



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION

LEEDS BECKETT UNIVERSITY

Guidance Notes

2021-22 Special Educational School Setting Experience

PGCE Secondary 11-16

Dr Carl Wilkinson

www.leedsbeckett.ac.uk

Contacts

Acting Dean of School

Steve Burton

Acting Dean of School
s.j.burton@leedsbeckett.ac.uk

Principal Lecturers & Academic Leads

Peter Mellor

Secondary Course Director
p.mellor@leedsbeckett.ac.uk
0113 81 24713

Dr Carl Wilkinson

Course Leader
carl.wilkinson@leedsbeckett.ac.uk
0113 81 23798

Carnegie School of Education Placement Office

Jo Benn
Sarah Fenton
Heather Buckley
Ysanne Rogan
Madeline Rutherford

Team Leader
Liaison Officer
Placement Administrator
Placement Administrator
Placement Administrator

carnegie.partnerships@leedsbeckett.ac.uk
0113 81 21761

Contents Page

| | |
|-----------------------------------------------------------------------------------|---|
| Contacts..... | 2 |
| Acting Dean of School..... | 2 |
| Principal Lecturers & Academic Leads..... | 2 |
| Carnegie School of Education Placement Office | 2 |
| Contents Page | 3 |
| Introduction..... | 4 |
| Secondary Education trainees | 5 |
| Special Educational setting experience at a glance..... | 5 |
| Completing the experience | 5 |
| Themes for Consideration – Special Educational setting..... | 6 |
| The learning environment and ethos in the Special Educational setting | 6 |
| Teaching and learning strategies for children with SEND and or EBD..... | 6 |
| Transitions | 6 |
| Career prospects in Special Education | 6 |
| Numeracy and literacy across the curriculum at a Special Educational setting..... | 6 |
| Masters' (M1) Assignment..... | 7 |
| In Summary | 7 |
| Trainees will... .. | 7 |
| The Placement Office will... .. | 7 |
| Appendices | 8 |
| Disclosure & Barring Service (DBS) Checks | 8 |
| DBS guidelines: | 8 |
| Travel expenses..... | 8 |
| Trainee Teacher Attendance Log – Special Educational setting..... | 9 |

Introduction

As future school teachers, it is important that trainees experience the nature of Special Education Schools to understand the concepts of how individuals learn, how their needs are differentiated for, how inclusive practice is introduced and how lessons are structured and focused to provide a personalised and caring environment in which pupils with Special Educational Needs and Emotional and Behavioural Disabilities can be re-integrated eventually to a mainstream setting. Age phase of schooling is not a consideration for this project, the transition that pupils are encouraged to undertake, from Special School back to mainstream, should be the focus, in order to prepare the trainee teacher for subsequent exposure.

The Government stipulates that 'Special schools with pupils aged 11 and older can specialise in 1 of the 4 areas of special educational needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical needs

Schools can further specialise within these categories to reflect the special needs they help with, e.g. Autistic spectrum disorders, visual impairment or speech, language and communication needs (SLCN)' (DfE, Types of School, 2016). The Government defines Special Educational Needs as follows;

'Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, e.g. they struggle to make friends
- reading and writing, e.g. because they have dyslexia
- ability to understand things
- concentration levels, e.g. because they have ADHD
- physical ability' (DfE, Children with Special Educational Needs and Disability (SEND), 2016)

This is an opportunity for trainee teachers in Secondary to explore the life and ethos of pupils in a differing school setting to the one they are being trained in, and to shadow a member or members of the school who may or may not be of the trainee's specialist subject.

Provider Led trainees are to complete the required 4 days as a block and School Direct trainees will disperse their experience through their School Direct co-ordinator. School Direct trainees must check with their co-ordinator that this has been arranged.

Trainees are not expected to plan and teach lessons but it is expected that trainees will, under the direction of the class teacher, support and contribute to the learning activities that are taking place.

This guidance is designed to provide information to trainees and schools staff on the practical arrangements and academic requirements of the Special Education Placement.

Secondary Education trainees

Secondary Education trainees will take notes and write a brief outline (no more than 2000 words) on their experience which they will be able to use to compare and contrast the learning environment and ethos and teaching and assessment strategies, between the Special Education setting and mainstream Secondary stages. A focus should be on how children are managed, how transition is planned for and an appreciation of career prospects if this area of teaching and learning is a desired route. Your notes should provide you with enough data for you to reflect on your experience and for you to use when you find yourself teaching children who display similar educational and emotional needs.

Special Educational setting experience at a glance

| Course/Year | Key Stage Experience | From | To | Days |
|-------------------------------------------------------------------------------------------|-----------------------------|---------------------------|----------|------|
| PGCE Secondary 11-16 Provider Led – between the dates shown to a maximum of 4 days | Special Educational setting | 11/10/21 | 14/10/21 | 4 |
| PGCE Secondary 11-16 Provider Led EBacc | Special Educational setting | 11/10/21 | 13/10/21 | 3 |
| PGCE Secondary 11-16 School Direct | Special Educational setting | SD partner to co-ordinate | | 4 |

This experience will enable PGCE trainees to appreciate the need to personalise and individualise their approach to teaching and to see how this operates in a special needs environment. This will be a key to your ultimate success and motivation as intending teachers and will provide you with a solid grounding and experience in many pedagogical concepts that you will be able to transfer to your own subject area and in your chosen age phase.

Completing the experience

Attendance is **compulsory**. Attendance logs must be confirmed and signed by the placement setting, and then returned to the Placement Office at the end of the experience. [Attendance Log is provided in the appendices]

Carnegie School of Education Placement Office, G01 Carnegie Hall, Leeds Beckett University, Headingley Campus, Leeds, LS6 3QQ
 Phone: 0113 81 21761
 Email: carnegie.partnerships@leedsbeckett.ac.uk Web: <http://www.leedsbeckett.ac.uk/placements/Carnegie>

Themes for Consideration – Special Educational setting

The Themes for Consideration are designed to enable trainees to explore the differences between the different educational settings.

Using the themes listed below trainees should make notes about their Special Educational setting experience. These short reports should be uploaded to Onenote and can be used as experiences for the M1 assignment.

The learning environment and ethos in the Special Educational setting

- How does the learning environment change in this setting?
- How do school resourcing issues impact on this setting?
- How does ICT impact on this setting across the school and in your subject?
- What is the role of other adults within the setting?
- What is the ratio of adults to children within the setting? – How does this differ as the children get older?

Teaching and learning strategies for children with SEND and or EBD

- How do teaching strategies change to cater for this educational and emotional need?
- How are cross-curricular links made?
- Assessment is an issue in all stages of education, what is the focus for this setting?
- How is progress / achievement / attainment tracked in this setting?

Transitions

- What liaison strategies exist with the previous educational setting and how is information transferred?
- How are the children prepared for the transition to their mainstream Secondary school?

Career prospects in Special Education

- What personal characteristics are needed to work in this setting?
- Are there further qualifications recommended to work in this setting?
- At this stage in your training would you consider this educational setting as a career?

Numeracy and literacy across the curriculum at a Special Educational setting

- How does the teaching of numeracy and literacy impact on the pupils' learning?

Masters' (M1) Assignment

This experience will provide ample resource material for the M1 assignment. The assignment asks you to consider how pedagogy, assessment and curriculum impacts on teaching and learning. Collect specific information pertaining to this setting, so that you can compare and contrast with your mainstream placement setting. This handbook is digital, so you can use it to make notes.

In Summary

Trainees will...

- Prepare fully for the placement or placements.
- Adhere to placement setting policy on dress.
- Find out who to report to on your first day and at what time.
- Make relevant placement setting staff aware of any Directed Activities you need to undertake.
- Spend the required days working with the Special Educational pupils from the placement setting.
- Make yourself aware of and adhere to Health and Safety policy.
- Always act in a professional manner towards placement setting staff, pupils, parents and other adults in the placement setting.
- Be aware of Child Protection issues. Remember – all interaction with pupils should occur while accompanied by a permanent member of staff.
- Be proactive - volunteer to help and not wait to be asked.
- Complete the Attendance Log (pg. 9), get it signed by your placement setting and return it to the Placement Office (Carnegie G01).

The Placement Office will...

- Confirm the student names and dates of experience with the host provider.
- Confirm that you have undertaken an enhanced DBS disclosure check through us, in line with our Safeguarding Policy and Procedures, and have been fully approved for any placements as part of your course.
- Provide guidance and support for the staff of the host provider and trainee on matters relating to the experience.
- Not expect to visit the trainee whilst in the setting.

Appendices

Disclosure & Barring Service (DBS) Checks

(Formerly known as Criminal Record Bureau or CRB)

We strongly advise you to familiarise yourself with the below details around providing your DBS details to your placement setting. We will also be providing this detail when we confirm your placement in writing.

DBS guidelines:

Trainees are not required to provide their copy of the DBS Disclosure Certificate to placement settings and placement settings are not authorised to ask for sight of the Certificate.

In line with the TA Guidelines for ITT requirements **R1.4** the ITT Provider (University) will confirm to placement settings that a trainee's DBS (or CRB) check has been completed in advance of the placement.

In January 2015 UCET released updated DBS guidance (<http://www.ucet.ac.uk/downloads/6370-New-DBS-Guidance-2015.doc>)

As a consequence of this we will no longer be able to provide you with the DBS number and issue date for our trainees, we will only be able to confirm that our trainees have undertaken an enhanced DBS/CRB disclosure check through us in line with our Safeguarding Policy and Procedures and have been fully approved for any placements as part of their course.

It is important to follow this guidance as it is a breach of the Police Act and the DBS Code of Practice not to do so.

Travel expenses

Trainees are advised that the University does not contribute anything towards the cost of travel.

Trainee Teacher Attendance Log – Special Educational setting

| | |
|----------------------------------|--|
| Trainee Name | |
| Course / Year | |
| Special Educational Setting Name | |
| School/Setting Teacher Name | |

Special Educational setting dates

| Dates | M | Tu | W | Th | F |
|-------|---|----|---|----|---|
| | | | | | |

Any Absence Days made up or Alternate Dates in setting

| Dates | M | Tu | W | Th | F |
|-------|---|----|---|----|---|
| | | | | | |

Total Number of Scheduled Days in Special Educational Setting Attended / 4 or 3 (EBacc)

| | |
|------------------------------------------------------|--|
| Host Special Educational provider/ Teacher Name | |
| Host Special Educational provider/ Teacher Signature | |

Trainees should ensure the host providers/Mentors sign this log to confirm its accuracy and then return it at the end of their placement to the Carnegie Placements office either in person to G01, Carnegie Hall or by email to Carnegie.partnerships@leedsbeckett.ac.uk.