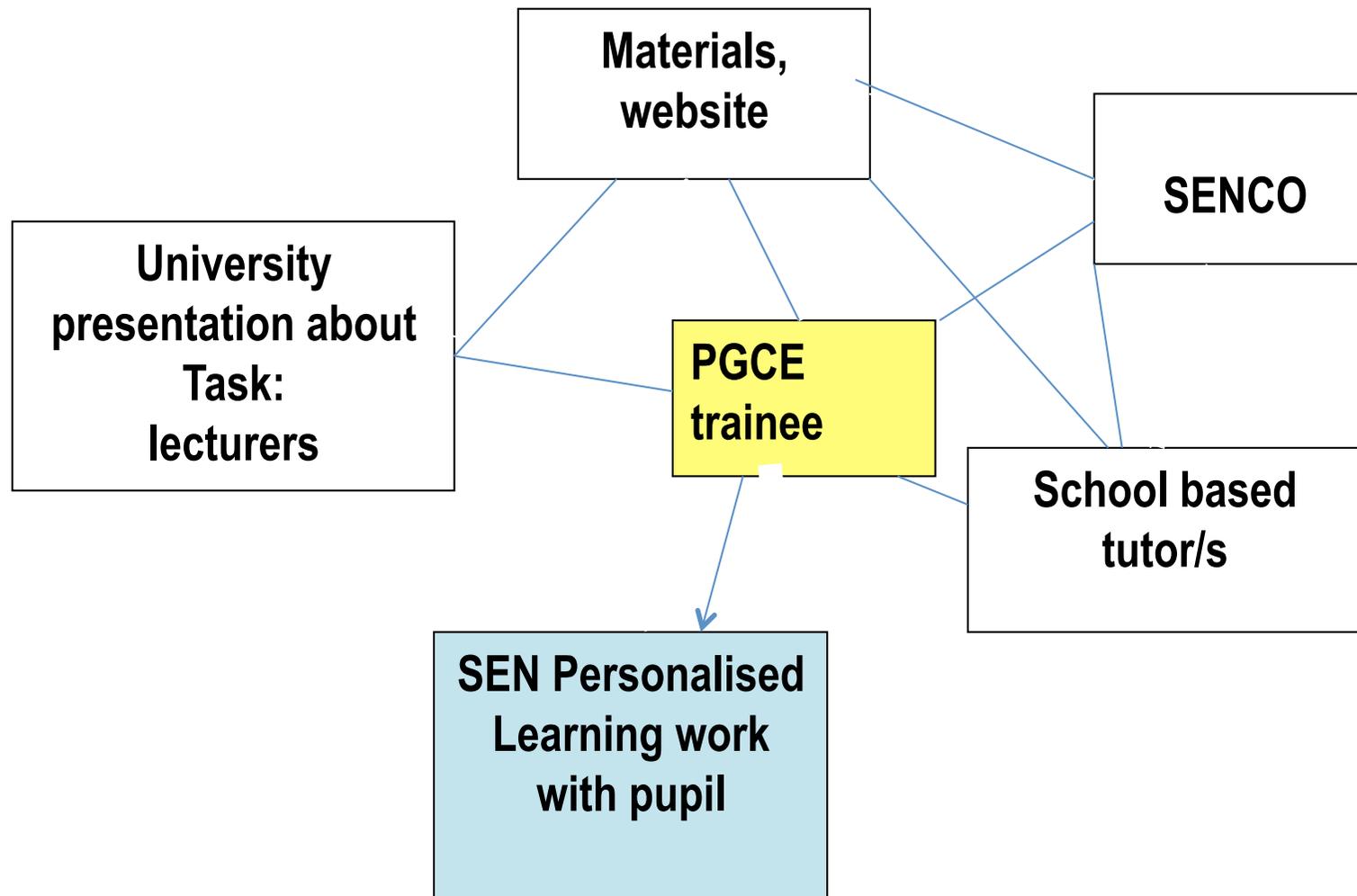


SEN Personalised learning task:



Task involves:

- all trainees in teaching over a period of 6-8 hours
- an individual child or young person with some identified special educational need with reference to the child's individual educational plan (IEP)
- working under the guidance of the school's special educational needs co-ordinator (SENCO).

Framework for Personalised Learning

Having a concern

Looking at patterns of progress

Deciding on correct course of action

Analysing causes

Setting and achieving

Personalised learning outcome /targets

Theoretical principles:

- i. an interactionist model: child and contextual causal factors;
- ii. curriculum based identification and assessment:
- iii. continua of curriculum and pedagogy;

Special Educational Needs and Disability

Home

Personalised Learning Activity Brief

Relevance to QTS Standards

Framework for Personalised Learning

Having a Concern

Looking at Patterns of Progress

Deciding on the Correct Course of Action

Analysing Causes

Setting and Achieving Personalised Learning

Outcomes/ Targets

Further Reading

Resources



Special Educational Needs and Disability

This website is designed to support primary and secondary PGCE students across several university programmes during their school placement to carry out the SEN Personalised Learning Task.



Personalised Learning Activity Brief

Read the sections about what is involved and how to carry out the Personalised learning task – see [Personalised Learning Activity Brief](#).

You will also be interested in how this task supports your professional learning relevant to the QTS standards – see [Relevance to QTS Standards](#).



Framework for Personalised Learning

You will need to read about the [Framework for Personalised Learning](#) on the website as this sets out a practical model for assessing, decision-making, teaching and reviewing involved in meeting pupils' needs. This is organised into sections on the website and is illustrated with a visual model of the process.

Getting Started

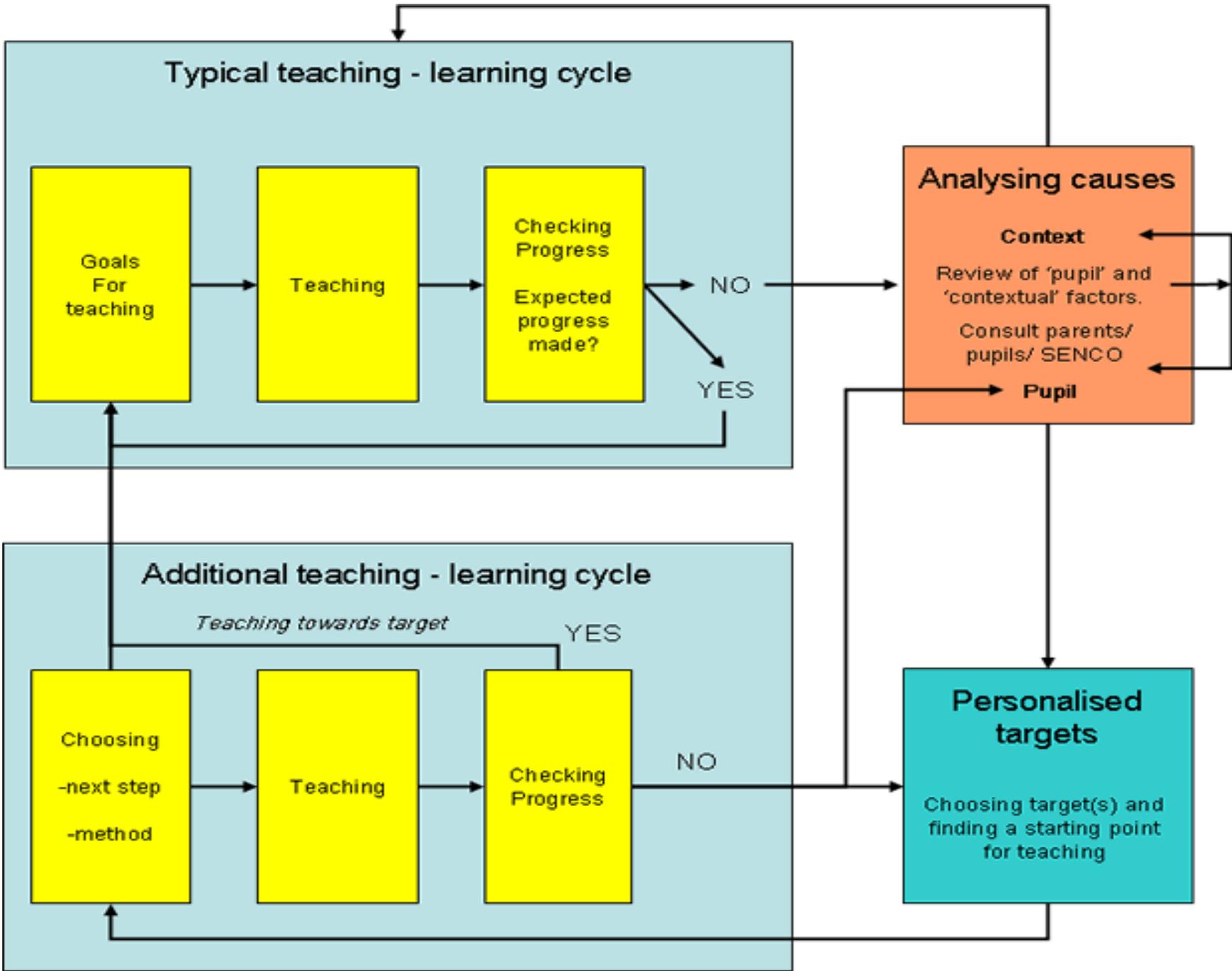
You can access and download a full copy of the Personalised Learning Framework in the [Resources](#) section of the website. If you would like to read and download a more detailed version of the framework, this is also available in the [Resources](#) section.



The [Resources](#) section also includes other relevant sources such as the SEN Code of Practice and Toolkit, details from the Equality and Human Rights Commission (EHRC) about disability discrimination, definitions of areas of SEN and a general paper about Personalisation.

RSS Feed

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Outcomes and recommendations:

Requirements:

1. Varied professional learning and training for understanding, knowledge, skills and attitudes
2. SEN aspects to be set in various parts of the programme and settings
3. Effective communication about the Task (campus-school).
4. Assessment of Task (is write up a requirement?)
5. Details about Task (rationale, procedures, guidance, duration, timing, case examples)
6. School support for Task (SENCo role, initial training schools tutors)
7. SEN coordinator for PGCE programme – new role

Follow up:

Dissemination via the TDA 2 year programme to clusters of ITE cluster groups

- continued evaluation in Exeter PGCE primary and secondary programme
- DFE national evaluation – still to be completed

Exeter PGCE primary evaluation of SEN task

75% useful or very useful; most of rest a little useful

Who supported?

SENCO 48.9%; Principal Subject Tutor 28.4%;

Teaching Assistant 10.2%

82% support very adequate/adequate

The focus on one child (and one type of SEN) enabling a greater understanding of that child's learning needs and the provision that can be made for that child

'It was good to concentrate on a child and really think about their progression and how they learn. Thinking in this much detail about one child I hope will help me in the summer placement, where I will be thinking about all the SEN children in my class. It's been good to observe this child throughout the placement, I think I've noticed things that I may not have done if I wasn't doing the task.'

Increased knowledge and understanding of SEN generally, assessment, teaching strategies

'It gave me an insight into working with SEN children and how I can adapt my lessons to cater for their needs. I also learnt how important behaviour management is before you can tackle learning difficulties.'

Other positive views:

Applying the task to whole class teaching

Working with and talking to the SENCO

Providing the school with the opportunity to focus on this area with the trainee

Finding out about the construction and use of IEPs, the role of TAs, the role of external agencies

Some criticisms:

Insufficient time to do the task justice and in sufficient depth, particularly in this placement

The difficulty in finding time to carry out the task

Esmee Fairbairn funded project:

Preparing teachers for more personalised teaching in PGCE programmes: partnership, pedagogy and special educational needs

18 schools: 9 Primary + 9 secondary

6 PGCE programmes: 3 schools per programmes

3 conditions:

1. Teaching task,
2. Other planned task,
3. No planned task

1. School context (policies, initiatives, attainment v. inclusion)
2. School SEN / inclusion policy / practices (range, nature, incidence, units SENCo role)
3. School ITE provision (supervision, support, seminars, mentor/tutor roles, commitment to ITE)
4. Partnership with PGCE provider (visiting tutor, mentor/tutor training, communication with university)
5. Planned activities for SEN learning (planning, teaching, context, supervision, learning, benefits; trainee specific):
6. Classroom teaching: (planning, observations, teaching , review/ feedback: trainee specific)
7. Trainee's learning about SEN (what, how/process, from where and who with? trainee specific):
8. Trainees' pedagogic knowledge relevant to SEN/inclusion: reflection / analysis; problem solving / decision-making (what involved, how learned, from where/with whom)