

# SEND IN ITE: BUILT IN, NOT BOLT ON

## UCET CONFERENCE

### AT SWISS COTTAGE SCHOOL

#### 28<sup>TH</sup> APRIL 2017

#### REPORT SUMMARY BY JANE EMERSON:

ORGANISED BY UCET: UNIVERSITIES COUNCIL FOR THE EDUCATION OF TEACHERS

'Excellent teaching for SEND is excellent teaching for all' SEND Review 2016

Jane Emerson attended this conference organised by UCET ([www.ucet.ac.net](http://www.ucet.ac.net)) in her capacity as a member of the Learnus Council Team (see [www.learnus.co.uk](http://www.learnus.co.uk)) and gained valuable information to bring to her new role this year, as SENDCo Supporter and Advisor for Alpha Plus Schools. Much of the speakers spoke about developing a common language within initial teacher training education. Much of the conference brought up the ways that SENDCos can support newly trained teachers so that they too can support all learners in their classrooms.

Attendees were welcomed by James Noble-Rogers of UCET and Vijita Patel head of Swiss Cottage School, which is a maintained special school for children with layered complex needs. It is also a teaching school and the conference was held in a large room in the building.

See [www.swisscottage.camden.sch.uk](http://www.swisscottage.camden.sch.uk)

Margaret Mullholland, Director of Development and Research at the school, spoke about different parties approaching shared items of language and of the concepts of Think, Pair, Share and she talked about building the SEND Curriculum for career long learning following Initial Teacher Training and the gaining of Newly Qualified Status. New Teachers can work towards implementing a combination of Personalisation, Inclusion and Differentiation when working together for all pupils. These pupils need not be defined by labels, she said, and yet labels can be useful as part of an inquiry about pupils' requirements, without using the word needs, necessarily.

She spoke inspiringly about considerations for the new SEND Code of Practice using a Graduated Approach and demonstrated with a spiral image where a cycle is followed for individual pupils starting from the bottom for an 'Assess-Plan-Do-Review' approach.

This can start at a whole school level and work towards personalised intervention for each individual.



Next, Anita Devi ([www.AnitaDevi.com](http://www.AnitaDevi.com)) spoke on behalf of NASBTT ( National Association of Schools Based Teacher Trainers, see [www.nasbtt.org.uk/send](http://www.nasbtt.org.uk/send)).

'On Line Training' courses ([www.oltinternational.net](http://www.oltinternational.net)) are developed. She spoke about developing practical toolkits to train teachers about the HOW? of interventions ranging from dyslexia to managing behaviour, for example. These can be delivered as CPD for schools based Senior Leaders, sometimes called coaches, tutors, Initial Teacher Training Coordinators etc. These can be delivered as static or interactive training.

Anita stressed the importance of new teachers being supported to assess first, using an Investigative Mindset, before making a plan, as Margaret had mentioned earlier.

She went on to discuss what professional practice entails, which lead to good progress and outcomes by pupils, the development of SEND expertise by all teachers, and support systems in place in the form of Senior Leaders.

Next, Diane Swift spoke from Keele and North Staffordshire Primary SCITT (Schools Centred Initial Teacher Training). They run this based around the Framework for Core Content for ITT and the Carter Review of 2015. She described teaching as an inquiry process.

After that, Nick Peacey from UCL Institute of Education spoke about a joint project between Swiss Cottage School Development and Research Centre and UCL: Towards a New Reality for Teacher Education for SEND which asked how teachers can be best prepared through the design of an apprenticeship over time, for working with children with special educational needs and disabilities so that pupils can achieve effective inclusion [www.ioe.ac.uk/sendteachereducation](http://www.ioe.ac.uk/sendteachereducation)

The project led by Dr Joseph Muntz ([j.mintz@ioe.ac.uk](mailto:j.mintz@ioe.ac.uk)) demonstrated that current ITT do not properly allow for the development of teachers to be fully effective in achieving inclusion of children with SEND in the classroom.

45 teachers undertook a Masters Module along a SEND pathway where teachers received knowledge and skills to teach students with moderate or complex difficulties. They studied Child Development, Specific Diagnostic Categories, Subject Criteria such as pupils learning to socialise or work independently.

Chris Brown's work was mentioned on the subject of developing 'Knowledge Exchange Champions' in schools to support teachers and how SENDCos could develop further as 'go to' person who could help staff to develop further capacity to deal with issues such as autism by mobilising research evidence about SEND pupils requirements.

The project suggested two feasible options:

- An enrichment and dissemination model could provide a route for 5% of ITT students nationally to undertake such a route.
- A longer or extended programme could be provided for all students so that many of the current issues of the current PGCE could be resolved if the length of the course was increased to more than 10 months for teachers to understand about effective inclusion for SEND.

Later Stephen Munday, Chair of the ITE content framework working group, (also spoke about longer or amended programmes) from the CAM Academy Trust (based in Cambridge). The expert group was involved in constructing further CORE CONTENT for ITT related to Standard 5 where all teachers are prepared to support SEND pupils in the classroom. When I asked why only dyslexia was mentioned as needing to be included in ITT rather than other 'dys' inputs on say dyspraxia and dyscalculia, he said that individual organisations could include other topics if they wished.

Generally, the attendees I spoke to who asked about Learnus, when I told them I was there representing Learnus, were very interested that we are forging the links between Cognitive Neuroscience and Teacher Education. On my table, several were very keen to talk about disseminating information about neuromyths and multi-sensory teaching as they felt, as we have heard before, that many are sceptical about student teachers having the knowledge to judge what recommendations are backed up by evidence based research about the utility of approaches being publicised, that are linked to Cognitive Neuroscience information.

Jane Emerson May 2017

#### Additional Information:

- There are new magazines called 'Teach Primary' and 'Teach Secondary' to which some of the conference attendees have submitted articles.
- There were Round Table Discussions at various intervals throughout the day:
- Chris Rossiter from Driver Youth Trust
- John Reid from Oxford Brookes
- Simon Knight from NET
- Helen Joy from Forest Way TSA
- Bob Lowndes from Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- Teresa Redmond from Communication Trust
- Garath Jackson from Achievement for All [www.afaeducation.org](http://www.afaeducation.org)
- Maria Constantinou from UCL/MITA
- Julia Clements and Luke Rossiter from Place2Be

- Dr Alison Black from Exeter University
- Michael Surr from NASEN
- Sarah Hardy from TBAP
- Gill Cochraine and Kathryn Benzine from Dyslexia Action

Recommended Articles:

Working with TAs Guidance Report from Education Endowment Foundation by P. Blatchford et al 2009, Professor of Psychology and Education at UCL.