

BA (Hons) Primary Education: Inclusion with SEND (with QTS)

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Overview of University input in each year of the four-year degree course

The BA (Hons) Primary Education Programme (4 years) with a specialism in Inclusion with SEND is a distinctive, long standing and established course for students who wish to teach primary age children 5-11 years (KS 1 and 2). Students attend scheduled learning and teaching at university with a curriculum that is professionally focussed. The four-year degree has an assessed school placement in each year (32 weeks in total). Students will undertake placements in mainstream schools during the course and have the option to undertake one placement in a special school (usually in Year 2 of the course). Students also undertake a self-sourced 3-week experiential placement of their choice at the end of the third year.

Year of course	University study	School Placement
1 – Beginning Teaching	Beginning Teaching Studies (Year) Barriers to Learning 1(Semester 1) Barriers to Learning 2(Year) Beginning to Teach Mathematics (Semester 1) Beginning to Teach English (Year) Beginning to Teach Physical Education (Semester 2) Beginning to Teach Computing (Semester 2) Introduction to Inclusion (Semester 2) The Cumbria Teacher of Reading: Beginning (Semester 2) Students note learning against standards in sessions	3 weeks Autumn Term 6 weeks Summer Term
2 – Developing Teaching	Developing Teaching (Year) Perspectives on Inclusion (Semester 1) Religious Education, SMSC, and PSHE (Semester 1) Application of Theory: Contextualised Learning (Year) Developing Thinking in Science and Mathematics (Year) The Cumbria Teacher of Reading: Developing (Year) Preparation for Placement: Computing, P.E., M.F.L., English, EYFS Students note learning against standards in sessions	 7 weeks Summer Term

Semester 1 = Autumn Term, Semester 2 = Spring and Summer Terms, Year = continues over both Semesters

3- Developing Teaching	Reflective Practitioners (Year) English and Mathematics in the Primary School (Semester 1) History, Geography and Social Understanding (Year) RE in the Primary Classroom (Year) Inclusionary Practices (Semester 1) The Cumbria Teacher of Reading (Semester 1) Marginalised Children (Semester 2 post placement) Research Proposal (Semester 2) Students note learning against standards in sessions	6 weeks Spring Term
4- Extending Teaching	Dissertation/Special Study (Semester 1) The Cumbria Teacher of Reading (Semester 1) Extending Teaching Studies (Semester 2) Working with Adults (Year) The Marginalised Child (Year) Evidence Based Practice (Year)	10 weeks Spring Term

Year 1 Beginning Teaching Placement focus is a gradual introduction personalised for the individual student:

3 weeks: Profile a child with recognised SEND, observe starting and ending lessons, awareness of lesson planning and behaviour management strategies, awareness of safeguarding, observe Phonics teaching, plan and teach Maths and English (small groups), complete activities set by University tutors. Learning Plans.

6 weeks: Develop the use of the learning plan (lesson planning and managing behaviour for learning), support and teach Maths, English and Phonics. Build up to teaching full class by end of placement (SPAR). 3 Pupil profiles

Year 2 and 3 Developing Teaching Placement focus as indicated in SPAR Developing Supplement, 3 pupil profiles, supported use of medium term plans to develop lesson sequences, assess pupil progress (formative and summative), tracking pupil progress, using school data, group and full class teaching.

Year 4 Extending Teaching Placement focus as in the SPAR Extending Supplement. Applying Medium term plans to their own sequences of lessons. Assessing pupils' learning and using school data, initially assist in putting principles into practice and evidencing the impact their teaching has on learning in the school context. 3 pupil profiles.

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