- ✓ Formally observe the trainee plan and teach part of a lesson [either with the whole class; 1:1 or in small groups].
- ✓ Meet with the trainee on a weekly basis to encourage reflections, check planning folder and review targets.
- ✓ Arrange training around the school to meet the needs of the trainee.

### Role of the teacher.

- Provide opportunities for you and the trainee to team teach.
- Provide guidance with planning for small groups of children.
- Encourage and provide guidance with reflections/evaluations of learning and teaching.
- Opportunities for the trainee to observe/be involved during PPA time.

### Role of the Trainee

- Be familiar with the university planning proforma
- Be familiar with how the school plans [observe planning meetings, access planning documents]
- Access key documents/policies that will support you with learning and teaching [subject, assessment etc].
- Manage and organise your timetable [in discussion with the class teacher/mentor] for these two weeks so that you are clear about when you are teaching and working with your class and when you are able to carry out learning enquiries and investigations.
- Make arrangements and confirm with staff prior to meetings and observations.
- Under the guidance of the CT continue to work with small groups and individual children
- Plan independently for small groups for English and Maths.
- Plan and team teach whole English and Maths lessons [week two class teacher lead, week three trainee lead]
- Plan to teach a maths lesson and an English lesson by yourself during week three
- Record joint verbal reflections and evaluations with the class teacher after teaching. Make a few brief notes on the university evaluation proforma and share these with your mentor.

### Observe

During these two weeks engage in a learning enquiry and focus your observations on the teaching and learning strategies used by the practitioners across a range of subjects throughout the school [with a particular focus on English and Maths]. Focus on the following;

*~identify the different types of questioning used? How is questioning used to include all learners during the lesson? What other learning/teaching aids support the process of questioning?*

*~ How are children differentiated for learning? Discuss with the class teacher other 'ways' of differentiating?*

*~what is the role of the teacher/other adults throughout the lesson? Does the school engage in guided group work, if so how is this managed and organised?*



*~Share your observations with your class teacher reflecting on how you will use them in your teaching.*

**Investigate:**

- School Planning: Find out how the school plans, teaches and assesses across the curriculum.
- Find out what plans the school has in terms of implementing the draft 2014 primary NC.
- Find out about safe guarding and child protection by accessing and interacting with the school policy. Meet with the key person for safe guarding in your school and make notes on your discussions.
- Meet with the SEN co-ordinator and discuss the provision for SEN/D learners. Access policy and highlight areas of interest that you wish to focus on during your observations.
- Meet with the maths co-ordinator; English co-ordinator. Access policies for each subject. For the maths focus on the calculation policy and how calculations are taught throughout the school. For English focus on the phonics policy and how phonics are taught.
- Work towards completing school based tasks from the university.

REFLECT [during discussions]

Reflect on how you implemented and managed classroom organisation and behaviour and what impact that had on the learning of children.

Reflect on how successful you were in establishing a teacher presence and what you learnt from your learning enquiries that supported your practice.

Reflect on how your planning has progressed each week. What has worked and what has not worked?

Reflect on how your 'conversations of learning' with the class teacher are supporting you in developing your practice.

Identify key targets that you need to work on following each week and share them with your mentor.

Together devise an action plan that identifies points to support your progression.

Update your RoPD. Do you have any further questions regarding your placement?



This example is linked to a special school practice

## Week 1 – Preparation Week

### Foci for the week: Induction to SEN/D, the school and the class you will be working with

#### Role of the SBM (School Based mentor)

- ✓ Show the trainee around the school and share school handbook and information.
- ✓ Provide access to the server and emails.
- ✓ Introduce to the class and teacher they will be working with.
- ✓ Give access to key school policies to include behaviour, curriculum, health and safety.
- ✓ Devise a timetable of training and support for the next four weeks.
- ✓ Timetable formal observations.
- ✓ Timetable weekly mentor/trainee meetings.

#### Role of the teacher.

- Give details and information about the class, such as IEPs, behaviour plans, profiles.
- Share the class timetable and organisation
- Have access to planning, assessment documents and resources.
- Induct the trainee with individual/small group work

#### Role of the Trainee

- Contact the school prior to this week to arrange a convenient time to meet with the mentor/head.
- Ensure you follow the expectations of the schools in your role as a trainee teacher.
- Get to know the children in your class. [with support and guidance work 1:1]
- Gather planning and paperwork to prepare you to teach the following weeks. [units of work, planning arrangements, timetables, assessment, IEPs]
- Find out about safe guarding and child protection by accessing and interacting with the school policy. Meet with the key person for safe guarding in your school and make notes on your discussions.

#### Observe:

- *Observe how the structure of the school supports staff to meet the needs of pupils.*
- *Observe and note those features which are particularly characteristic of this special school.*
- The ways in which pupil behaviour can challenge learning opportunities in the classroom.
- How teachers use a range of strategies to manage incidences of challenging behaviour so that pupils are kept on task and learning.
- How the class team work together to manage challenging behaviour.

#### Investigate:

- *School Context: find out the designation of the school, how many pupils and staff it has, how many teachers, catchment area etc.*
- *School structure: investigate how the school is structured, whether pupils are taught in mixed ability classes or grouped according to learning need etc..*
- *Core Values: find out the mission statement and core values of the school.*
- The school policy on behaviour and discipline; how is this communicated to staff.
- Specialist approaches to behaviour intervention, e.g. Team Teach, SKIP, used by the school.
- Investigate which children have behaviour plans.
- Ask to look at behaviour planning with the teacher and explore how the whole team are involved in implementing it.
- Systems of reward and sanction used by the school.



### **Reflect [during discussions]**

- How do behaviour support strategies impact on inclusive learning?
- What changes will you make to your practice to promote positive behaviour in your classroom?
- How does the behaviour of the teacher impact on the behaviour and learning of pupils?
- Do you have any further questions regarding the promotion of positive behaviour?

Identify key targets that you need to work on following this week and share them with your mentor. Together devise an action plan that identifies points to support your progression.

Example



**Joint Learning Review :Promoting Positive Behaviour    Date:**

**Mentor:**

**Trainee:**

Please make brief notes below relating to your joint learning review of the above key element of teaching and learning.

Trainees will develop their **knowledge** of:

- The incidence of challenging behaviour in a special school population
- The causes of challenging behaviour
- Approaches to managing challenging behaviour

Trainees will **understand**:

- How the behaviour of staff can impact on the behaviour of pupils
- The nature of challenging behaviour
- The need to manage behaviour in a positive way

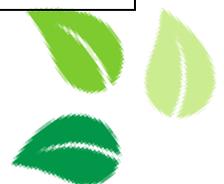
Trainees will **learn**:

- De-escalation strategies for use in the classroom
- How to use solution focused approaches to challenges in the classroom

**This will support learning towards the following Teachers' Standard:**

**7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



## Promoting Positive Behaviour

Special schools stress the positive achievements of students and value the contributions that all pupils make to the life of the school. They aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is support for all students to develop appropriate behaviour for learning, based on the use of praise and the celebration of good behaviour.

### Meeting behaviour needs

Pupils with special educational needs have a complex learning profile that frequently includes communication difficulties, both expressive and receptive; difficulties in establishing and maintaining social relationships; difficulties in establishing meaning and understanding the complex world around them. Such difficulties are not necessarily immediately apparent to the observer. The impact of trying to manage and live with these difficulties often gives rise to challenging behaviour; behaviour can be the way which students communicate an inability to

cope with complexity. This places the child or young person in a position which mediates against their inclusion in school; they can become increasingly marginalised and alienated. Good behaviour is an essential pre-requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers.

### Celebrating and Rewarding Good Behaviour

Rewards are often more important than sanctions in special schools; good behaviour should be recognised and rewarded. Teachers recognise and highlight good behaviour as it occurs; they ensure that children are praised for behaving well. They explain and model the behaviour they wish to see from pupils; teachers recognise that their behaviour influences the behaviour of the child. Children are encouraged to be responsible for their own good behaviour; individual children and groups are rewarded for behaving well. Staff let parents and carers know about

their children's good behaviour. Appropriate behaviour receives an immediate social reward in the form of praise. For many pupils this affirmation is sufficient to keep them on-task and learning. Some students work within an agreed reward system where their appropriate behaviour will earn points, ticks or stars which count towards a specified goal. The time-scale for the system is appropriate to the student's understanding and class rewards system. Occasionally children may forget about the code for good behaviour; teachers encourage students to follow the code by reminding pupils about the school code, noting good behaviour as it occurs and dealing positively with inappropriate behaviour.

### Using positive communication:

Communication can be a significant factor in supporting students to achieve good behaviour for learning. Teachers are aware of the functional communication levels of pupils, ensuring that all appropriate staff understand the child's communication needs. Spoken language and other forms of communication are modified so that it is appropriate to the student, recognising that levels of understanding may be significantly delayed. Some students find spoken language difficult to understand; their understanding can be supported by pictures, symbols, objects or gesture.

Students are prepared for what is expected of them in different situations. For example, pupils are given prior warning of a change in activity; strategies are used to support understanding e.g. using a timer or traffic light system. The use of visual schedules or timetables will help many students to understand what is coming next.

Pupil engagement is essential to effective behaviour for learning. The activities planned for the pupils are interesting, relevant, purposeful and well matched to pupil ability. Teachers strive to ensure that all students experience success, praise and reward. Students are given clear information about acceptable behaviour and staff model this at all times. Consistency of approach, extending across the class team, is important so that pupils feel



secure and all members of staff respond to behaviour in a broadly similar way. Most pupils incidents can be and should be dealt with as a one-off situation; but sometimes the underlying causes of the behaviour can be far more complex and demand a range of strategies over a period of time.

### **Behaviour intervention**

Some students experience more challenging behaviour which needs consistent, planned responses. In this instance a Behaviour Intervention Plan may be drafted, taking account of the environmental issues which need to be controlled for, the teaching strategies used to support the student to manage their own behaviour and the coping strategies employed when instances of challenging behaviour arise. Where students need positive handling strategies they are included in the plan having been agreed with parents or carers. Pupils may have planned

access to learning mentors, Think rooms or therapeutic strategies.

### **Coping with incidents of challenging behaviour: escalation and de-escalation**

Challenging behaviour frequently arises as a result of the student experiencing difficulty with the physical, emotional or learning environment; the response of members of staff to the challenges also becomes part of that environment. Challenging behaviour can be escalated by conformational responses, conversely skilled and thoughtful de-escalation can support the child or young person to calm, to regain control of their behaviour and to come out of crisis in a positive way. It is important for staff to keep calm and try to avoid letting the pupil know that they are cross or getting wound up. When children are out of control it is imperative that members of staff remain in control of the situation. Some inappropriate behaviour may be ignored where possible; at times, if a particular pupil is “winding them up”, staff will walk away and let a colleague take over. Pupils with SEN do respond differently to different adults; staff will work hard to avoid letting any pupil ‘dig themselves into a hole’. Being confrontational is avoided; for most pupils the subtle approach will usually work more effectively. Confrontations, if they do occur, are dealt with swiftly and sensitively, and the pupil removed from the situation.

### **Multi-agency approaches to behaviour**

Special schools work closely with parents and carers to promote positive behaviour both in school, at home and in the community; where behaviour difficulties are a significant concern both in school and at home a multi-agency team around the child is gathered, involving psychology, speech and language therapy, community nursing and/or social care. Parents are always involved at an early stage if there are concerns about their child’s behaviour.

### **Finding out more:**

[Promoting Positive Behaviour: maintaining positive relationships](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Using an ABC chart](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Using solution focused thinking](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Setting boundaries and routines](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Managing change](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Physical intervention](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Positive handling](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Causes of challenging behaviour](#)

[Training materials for teachers of learners with severe, profound and complex learning difficulties: Levels of support](#)



Training materials for teachers of learners with severe, profound and complex learning difficulties: Working with families

Training materials for teachers of learners with severe, profound and complex learning difficulties: Multidisciplinary teams

Training materials for teachers of learners with severe, profound and complex learning difficulties: A case study

Example