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| **Date**  **2022-3** | **Actions / Provision** | **Trainee acquisition of ‘Learn How To......’ (CCF 5)** |
| Oct | Professional Task (1)– TA for a day! A day in the life of.....  To be completed w/c 10th Oct | Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues |
| Nov | Professional Task (2) – Pupil pursuit and reflection  To be completed w/c 31st Oct | Working closely with the Special Educational Needs Co-Ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. |
| Dec | SEND project planning – Tutors and trainees | Identifying pupils who need new content further broken down.  Making use of formative assessment.  Making use of well-designed resources (e.g. textbooks).  Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge  Building in additional practice or removing unnecessary expositions.  Reframing questions to provide greater scaffolding or greater stretch.  Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum |
| Jan | SEND project delivery: Weds 11th Jan / Weds 25th Jan / Weds 1st Feb  Completion of RPJ 3 – suggested Adaptive teaching foci | Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.  Identifying pupils who need new content further broken down.  Making use of formative assessment.  Making use of well-designed resources (e.g. textbooks).  Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge  Building in additional practice or removing unnecessary expositions.  Reframing questions to provide greater scaffolding or greater stretch.  Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum  Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues |
| Feb |  |  |
| March | Pilot x1 day core placement in SEND school / college (Numbers and trainees TBC)  Follow up activity / reflection / development of Abyasa  22nd March: Intro to SEND enrichment placement | Working closely with the Special Educational Needs Co-Ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.  Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues  Identifying pupils who need new content further broken down.  Making use of formative assessment.  Making use of well-designed resources (e.g. textbooks).  Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge  Building in additional practice or removing unnecessary expositions.  Reframing questions to provide greater scaffolding or greater stretch.  Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum |
| April |  |  |
| May |  |  |
| June | SEND Enrichment (w/c 12th and 19th June) | Working closely with the Special Educational Needs Co-Ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.  Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues  Identifying pupils who need new content further broken down.  Making use of formative assessment.  Making use of well-designed resources (e.g. textbooks).  Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge  Building in additional practice or removing unnecessary expositions.  Reframing questions to provide greater scaffolding or greater stretch.  Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum |
| July / August | SEND Forum – Reflection / Action planning |  |