



ITAP – SEND: How is language used to make lessons accessible for pupils?

ITTECF Standards: 1.1, 2, 6, 2.6, 5.1-9, 7.2, 10, 8.5, 6, 8, 9

Tuesday 10th February, Lesson Observation Form.

What do you notice about how teachers use language to make the lessons accessible for your focus pupils?

Prompts	Lesson 1	Lesson 2	Lessons 3 & 4
1. Teacher Talk <ul style="list-style-type: none">Note down some examples of clear, concise language to give instructions or to link to prior learning.In what ways are technical terms or subject-specific vocabulary explained clearly?Does the teacher vary their pace/tone at any point? What is the impact on your focus pupils?In what ways does the teacher check that learners understand instructions?How are pupils motivated to remain on task?			
2. Expectations and Support <ul style="list-style-type: none">How does the teacher model high expectations in terms of language use and literacy?How are expectations about tasks (completion/timings/content) communicated to pupils?			

<ul style="list-style-type: none"> • Did the teacher vary their language at all for your focus pupils and if so, what was the impact of this? • How are other adults (if applicable) used to provide support for different pupils? What questions do they ask? 			
<p>4. During the lesson</p> <ul style="list-style-type: none"> • How are pupils encouraged to participate? What written or visual language is used to help pupils to access tasks? Does this vary at all for your focus pupils? • How are wait time, prompts, or alternative formats (e.g., think-pair-share) to support verbal contributions? 			

Reflection and Discussion Prompts for ITEC and/or SENCo Tuesday 10th February

- Discuss the key takeaways from yesterday's sessions in University. What links could you make between the session content linking to language and approaches seen in lessons in school?
- Use your completed observation document to discuss examples of where language was/could be used to make parts of the lesson accessible to your focus pupils.
- How were expectations communicated to pupils and what evidence did you see of high expectations for all learners?
- Were there any differences in how the teacher used language with SEND learners compared to others? What was the impact of this?
- What barriers to learning did your focus pupils experience in lessons (if at all) and what was/could be done to remove these?
- If applicable, how were other adults used to support learning?
- Looking ahead to tomorrow's TA experience – are there any questions you need to ask?

Reflection Prompts after teaching assistant task. Wednesday 11th February

- Did you need to adapt your own language when working 1:1 or in small groups with the pupil(s)?
- Did you need to adapt or explain any written language or add in/remove any additional steps to support participation?
- Did you change your tone, pace, vocabulary, or sentence structure?
- How did you communicate expectations to the pupil(s) that you were focusing on?
- Did you need to break down any parts of the lesson a little further for pupil(s)? Why was this and how did you do this?
- Did you notice any tension between **supporting** the pupil(s) and **over-supporting** them? How did you achieve a balance?
- Were there times where your pupil(s) would have benefitted from extension or challenge? How could this have been achieved?
- Are there any implications/considerations to take away for you as a teacher? Consider both most effective ways of working with a TA but also specific implications for the pupil(s) that you will be teaching.

Reflective presentation structure. Thursday 12th February

This can be recorded as a 10-15 minute video or narrated powerpoint or, if you prefer, simply as a written reflective journal. The important thing is to document what you have done in schools and to [reflect on](#) how this can impact on your practice when you return to main placement. You can structure it as you like, but need to cover the following points:

1. Pupil Profile (s)

*Describe the pupil(s) you worked with or observed. **Do not name them or any members of staff in your schools though – they must have pseudonyms just as they would in an assignment. Do not share any copies of data or EHCPs etc.***

- What are the pupils' learning strengths or interests?
- What are their identified needs (e.g. autism, ASD, Dyslexia, SEMH)?
- Do they have an EHCP or specific support plan and if so, what were the key recommendations?

2. Tuesday and Wednesday's Observations and Deconstruction

- Briefly outline your activities on these days in school and focus particularly on the ways in which they prepared you for teaching on Thursday but also on any wider implications you took away. You could comment on language and expectations; ways in which other adults and TAs *could* be used for best effect. In what ways does what you have seen link to the content of the sessions at university?

3. Thursday's Teaching

- Briefly outline your lesson plan and focus on your reflections after teaching. This should refer to pupil learning and how you were conscious of your language during the lesson to create high expectations and an inclusive environment for your focus pupil (though as discussed, this should have a positive impact on all learners generally)

- Again, what links are there to the university sessions and to the observations?
- What questions might you want to follow-up from a subject perspective on Friday 13th as a result of teaching in your subject today?
- What will you take forward to your return to main placement? What might you want to develop as a result of this?

4. Any further reflections?