

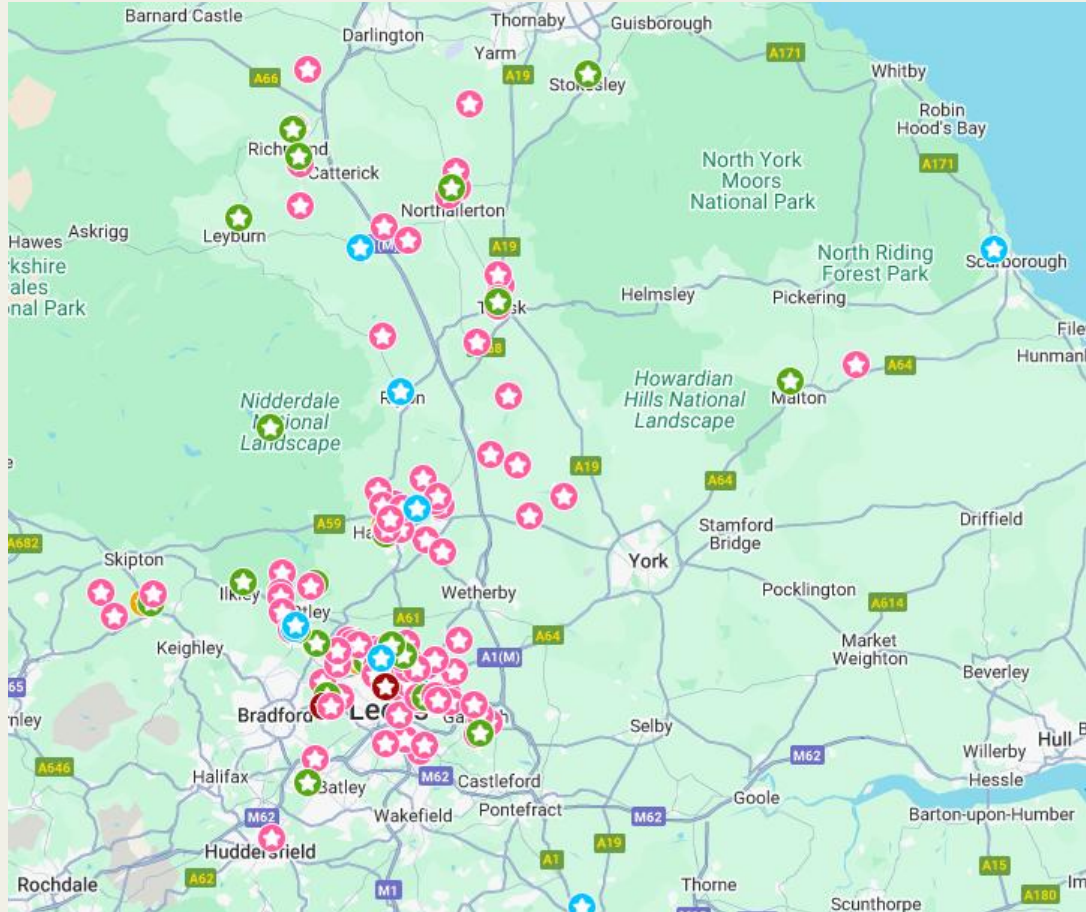


SEND Case Study

February 2026

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Context



- Large school centred provider in the north of England
- 185+ trainees per year
- Primary, Secondary, Part-Time, with SEND, Assessment Only and Apprenticeships
- Wide geographical region
- Started in 2016

Context



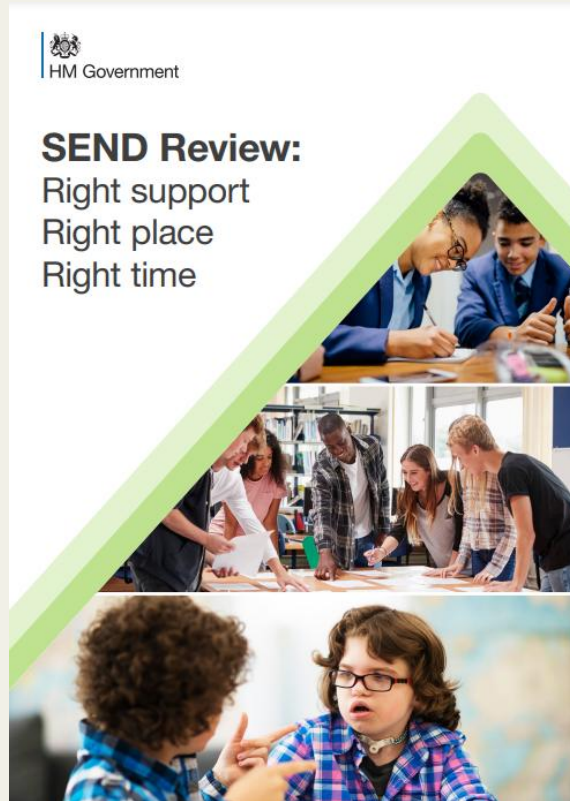
Our Trainees

- Young - 64% < 26
- Academic - 74% ≥ 2:1 degree
- Female - 75%
- Global majority – 19%
- Declared special educational need or disability – 24%

Our Mentors

- Majority class teachers
- Significant number > 16 years teaching experience
- 42.5% have or are taking NPQ
- 81% of mentors have had previous mentor experience

Key events that shaped our approach to SEND Training



- TSH pilot
- Merging of smaller providers
- Partnership with specialist provision 'with SEND'
- Deputy Director
- Every teacher is a teacher of SEND
- SEND Review
- Higher % of applicants with a declared additional need

How do we support trainees with SEND?

Application

- First opportunity to declare additional learning needs (ALN)
- Adaptations made if necessary

Interview

- Second opportunity to discuss ALN
- No direct questions about this

Offer accepted

- Third opportunity to discuss ALN
- Occupational health check
- Admin highlight high priority trainees to contact

September

- Contact made with all trainee with ALN
- Complete Trainee Passport together and permission to share
- Self-advocacy

Initial Visits

- Fourth opportunity to share
- Have you had any changes to your circumstances? Do you wish to discuss anything with us?

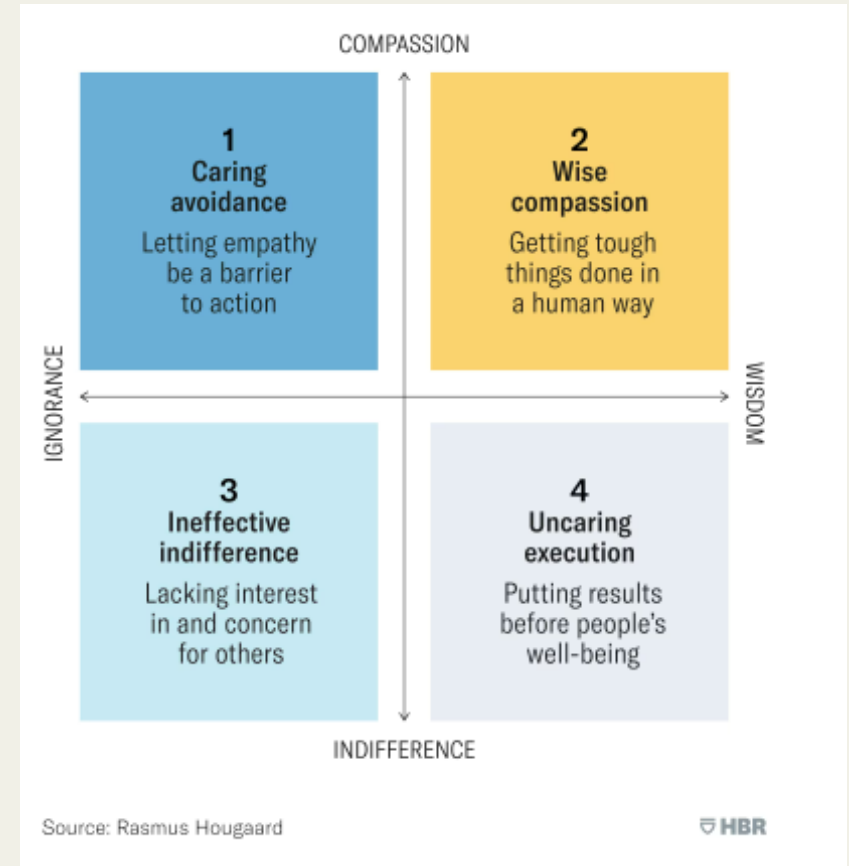
QA Visits

- Fifth opportunity to share
- Handover to second placement

Weekly meetings

- Multiple opportunities to share when checking well being
- ALN tracker kept up to date throughout the year
- Adaptations made as needed

Lessons
learned



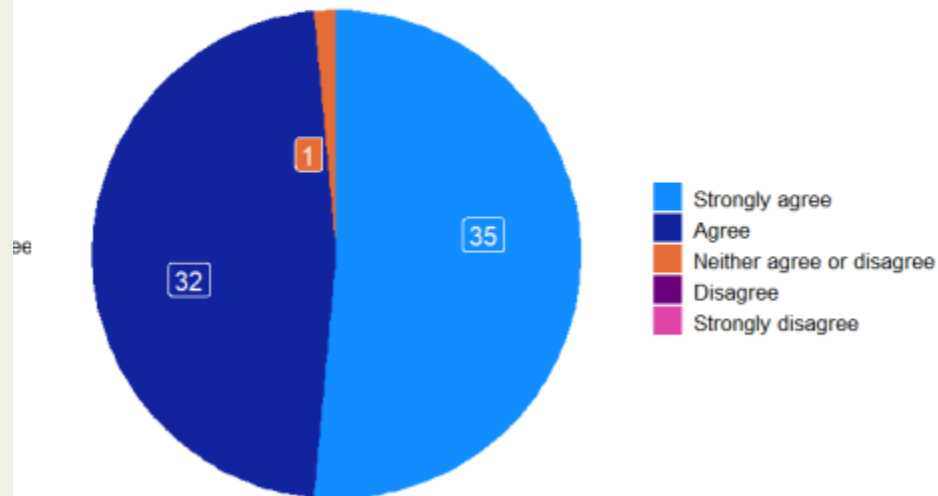
How do we prepare trainees to support learners with SEND?

Equipping trainees with knowledge, strategies, confidence and where to go to ask for advice



Trainee Online Questionnaire

I have acquired the specific knowledge, understanding and skills I need to support those who are disabled, those with special educational needs or those who have English as an additional language (EAL).



Lessons
learned

- Start by managing expectations
- No one is an expert or fully confident after a 10 month/ 1 year training programme!
- Trainees will get a strong foundation to ensure that they are ready for their first year of teaching and importantly trainees know where to go for advice and support

Layers that build confidence and professional competence



- Induction Day – Whole School SEND
- Pre-course reading – Inclusion Part 4 (National Curriculum)
- Professional Learning Tasks – Who are your learners? Meet the SENCo
- NASEN SEND Handbook and videos asynchronous learning
- SEND Conference
- Understanding adaptive teaching – scaffolding and challenging to meet need
- Adaptive lesson planning
- Working with teaching assistants

Lessons
learned

SEND Conference

Regular screen
breaks

09:00 - 09:05	Introduction and welcome to the day Sara Davidson and David Bergan
09:05 - 09:35	Keynote Speaker
Session 1 - 0945-1030 facilitator	Supporting dyslexia in a mainstream classroom Anna Cooper
10.30 - 10.45 SCREEN BREAK	
Session 2 - 1045-1130 facilitator	Autism through a neuro-affirming lens Vicky Eustace
11.30 - 11.45 SCREEN BREAK	
Session 3 - 1145-1230 facilitator	Reading Rachel Carlin-Salter
12.30 - 1.30 LUNCH	
Session 4 - 1330-1415 facilitator	Supporting SEND in secondary mainstream Hilary Lowrie
14.15 - 14.30 SCREEN BREAK	
Session 5 - 1430-1515 facilitator	David Kennard Preparation for adulthood
15:15 - 15:30	Closing Remarks Sara Davidson and David Bergan

Sessions are
recorded so
trainees can pre-
arrange to miss a
session and
watch later

Lessons
learned

'Deliberate steps to universally embed SEND across the ITE provision' Ofsted Framework



Trainee Surveys and Reports – Closing the Loop

Do you feel you have a good foundation for teaching pupils with SEND?



Do you feel your confidence in teaching pupils with SEND has increased following the SEND Conference?



Do you know where to go to get further information or support to teach pupils with SEND?



‘The trainees we employ from Red Kite are well equipped with knowledge about SEND, which is covered in all strands of training. They have spent directed time at the start of each placement observing students and exploring contextual data. This stands them in good stead when they take on their own classes as they understand the importance of knowing your students.’ *Secondary Assistant Headteacher*

The trainees we employ from Red Kite are consistently well prepared to teach pupils with SEND. They arrive with a solid understanding of inclusive practice and can apply this confidently in specialist school classrooms. We see clear evidence of prior training: trainees routinely use scaffolding, chunked instructions, visual supports and structured routines without needing prompting. *Special School Headteacher*

I believe that Red Kite not only provided adequate training when working with students with SEND, they actively supported me and gave me the appropriate experience to work with all students. Red Kite have always encouraged the motto of ‘Every teacher is a teacher of SEND’ and it is because of this inclusive and extensive training that I felt prepared going into my own classroom in September. *ECT Y1*

‘Although the SEND training was extensive, in particular, I enjoyed learning about the detailed understanding of barriers as well as inclusive practice and understanding the needs of a SEND pupil. More specifically, I really valued learning some strategies on how to support students with dyslexia and ADHD, as I now teach several pupils with those needs.’ *ECT Y1*

‘As adults, many of us have quietly developed strategies and gained resilience and might not appear that different to our neurotypical course-mates but there is still a cognitive strain going on under the surface. Explicit reassurance and taking 5 minutes to address any worries at the end of a mentor meeting has allowed me to enjoy my placement and believe in myself as a teacher.’ *Trainee 25/26*

On the Geography subject knowledge days, there was an opportunity to consider curriculum review and schemes of learning through a SEND lens, which encouraged us to plan with learners in mind and ensure lessons met the needs of all pupils. This has been particularly beneficial during my ECT years, as it has enabled me to evaluate schemes of work from the perspective of pupils with SEND and to adapt content, pacing, and support to ensure accessibility and progress for all learners.

Lucy Hamm ECT Y2

Lessons
learned



Teacher Lucy Hamm of Harrogate Grammar School who has won the Martin Roberts Prize. (Picture contributed)

National charity The PTI has chosen Lucy Hamm of Harrogate Grammar School for the Martin Roberts Prize.

The teacher of Geography in HGS's Humanities Faculty received the prestigious award for outstanding new resources.

‘I don’t employ ECTs as they are not trained well enough to teach children with SEND.’

Primary headteacher in the wider partnership 2025