



Intensive Training and Practice (ITAP)

Handbook

Focus:

**Special Educational Needs and Disabilities
(SEND)**

Introduction

This booklet has been created to support and guide you through a one-week intensive placement (ITAP) focused on teaching pupils with Special Educational Needs and Disabilities (SEND) in a secondary school setting. The placement offers a concentrated, hands-on experience, enabling student teachers to deepen understanding of the diverse needs, strengths, and potential of SEND learners, while developing practical strategies for inclusive teaching.

Over the course of the week, you will observe, plan and deliver lessons, working alongside experienced teachers and teaching assistants. This immersive approach aims to build confidence in adapting teaching methods and fostering an environment where every learner can thrive.

The ITAP is designed to bridge theory and practice. It encourages reflection on how inclusive pedagogy can be embedded in your subject and how individual needs can be met through thoughtful planning and responsive teaching. By the end of the week, you will have gained valuable insight into the practical realities and rewards of teaching SEND pupils in a mainstream context. Knowledge that will be transferable to any classroom.

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LEARNING OBJECTIVES

Upon completion of the Intensive Placement, you will have gained:

- A deeper understanding of inclusive teaching practices and how they can be applied in secondary subject classrooms.
- Knowledge of/and practiced strategies to overcome barriers to participation and learning (utilising the graduated approach and assistive technology).
- An opportunity to collaborate with peers, teachers, and school support staff to share and refine practice.
- Enhanced skills in lesson planning and reflective practice for specific learning difficulties.

LEARNING OUTCOMES

You will have a deeper understanding of how to meet the needs of individual pupils through adopting:

- Social participation strategies
- Adaptive teaching strategies
- The Assess, Plan, Do , Review Cycle
- Effective deployment of Teaching Assistants (TA).

TASKS TO BE COMPLETED DURING THE ITAP

PRE-ITAP TASK

Pre-course reading: **EEF: teaching assistant interventions**

EEF: Planning for TA Deployment

SEND Handbook: Whole school SEND

If possible pair up with another student teacher in your school and peer plan/peer observe/peer feedback

DAY 1 (UNIVERSITY)

Familiarisation with the Graduated approach prompt sheet.

Engage with workshop to promote learning of SEND pupils inc. social participation & TA deployment.

Utilise EHCP plans

DAY 2 (SCHOOL)

Observe **two lessons** delivered by expert colleagues. Ensure these lessons **include the SEND pupils that you will be teaching on day 3 & 4.**

Talk with teaching assistants and SENDCo about SEND provision in the school and expectations of practice. Talk to the SENDCo and teaching assistants about the specific pupils in your classes and your observations of practice.

Shadow a teaching assistant for two lessons, observe how they support SEND identified pupils.

Review EHCPs for one selected pupil in each class, research strategies to support the pupils learning.

Complete PART 1 of the Graduated approach: Concerns and Actions prompt sheet for one selected pupil in each class (See Appendix & [ITAP 4 2025/26: The Secondary Community Site on Canvas](#)).

DAY 3 & 4 (SCHOOL)

Plan and deliver **two lessons** which Link to LOs and are tailored for specific learning difficulties. Focus on **ONE SPECIFIC PUPIL/AREA OF NEED IN EACH LESSON.**

Carefully consider social participation and the seating/groupings for the class.

Carefully consider TA deployment (If a TA is not available discuss with your peer or your mentor how they might support).

Use resources on canvas to support planning for specific needs.

ITAP 4 2025/26: The Secondary Community Site

Use the Graduated approach: Concerns and actions prompt sheet pre and post lesson to support adaptive planning and the review of your teaching and one pupils learning.

Receive feedback.

Reflect on your own teaching, focus on specific learning difficulties.

EVIDENCE: FOR EACH LESSON

Complete lesson plan (Each lesson focused on a different need/strategy)

Create one resource for each lesson to support a specific area of need

**Complete PART 2 of the Graduated approach
:concerns and actions prompt sheet**

**Expert practitioner to complete Lesson
feedback**

Complete lesson reflection

**UPLOAD ALL DOCUMENTS TO THE ITAP 4 FOLDER
in your one drive by Friday 13th March.**

DAY 5

Group activity: WWW/EBI

Link back to Learning Objectives

Prepare 5 minute lightening talk to share with
your subject group.

APPENDIX.

Ethical Guidelines for Recording Observations

When recording observations, it is essential that all student teachers act ethically and professionally at all times.

Respect and dignity

All pupils must be treated with respect. Observations should be professional, fair, and written without judgmental or discriminatory language.

Confidentiality

Do not record pupils' real names or any identifying information. All notes must be stored securely and handled confidentially.

Purposeful recording

Only record information that is relevant to learning, teaching, assessment, or professional development.

Accuracy and objectivity

Record what you see and hear, not personal opinions or assumptions. Avoid speculation about pupils' backgrounds, abilities, or needs.

Consent and awareness

Always follow school policies relating to consent, data protection, and information sharing.

Safeguarding

Any safeguarding concerns must be reported immediately through the school's safeguarding procedures. Written observations must never replace verbal reporting.

Professional use

Observation notes must only be used for approved academic, training, or professional purposes.

Graduated Approach: Concerns and Actions prompt sheet

ITAP 4 2025/26: The Secondary Community Site

Use this sheet as a prompt to help you get to know more about the child for which you have concerns as you consider what adaptations could be made to support them.

Name of pupil	
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PART 1:

Viewpoint	Working	Not Working
Pupil		
Teacher		

Teaching Assistant		
SENCo		

Consider what is currently working for the child. Try to gather the different perspectives if possible as there may well be clues as to what to do more of and what should be reduced.

Viewpoint	Working	Not Working
Pupil		

Teacher		
Teaching Assistant		
SENCo		

Please note: you may not be able to gain all perspectives in the time you have available, but it is important to build a picture of the pupil to help you plan effectively.

PART 2:

This section is organised according to the graduated approach of assess, plan, do and

review to help guide you through the process of identifying what needs you want to address, how you will do this and what the outcome is.

Assess:

What have you discovered about the pupils needs?



Plan:

What adaptations do you think could be made to address the needs? What strategies can you use (consult university resources on canvas)? How will resources be used? Which strengths can you utilise?



Do:

Share your plan with your Peer, TA, Expert Practitioner. Are any tweaks needed? Teach the lesson.

Review:

Have things improved for the pupil? Do you need to give things more time? Was your plan implemented consistently? What has the pupil learnt today? Are further adaptations required?

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Student Teacher		Date	
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✔ ITAP SEND Week Completion Checklist

By **Friday 13th March**, please check that you have completed the following:

👁️ Observation & Shadowing

- Observed **2 expert-led lessons** focusing on adaptive teaching and identified pupils
- Shadowed a **Teaching Assistant for 2 lessons**
- Discussed TA practice with **Mentor or SENDCo**

🤝 Meetings & Professional Dialogue

- Met with **Teaching Assistant(s)**
- Met with **SENDCo**
- Met with **Professional / Subject Mentor**
- Discussed:
 - SEND provision in school including SEND Profiles and EHCPs

- Inclusive practice & assistive technology
- Adaptations for identified pupils (Graduated Approach: Concerns & Actions Prompt Sheet)

Planning & Teaching

- Planned **2 lessons** with a clear focus on **adaptive teaching focus**
- Taught **2 adaptive lessons**
- Deployed a **Teaching Assistant** effectively
- Used **assistive technology** (where available)
- Created **1 targeted resource per lesson** to support a specific need

Documentation & Reflection

- Completed **Graduated Approach: Concerns & Actions Prompt Sheet – PART 1**
- Completed **Graduated Approach: Concerns & Actions Prompt Sheet – PART 2**

- Received **expert practitioner feedback** on the **LJMU LAF (x2)**
 - Completed **lesson reflections** focused on adaptive teaching
- Uploaded **all documents** to the **ITAP 4 folder (OneDrive)**

Key Reading:

- [Nasen mini-guides](#)
- [EEF SEND](#)
- <https://www.autism.org.uk/advice-and-guidance/what-is-autism>
- <https://nasen.org.uk/>
- <https://www.childautism.org.uk/>
- Education Endowment Foundation (2021) *Teacher Feedback to Improve Pupil Learning*, [Online], Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>
- DfE (2015) *SEND Code of Practice* [Online], Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Education Endowment Foundation (2020), *Special Educational Needs in Mainstream Schools: Guidance Report*. [Online], Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
- Education Endowment Foundation (2025), *Deployment of Teaching*

Assistants: Guidance Report, [Online], Available at:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

- [Friend, M. and Bursack, W.D. \(2009\) *Including Students with Special Needs: A practical guide for classroom teachers*, London: Pearson](#)
- Blatchford, P. (2014) *Support staff: the role and effective deployment of teaching assistants in schools in England and Wales*. [Online], Available at: https://discovery.ucl.ac.uk/id/eprint/10018743/7/RB88_Teaching_Assistants_Blatchford.pdf