

NEED TO KNOW

● The Carter Review of ITT reminded us that “good teaching for SEND is good teaching for all children”.

● Practitioners and policy-makers have, however, highlighted the inconsistency and variability in coverage of SEND in ITT in England.

● An alarming number of teachers (and trainees) feel unprepared or unsupported to teach pupils with SEND (<https://bit.ly/3jRFGht>).

● There has been a lack of expertise amongst ITT providers in developing structured and sustainable programmes with a clear SEND input.

● ITT providers need help around how to do this and explore wider principles with trainees.

● NASBTT is seeking to address these issues with a new SEND toolkit designed in partnership with nasen.

● This toolkit offers SEND support, resources and guidance to ITT providers, with a view to ensuring trainees can work effectively with every pupil.

● A robust SEND curriculum for ITT/ITE needs must include the graduated approach, how to measure the impact of interventions, and four other key criteria.



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pupils or groups of pupils.

● **Impacts of interventions**

– the factors that contribute to maximising the impact of interventions or additional teaching sessions, delivered over a set length of time, to support pupils who have gaps in their learning which may or may not be due to SEND.

● **Subject-specific advice** – for the teaching of SEND children in English, Maths, Science, Humanities and practical subjects.

● **Supporting children who have SEND** – possible strategies, with suggestions for tutors to consider regarding their own practice as well as ideas that trainees may find helpful in supporting them in their training and future careers as teachers.

● **SEND audit for providers** – for SCITTs and School Direct Lead Schools to use to RAG-rate their offer in terms of its SEND

content. The short and simple tool enables ITT providers to identify areas of good practice as well as areas for development.

● **Planning the sequence: guidance** – here we provide two alternative suggested teaching sequences which support interweaving of SEND across year-long school-based ITT.

In summary, based on our experience, a robust SEND curriculum for ITT/ITE needs to include:

● the graduated approach. This is non-negotiable. Trainees need to be able to explain this clearly for the NQT interviews.

● how to measure the impact of interventions. This is about how they use data. At the initial training stage it may be support staff and the SENCO who provide data, but teachers need to know what questions to ask and how to interpret the answers.

● the milestones in a child or young person’s development, and how to determine whether or not these are being reached.

● the four broad areas of need and specific needs within each area. Trainees can never fully know this, but a well-designed programme will give them the skills they need to research more as they progress in their career.

● subject knowledge (at secondary level) and different pedagogical approaches to SEND. This is about trainees developing their ability to spot when a pupil is underperforming and discern if this reflects a special educational need.

● partnership and multi-agency working. This means working collaboratively with children and young people, parents and families, support staff and external practitioners.