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**F&G Primary SCITT TRAINING PLAN**

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| DATE: **20.3.20** | VENUE; **Harrison Primary School** | | | | | STAFF; **Maria-Brigid Ryan**  Master Practitioner / SENCo Baycroft Secondary Special School | |
| **SESSION FOCUS: SEND Strategies for the Mainstream Classroom Session 1 and 2 AM** | | | | | | | |
| **TEACHING STANDARDS:**  1.Set high expectations which inspire, motivate and challenge pupils.  2. Promote good progress and outcomes for pupils.  5. Adapt teaching to respond to the strengths and needs of all pupils  7. Manage behaviour effectively to ensure a good and safe learning environment. | | | | | | | |
| **SESSION OUTLINE**: Strategies to support sensory issues in the classroom | | | | | | | |
| **PRE SESSION TASKS:** Identify what type of learner you are and what environment helps you learn. | | | | | | | |
| TEACHING & LEARNING STRATEGIES:   * Group work * Paired work * SCITT class discussion of existing knowledge and understanding of barriers to learning for all students. * Verbal Language * Body Language * Instruction/task * Role play * Practical tasks in modifying body language and voice * Effective –directed questioning * Oracy and SEN : BLANKS and BLOOMS – Asking the right questions at the right time to enable understanding   Comparative : Design task | | | **KEY QUESTIONS:**  1.Reationships –why are they important?  2. How do we read the warning signs for anxiety?  3. How can we raise self-esteem?  4. What is the difference between hypo or hyper sensitivities?  5.What do you understand by the term “Sensory Processing?”  6. How does sensory impairment effect learning?  7. What interventions are deliverable within a mainstream classroom?  8. How do we differentiate questioning to meet the needs of individual pupils | | | | |
| BIBLIOGRAPHY (sources from session content):  See recommended reading below   1. *Raising the Achievement of All Pupils within an Inclusive Setting Wallace et all, Routledge London 2010*      1. *From Disability to Possibility The Power of Inclusive Classrooms Patrick Schwarz Heinemann Portsmouth 2006* 2. [*https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/*](https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/) *Supporting Students with Special Educational Needs* | | | | |
| RESOURCES TO BE PROVIDED:   * PPT: * Hand out notes * Visual images * Sensory equipment and * TED Talks links - Poker Chips | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:   * Inclusive education Supporting Diversity in the Classroom, Tim Loreman Abingdon Routledge 2010 * Reflective *Teaching Andrew Pollard London Continuum 2008. See Chapter 15 Social Inclusion What are the Consequences of classroom practices* * A beginning teacher’s guide to *Special Educational Needs.* Janice Wearmouth Open University Press 2009 | | | | |
| **RECOMMENDED WEBSITE LINKS FOR TRAINEES:**  <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/sensory-processing-issues/understanding-sensory-processing-issues#item0>  **BLANKS : Synopsis**  <https://www.cnwl.nhs.uk/wp-content/uploads/8-a-Abstract-language-and-verbal-reasoning-BLANKs-level.pdf>  **Higher order Questioning -Blooms**  https://study.com/academy/lesson/questioning-techniques-in-the-classroom.html  https://www.youtube.com/watch?v=dJ6o02BssDI | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Detailed planning and multi -resource engagement for students to enhance their learning and  Understanding of the features of several major additional needs in the classroom needs within a classroom setting | | BEHAVIOUR MANAGEMENT  Clear strategies referenced to national research and standards delivered in school by PAATHS trained and TEAM TEACH expert on Autism and behaviour Management from Local SEN Secondary School | | ASSESSMENT  Use of Verbal Feedback  Videoing of Feedback  Use of Prompt cues for Self -Checking  Peer –Checking | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  Pedagogical references for Practical strategies offered to support inclusion intervention of ASD / ADHD students to engage in learning episodes**.** |
| LEARNING OUTCOMES;  As a result of this session you will:   * To explore a range of sensory strategies used in SEN classrooms * To understand the importance of energising / calming pupils * To recognise strategies used in the SEN classroom that can be applied within the primary classroom. * To effectively plan for the application of strategies within own setting  To understand differing needs within the classroom (ADHD; Autism; Behaviour, emotional & social difficulties; PDA Attachment Disorder, Dyslexia, Dysgraphia and Dyscalculia Speech & language communication needs; visual impairment) * To be able to recognise key symptoms for each need * To understand how to manage pupils with specific needs through appropriate behaviour management strategies. * To have a range of learning strategies to draw upon when planning for pupils with special educational needs. * To understand the importance of directed effective questioning to support understanding and enhance oracy in SEND students. | | | | | POST SESSION TASK:  Use any appropriate learning from the session to support your assignment writing | | |