

London East Teacher Training Alliance

Phoenix
School





Today



ITT - provider perspective

How we prepare our teachers to support diverse needs

What gets in the way

Mitigations

ITT - school partner perspective

How to optimise learning from SEND placements

Hear from former trainees



QFT: essential for some, beneficial for all





No magic bullet

Teaching of QFT



QFT involves chunking and sequencing
Why? How?

Then...

Why is this vital for learners with SEND?



Teaching *through* QFT



Trainees' learning is delivered *through* QFT
And they reflect on that as a learner



Learning is learning...

Learning *through* QFT



What is the impact for them as learners (emotionally, academically) of?

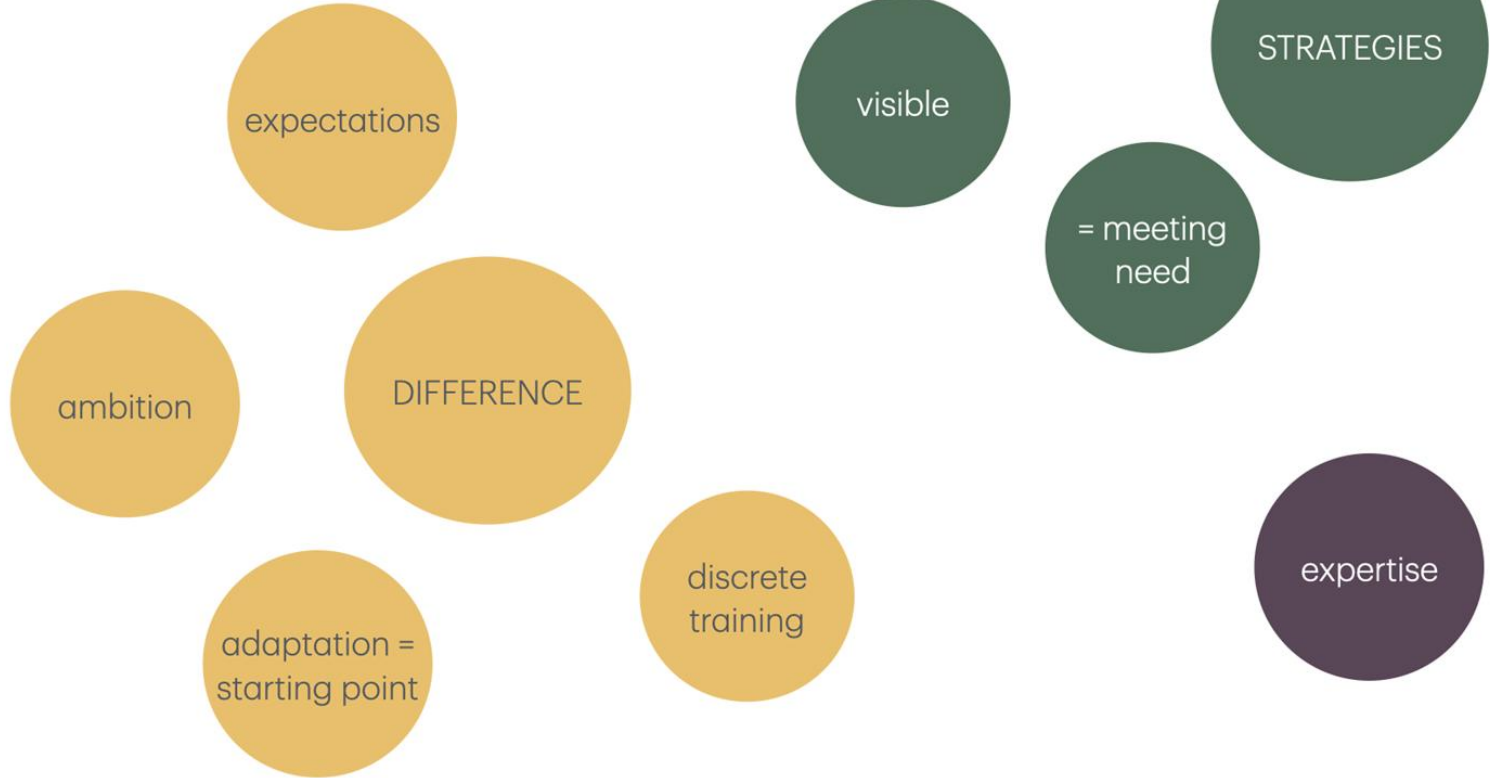


Course structure





Values and beliefs





Impostor syndrome and shame

I know how to meet Jabir's needs...
I **should** know more about dyspraxia





Context specific

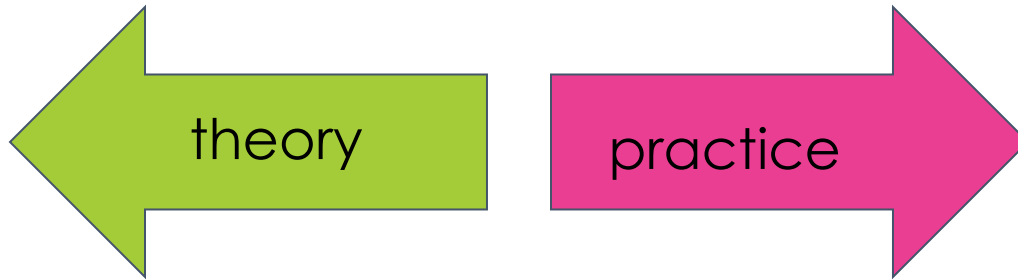
How does this relate to training?

That couldn't work here.





Cognitive dissonance





“I can’t” to “How can I?”





Meaningful and effective partnership









How do we ensure SEND placements deepen understanding of teaching and learning, and SEND, without unintentionally perpetuating misconceptions and decreasing self-efficacy?



Avoiding unintended impact



School Context



Beatrice Tate is a specialist school for learners with **Severe Learning Difficulties (SLD)** and **Profound and Multiple Learning Difficulties (PMLD)**. Teaching is highly personalised, communication-focused, and rooted in inclusive, therapeutic practice, with strong multidisciplinary working.

Practitioner Voice – Transition from Mainstream to SEND

- Supported by strong mentoring and time to observe specialist practice
- Practical experience (communication, sensory learning, adaptive planning) was key
- ITT would be strengthened by:
 - Earlier, longer SEND placements
 - Clearer guidance on multidisciplinary working
 - Greater confidence-building around complex needs

Key message: SEND ITT is most effective when it is immersive, supported, and relational



Strategic Partnership – Value & Viability

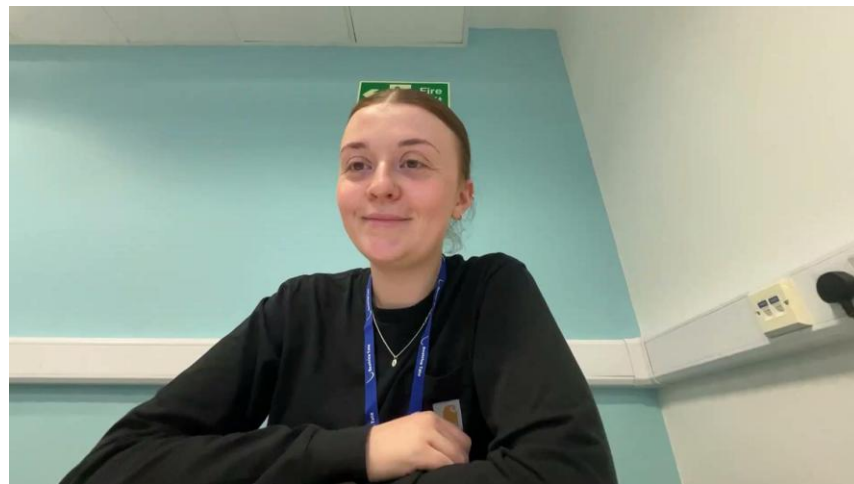
Mutual Benefits

- **School:** sustainable recruitment, strengthened mentoring, SEND system leadership
- **Trainees:** authentic SEND experience, confidence, clear career pathways
- **Partnership:** co-designed ITT, high-quality SEND expertise, shared accountability

Challenges & Mitigation

- **Challenges:** capacity, trainee confidence, perceived complexity of SEND
- **Mitigation:** careful trainee selection, structured mentoring, clear expectations, phased responsibility

SEND placements at Beatrice Tate offer a **gold-standard training experience**, producing reflective, adaptable, inclusive teachers.





SEND placements succeed when they are:

- **Intentional** (clear purpose)
- **Structured** (guided observations + planned practice)
- **Representative** (broad view of SEND)
- **Reflective** (discussing misconceptions openly)
- **Empowering** (building efficacy through supported practice)

Aspirational Outcomes

Trainees see how the rigor of the Teaching Standards are applied in a SEND setting—maintaining high aspirations

Tailored Curriculum

Understand the application of an adapted curriculum, not just a lower assessment tool

Autism Advocacy

Trainees can take their SEND understanding beyond the context of education, and benefit the wider community by understanding Autism

Pupil Independence

Learn to plan for graduated support and increased independence, not assuming all SEND pupils needs 1:1 support

- Trainees will see SEND learners as **learners first**
- Understanding barriers to learning and how teaching can reduce them.
- Developing adaptive teaching—not “watering down” but anticipating need.

SEND placements- Trainee Teacher Development

