Specific Pupil Needs - SEND, EAL

Corresponding Taught Sessions

[Trainee presentations](#) (trainees have access)
WSI -Introduction to SEND

Mentor Meeting Activity

Introduce the trainee to the SEND support structures at school and where to access information and learning plans for the particular students they'll be working with.

Discuss how lesson plans have been adapted to ensure SEND and EAL students are well supported in lessons.

Follow up Activity

Read the SEN details / Pen Portraits / Learning plans for the students you will be working with. Arrange to shadow them for a day to see how they adapt to different curriculum areas and look for successful strategies that the TA's and class teachers adopt with these students.

Speak to the TAs and class teachers that work with the SEND students you will be teaching to ensure you're familiar with any additional resources / enlarging / colour paper photocopying / overlays / hearing loops that these students normally use. For example, do Class teachers use Google Translate to translate titles, learning objectives and key words for any particular students?

When marking work you may wish to start with the books from these students to ensure that they get the best of your attention.

Identify on your seating plan a GDPR friendly coding system so that you're aware of the needs of the students in front of you and how you will adapt your teaching and questioning to best support them.

In your lesson planning consider how you will support TA's (by providing scaffolds, an answer sheet, prompt questions, key word translations) to enable them to support SEND and EAL students most efficiently.