Salt Review

Independent Review of Teacher Supply for Pupils with Severe, Profound and Multiple Learning Difficulties (SLD and PMLD)

Letter to the Secretary of State

Rt Hon Ed Balls MP
Secretary of State for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

25th February 2010

Dear Secretary of State,

In October 2009, you asked me to undertake an independent review into teacher supply for pupils with severe, profound and multiple learning difficulties. In particular, you asked me to look at the supply issues that arise in the range of settings within which these children are educated, teacher progression through to school leadership, and Continuing Professional Development.

During the course of the Review, we have heard from a wide range of stakeholders through interviews, visits to schools and significant contributions to the call to evidence. I have also been fortunate in being supported by an Expert Group, members of which have brought their vast experience of different parts of the system to the issues we consider in the report. In general, the strength and clarity of the messages from these stakeholders bears testament both to the dedication and commitment of those who work in this field and to the presence of a very real and pressing set of issues.

I now enclose my report along with a set of recommendations which I believe, if taken in their entirety, would build a sustainable and high quality workforce that these children need if they are to achieve the highest possible outcomes. I very much hope that the government will be able to act on them.

Yours sincerely,

Toby Salt M.Ed., B.Ed (Hons), F.R.S.A.
Deputy Chief Executive
Strategic Director – School Leadership Development
National College for Leadership of Schools and Children's Services
Lime House
Mere Way
Ruddington
NG11 6JS

Foreword by Toby Salt

There has never been a more important or appropriate time for an independent review into the supply of teachers trained to meet the needs of learners with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). It has been a privilege to have been asked by the Secretary of State to lead this.

The Review is timely for a number of reasons. Firstly, this is a sector, and a group of learners that have been out of the limelight for far too long. It needs significant focus, not least because it includes some of the most complex, most vulnerable and indeed expensive learners in our system. Great medical advances mean that the needs and complexity of these learners has escalated in recent years[1] along with the numbers being educated within our schools and this is a trend that is likely to continue. According to the latest figures published by the DCSF[2], there are 29,000 pupils with SLD and 9,000 pupils with PMLD across the system, three quarters of whom are being educated in special schools.

Secondly, headteachers, teachers and academics in this field are disproportionately older than in the mainstream, for example, 45% of headteachers and teaching staff in special schools are aged 50 or over compared with only 27% in this age range in mainstream schools[3]. We are therefore at risk of losing a great deal of experience and wisdom in the next few years, creating a leadership succession issue in a sector where it is imperative that leaders continuously learn and update their knowledge because of the increasingly complex needs that are developing.

Whilst this may not yet be a 'burning platform', it is certainly a dissolving one.

The cost of ignoring these issues will be a high one which is why my report aims not only to make recommendations, but to initiate action. We need the right quality initial teacher training, and to attract the best teachers into this field. We need to support them with appropriate, specialist development opportunities so that their skills and knowledge are continually refreshed. In this way we will build a sustainable and high quality workforce, and also provide the future leaders, inspectors and academics, that these children need. I am determined that these learners receive the focus that they deserve and that this Review leaves a lasting legacy.

My report draws on a range of evidence which includes visits to schools, interviews with key organisations, significant contributions from the Call for Evidence, along with meetings of the Expert Group and a review of the existing evidence base, nationally and internationally. This evidence has been used extensively in forming the final conclusions of the Review.

In conclusion, I would like to offer particular thanks not only to the Expert Group and the wider team of people who supported the work of the Review, but to all those that have contributed to and informed the research.

---

1 Carpenter, B (2007): Changing Children– Changing Schools? Concerns for the future of teacher training in special education, *PMLD–Link*, 19 (2), 2–4

2 DCSF (June 2009): Special Educational Needs in England: January 2009

3 Calculated from figures published in the Database of Teacher Records: March 2008 (DCSF)

Executive Summary

Children with SLD/PMLD[4] present some of the most complex needs in our education sector

There are approximately 38,000 school-aged children in England with Severe Learning Difficulties or Profound and Multiple Learning Difficulties (SLD and PMLD).[5] Around three quarters of these children are in special schools whilst the others are in mainstream schools. This is a group of children with the most complex needs, and they need to be taught by high quality, adaptable teachers, who are able to keep pace with their requirements. Both the number of learners with SLD or PMLD, and the complexity of their needs, have grown in recent years[6] as a result of better diagnoses and medical advances, a trend which is expected to continue. In addition, anecdotal evidence suggests that the increasingly complex needs of SLD/PMLD pupils are not always understood and therefore not always being met. This, coupled with an ageing population of teachers, school leaders and academics with specialist SLD/PMLD skills, has created a situation which requires urgent attention. We need to ensure that these children receive the best quality education now and that we do not lose this invaluable source of expertise for future generations of learners.

This Review focuses specifically on the supply of teachers of SLD/PMLD

The purpose of this Review is to focus specifically on the supply of teachers of learners with SLD/PMLD in special and mainstream schools. In doing so, the Review has concentrated on recruitment and retention of teachers, Initial Teacher Training (ITT) and Continuing Professional Development (CPD). The Review notes the forthcoming review of SEN allowances by the School Teachers' Review Body and hope that its recommendations are consistent with attempts to tackle the issues dealt with in this report.

This Review has been informed by in-depth interviews with school leaders, teachers and support staff, interviews with national representative bodies, a focus group of special schools, a call for evidence and a review of relevant UK and international evidence. The Review has also benefited from the knowledge and experience of the Expert Group. A list of members for the Group can be found at Appendix 7.

There has been significant investment in the wider Special Educational Needs (SEN) sector, but no specific focus on Severe and Profound and Multiple Learning Difficulties

There has been much activity recently undertaken by the DCSF and its agencies to improve teaching and learning in the SEN sector and investment in social care for disabled children.[7] The progress these are making in response to recent reviews such as the Lamb Inquiry is welcomed, but few, if any, of these focus specifically on the needs of teachers of, and children with SLD/PMLD.

Ensuring that there is an adequate supply of teachers for pupils with SLD and PMLD is a basic requirement if schools are to meet their statutory requirements towards these groups of learners.

---

4 In Chapter 1 it is made clear that SLD and PMLD are distinct categories of learning difficulty, with distinct sets of associated challenges. It is for brevity's sake that the form 'SLD/PMLD' is used in the text, where appropriate.

5 DCSF (June 2009): Special Educational Needs in England: January 2009

6 Between 2004 and 2009, total numbers with SLD (including School Action Plus and Statements) have increased by 5.1%. Total numbers with PMLD have risen by an average of 29.7%. (Source: DCSF: Schools, Pupils and Their Characteristics: January 2009). Figures before 2004 are not available.

7 See Appendix 1

The best quality teachers are not being consistently attracted and many feel they are inexperienced or ill-prepared to teach learners with SLD/PMLD

We need to raise the profile of teaching learners with SLD/PMLD. Evidence submitted to the Review suggests there is a widespread perception that this group of learners require 'carers' rather than educators and that the profession is not always highly valued or seen to require specific expertise. This means that the best candidates are not consistently attracted or recruited, which could lead to a stagnant workforce and a profession which does not benefit from continuous refreshing. Teacher vacancy rates bear witness to this: the number of vacancies as a percentage of teachers in post is more than twice as high in special schools as for all schools.[8]

Respondents to the Review, including Newly Qualified Teachers (NQTs) themselves, reported that many NQTs do not feel adequately prepared to teach SLD/PMLD following their Initial Teacher Training (ITT).[9] A TDA survey of NQTs[10] supports this finding, revealing that less than 50% of NQTs reported the training they had received for working with children with special educational needs was either good or very good. Some, including the NASUWT in their evidence to the Review, called for wholesale review of ITT. This Review has stopped short of that, recognising that we have a talented and committed generation of NQTs and that much is already being done to address SEN provision in general. However SLD and PMLD are among the more acute categories of special educational needs and it was therefore not surprising that the Review found a particularly pessimistic picture painted by those in the sector. This is supported by Ofsted's report into how well new teachers are prepared to teach pupils with learning difficulties, which found that "Initial teacher education was rarely inadequate but too much was satisfactory rather than good."[11] The main causes for this that the Review has identified are:

- Coverage of SEN and disability within Initial Teacher Training programmes is varied, with particular pressure on the time available in the PGCE and other one year ITT programmes. There is therefore little or no focus on SLD/PMLD, and;
- The provision of school based training for trainees in special schools and settings also varies and since many SLD/PMLD teachers choose to enter the profession after having either known or worked/volunteered with children with these difficulties, there is a need to increase the opportunities for school based training and placements in those settings.

There are also a number of misconceptions regarding Qualified Teacher Status (QTS) standards,[12] for example that the standards cannot be met through teaching at a special school or in specialist settings. The standards themselves can be open to interpretation and as such, are subject to misinterpretation among teacher training providers. These inaccuracies need to be corrected if barriers to entry to the profession are to be removed.

Unsurprisingly, the lack of focus at ITT puts additional pressure on Continuing Professional Development (CPD). This means that schools and local authorities are having to invest heavily in training those new to teaching SLD/PMLD. Many schools and local authorities are unaware of the

8 1.4% in special schools, 0.6% for all schools. (DCSF: School Workforce in England: January 2009)

9 It is important to note that Initial Teacher Training has not been designed to equip teachers with specialist skills, so this is not in itself a 'failing', but it does highlight a gap which needs addressing.

10 TDA (2008): Survey of Newly Qualified Teachers

11 Ofsted (2008), How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities p.4

12 The Secretary of State's standards and requirements are set out under the Education (School Teachers' Qualifications) (England) Regulations 2003, made under sections 132, 145 and 210 of the Education Act 2002. They set out the Secretary of State's standards which must be met by trainee teachers before they can be awarded qualified teacher status (QTS), and the requirements for training providers and those who make recommendations for the award of QTS. Only those trainee teachers who have met all of the standards will be awarded QTS. More detail can be found at: http://www.tda.gov.uk/partners/ittstandards.aspx

range of the CPD on offer, which is inconsistent and, on the whole, not focussed specifically on SLD/PMLD. This means that many are either accessing expensive CPD provided by individuals and private organisations or designing and delivering their own. Consequently, spend on CPD is likely to be inefficient with considerable duplication of effort. Additionally, the CPD is not universally quality-assured and schools do not know which CPD will offer them the best value for money and the best quality content.

Encouragingly, however, the Review did uncover a number of good practice models, such as cluster-based working, where schools work in partnership, deliver joint training and share good practice and good quality training and qualification courses. These practices, however, are neither typical nor consistent across different regions, local authorities or schools.

Where do we want to be?

Given the above issues, efforts need to be focussed on improving outcomes for these children and working towards a future where:

1. Teaching SLD/PMLD is considered an area of specialist expertise, with higher status and value, attracting some of the best applicants;
2. With a quarter of learners with SLD/PMLD taught in mainstream settings, opportunities for teachers to gain the necessary skills for teaching these learners need to be embedded across the system;
3. ITT providers and Overseas Trained Teachers (OTTs) know that working in a special school/setting can count towards gaining Qualified Teacher Status;
4. Increased placements across ITT within SLD/PMLD settings and increased take-up – with evidence that some of those who have this experience will enter and stay in the profession;
5. SLD/PMLD teachers are drawn from the best teachers, who have first secured a mainstream teaching qualification, with their specialist skills built on top of this. The talent pool we draw from should include the highest quality teachers in mainstream who now wish to convert, as well as NQTs;
6. Once in teaching, consistently high quality CPD, judged by the impact on outcomes, will enable teachers to keep pace of changes to demand and refresh the skills they need to excel;
7. An increased supply of teachers provides high quality school leaders, providers, academics and Ofsted inspectors of the future, ensuring sustainability in the system; and
8. Achieving QTS is more accessible for the very best non-QTS staff.

How do we get there?

In order to achieve this vision, a number of recommendations are proposed, which, if actioned, will provide a change in the current training provision and impact positively on the future supply of teachers of SLD/PMLD. Many of the key recommendations are specific to SLD/PMLD but some may also apply to the wider SEN and schools sector.

These recommendations provide the basis for significant changes. It is for the DCSF and its agencies to develop the detail and consider the practical implications for these. Some of the recommendations will be entirely new. Others recommend building on current initiatives, such as Teach First, and others revolve around taking better advantage of existing flexibilities within the system. For the recommendations to be effective, their interdependence should be recognised. They are in essence a *package*, rather than a *series* of recommendations.

If they are implemented, these recommendations will result in considerable benefits. They will create a better supply of the best teachers, who are well-equipped to teach SLD/PMLD learners, in a profession which is better understood, valued and respected. They, in turn, will provide better teaching and learning and ultimately improved outcomes for some of the most vulnerable children in our education system.

Review of Teacher Supply for Pupils with Severe, Profound and Multiple Learning Difficulties (SLD and PMLD)

Recommendations

Recruitment and Retention

Raising the profile of teaching SLD/PMLD

1. DCSF and TDA should stimulate future supply through increasing awareness and visibility of the SLD/PMLD sector at ITT, highlighting the positive features of jobs in the sector and the need for a high level of expertise. DCSF and TDA should raise the prestige of the profession in order to increase the number and quality of applicants, both through marketing and by exploring the possibility of developing a specialist SLD/PMLD route through Teach First.
2. In order to raise the number of trainee teachers considering a career teaching learners with SLD/PMLD and provide them with practice based experience, TDA should provide clear information in relation to special school placements. TDA should consider incentivising HEIs, using current good practice, to promote opportunities to visit or to undertake placements at special schools. Ofsted should make it clear that the inspections framework includes ITT using mainstream or special school placements.

Improving the supply pipeline and workforce

3. DCSF should collect workforce data to model future demand/supply in the sector, similar to the teacher supply modelling that currently takes place for other subjects. This is a basic requirement in order to develop effective strategies for future supply.
4. The National College should identify this sector as an urgent priority for support and targeted intervention, to ensure that there is a good supply of high quality leaders for the most complex learners in our schools. The National College should consider the challenge of growing the supply of leaders for the special school sector in the context of development of its other leadership programmes.

Initial Teacher Training (ITT)

Improved clarity on QTS standards and focus on early childhood development

5. During the forthcoming review of the Professional Standards for Teachers from April 2010, TDA should consider strengthening coverage of early childhood development and including basic knowledge of the definitions of SLD/PMLD.
6. DCSF/TDA should provide marketing and communication to providers, trainees and other relevant groups to dispel the myths of achieving QTS standards. This should include making it clear that it is possible to undertake one of the placements necessary for achieving QTS at a special school, and that special school experience would count as prior experience for admission onto a Graduate Training Programme.
7. Also, during their review, TDA should consider producing exemplars for providers to describe how the QTS standards can be met at a special school or specialist setting.

Increasing special school/setting placements

8. TDA should actively promote special school placements and encourage Higher Education Institutions (HEIs) and trainee teachers to take up those opportunities. There should be an expectation that special school placements will be available to all who request them.

9. DCSF/TDA should work with HEIs and existing school clusters to ensure that there are sufficient opportunities to undertake placements in SLD/PMLD school settings.

Strengthening SLD/PMLD knowledge through a six month specialist SLD/PMLD addition to existing ITT and SEN modules

10. TDA should commission pilots of a specialist extension to ITT, in the form of an option to spend an additional six months specialising in SLD/PMLD, on top of existing courses. The option should be funded through bursaries by DCSF/TDA and result in an additional qualification.

11. To strengthen existing ITT and provide 'tasters' of SLD/PMLD teaching, the TDA should commission SLD/PMLD modules to be made available during ITT, building on the current suite of 18 SEN modules they have commissioned.

A focus on SLD/PMLD in induction

12. Local authorities should develop a bespoke induction for those who are going to teach learners with SLD/PMLD without prior relevant training or experience. This should be flexible, but include a mentoring relationship with a teacher from a special school in the same cluster/area. This should include at least one compulsory visit to observe lessons with SLD/PMLD learners.

Removing barriers to qualification

13. TDA should clarify the routes open to Teaching Assistants wishing to train to become teachers, including, for those without a degree, which degree courses will provide a suitable route to QTS.

14. TDA should explore the extent of the difficulties Overseas Trained Teachers working in special schools have in gaining QTS and identify ways of simplifying the process for high quality OTTs to achieve QTS.

Continuing Professional Development (CPD) and progression

Outreach work

15. DCSF/SSAT should encourage more Specialist special schools who teach SLD and/or PMLD pupils to incorporate their SLD/PMLD teaching expertise, where appropriate, into delivery of their specialist outreach work, using existing community funding, particularly with mainstream schools.

Extending existing school clusters

16. DCSF should extend the remit of existing school clusters such as TDA/National College clusters/hubs to co-ordinate and deliver structured SLD/PMLD CPD to cluster schools.

17. DCSF should identify the best way of ensuring – through quality assurance processes or impact assessments – high quality CPD in all SLD/PMLD cluster-based activity, including any training materials and/or resources. This could involve lead professionals developing accredited specialist courses to be delivered to regions/local authorities/school clusters who cascade training. Consideration should be given to how the materials and resources resulting from the SSAT's project on Children with Complex Learning and Difficulties could be used within this context.

18. TDA should promote the option of specialising in SLD/PMLD during phase 3 of the Masters in Teaching and Learning programme.

19. TDA should consider ways of encouraging providers to use the national CPD database to fully meet the needs of the children's workforce in schools and specific groups of learners, including those with SLD/PMLD.
20. DCSF and TDA should ensure that special schools are aware that they are now in a position to fulfil the criteria necessary to apply to be a Training School.
21. School-based clusters should be encouraged to undertake SLD/PMLD training needs analyses in their areas and develop a strategy to respond to these needs. They should be given appropriate tools to undertake this analysis to avoid duplication of effort.
22. In supporting the extension of existing CPD hubs/clusters, DCSF should consider promoting the additional roles that this work might create for SLD/PMLD teachers, such as school outreach or community work, designing and delivering training and becoming a lead professional to deliver accredited training in the cluster. This would help to create a more fluid workforce.
23. DCSF/TDA should review the Advanced Skills Teachers programme and how it may link into school clusters to provide specialist expertise on SLD/PMLD. DCSF/TDA should consider creating new opportunities for Advanced Skills Teachers for SLD/PMLD to build expertise and promote new possibilities for career progression.

Contents

Chapter 1: Context and Evidence Base 13

Severe Learning Difficulties and Profound and Multiple Learning Difficulties are two of the most acute categories of learning difficulties 14

The rights of children with special educational needs (SEN) are enshrined in legislation 15

"All teachers are SEN teachers" 15

There are 29,000 pupils with SLD and 9,000 with PMLD. Three-quarters of these are taught in special schools 16

The number of learners with SLD/PMLD is increasing and in many cases individual needs are becoming more complex 17

The age profile of teachers in special schools is more of a risk to supply than in mainstream 18

Academic research, fieldwork and the call for evidence all point to real challenges and strong consensus 18

The Review has been informed by a broad evidence base 19

Chapter 2: Recruitment and Retention 21

There is insufficient quantity of teacher supply 22

There are barriers to recruiting and retaining enough high quality teachers for learners with SLD and PMLD 24

Teachers either leave quickly or stay for a long time 25

Supply issues are likely to become more severe in future years 26

Many remaining experts are approaching retirement 27

There is no clear pipeline for the supply of SLD/PMLD teachers, school leaders, academics or Ofsted inspectors 27

Chapter 3: Initial Teacher Training (ITT) 29

There is currently very little focus on SLD/PMLD at Initial Teacher Training 30

There is insufficient coverage of early childhood development during ITT 30

There are incorrect perceptions regarding demonstrating standards to achieve Qualified Teacher Status in special schools/settings 31

The impact of the QTS misunderstandings is considerable 32

There is a lack of special school or specialist setting placements at Initial Teacher Training 32

Newly qualified teachers are unprepared for teaching learners with SLD/PMLD 33

There is broad agreement on the need for action and the key priorities to be addressed 34

Inclusion policies mean that many teachers will unexpectedly find themselves teaching learners with severe levels of learning difficulties 37

Induction could provide more focus on SLD/PMLD for new teachers 38

Teachers in mainstream settings may have less expert in-house support support 38

Teaching Assistants are a rich potential source of teachers but have reported difficulties in training as teachers 39

Overseas Trained Teachers are often seen as particularly able, but have reported difficulties in gaining Qualified Teacher Status 39

Chapter 4: Continuing Professional Development and Progression 41

The insufficiency of SLD/PMLD provision in ITT is placing additional pressure on CPD 42

Many schools and local authorities are accessing training through private individuals and organisations offering training, which can be expensive, or designing and delivering their own 42

Some CPD arrangements and courses are seen as useful 43

Overall, CPD on SLD and PMLD is patchy, inconsistent, unstructured and not quality assured 46

Special schools can now become Training Schools 46

The exact nature and scale of training needs are unknown as there is little or no evidence available 48

SLD/PMLD teaching tends to be more classroom-based, so there is a perception in the sector that there is a lack of progression, unless teachers move out of SLD/PMLD 48

SLD/PMLD teachers find it difficult to move between mainstream and special schools 49

Chapter 5: Conclusions and Recommendations 51

Appendices 53

Appendix 1: Related Programmes and Activities 53

Appendix 2: Terms of Reference 57

Appendix 3: List of Sources 58

Appendix 4: Schools and Organisations Involved in the Fieldwork 60

Appendix 5: Call for Evidence 62

Appendix 6: International SEN Teacher Training Systems 64

Appendix 7: Expert Group Members 65

Chapter 1

Context and Evidence Base

This chapter sets out the:

- Purpose of the Review
- Definitions of Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)
- Current legislative and policy context
- Number and distribution of pupils with SLD and PMLD by school setting
- Sources of evidence for the Review

Purpose of the Review

1.1 The purpose of the Review was to investigate teacher supply issues relating to children with SLD and PMLD.[13] The focus of the Review has been on recruitment and retention, Initial Teacher Training (ITT) and Continuing Professional Development (CPD).

Definitions of Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

Severe Learning Difficulties and Profound and Multiple Learning Difficulties are two of the most acute categories of learning difficulties

1.2 Pupils are recorded as having SLD or PMLD if it is their primary or secondary SEN and they are at School Action Plus or have a statement. The Department for Children, Schools and Families' definitions of SLD and PMLD are below:[14]

1.3 **Severe Learning Difficulty:** Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

1.4 **Profound and Multiple Learning Difficulty:** Pupils with profound and multiple learning difficulties have complex learning needs.[15] In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

13 The full Terms of Reference can be found in Appendix 2.
14 http://www.teachernet.gov.uk/wholeschool/sen/senglossary/
15 It is important to be clear that PMLD does *not* include pupils who have complex medical needs without any associated cognitive difficulties.

Current legislative and policy context

The rights of children with special educational needs (SEN) are enshrined in legislation

1.5 The rights of children with special educational needs and disabilities have been enshrined in legislation, with education and equality a statutory duty on schools and local authorities. The Disability Discrimination Act, Education Act, Special Educational Needs Disability Act and the Special Education Needs Code of Practice specify a duty for schools and local authorities to identify, assess and make provision for children's special educational needs. Legislation has been reinforced by government initiatives, such as Every Child Matters and the Children's Plan, as well as the long-standing policy of giving parents of learners with SEN the choice of inclusion in mainstream settings where possible.[16]

1.6 Most recently, DCSF has been working with the Training and Development Agency for Schools (TDA) on improving the skills of the schools workforce, including increasing specialist SEN skills within communities of schools. DCSF has also commissioned an evaluation of the impact of initiatives to improve teacher workforce skills in SEN and disability. Details of these and other ongoing initiatives can be found at Appendix 1.

"All teachers are SEN teachers"[17]

1.7 Ensuring that there is an adequate supply of teachers for pupils with SLD/PMLD is a basic requirement if schools are to meet their statutory requirements towards these groups of learners. One by-product of the very positive policy to promote inclusion has been a reconfiguring of Initial Teacher Training, with the removal, in 1989, of specialist training routes for special educational needs, as the expectation was that all teachers could expect to teach learners with SEN at some point. HMI reports show that in 1986 more than 200 new teachers from 11 four year, full-time Bachelor of Education (B.Ed) courses qualified to teach pupils with severe learning difficulties. By 1994 only 15 teachers were gaining a specialist qualification.[18] This Review recognises this context, and the gap that has been left in the system while recognising the need to identify a solution fit for a 21st century teacher workforce.

1.8 In 2004, the Government's Strategy for SEN made a commitment to working "with the Teacher Training Agency[19] and higher education institutions to ensure that Initial Teacher Training and programmes for continuous professional development provide a good grounding in core skills and knowledge of SEN; and work with Higher Education Institutions to assess the scope for developing specialist qualifications." Professor Peter Mittler of Manchester University pointed out in 1995 that [20] "The Code of Practice will not work if it is not matched by a similar initiative in training".

16 http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/nonstatguidanceforheadsandstaff/individualpupilneeds/sendisabilityotherpupils/whatthelawsays/
17 www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant
18 Times Education Supplement, 14 April 1995
19 Since 2007 the Training and Development Agency for Schools (TDA)
20 Times Education Supplement, 14 April 1995

Number and distribution of pupils with SLD and PMLD by school setting

There are 29,000 pupils with SLD and 9,000 with PMLD. Three-quarters of these are taught in special schools

1.9 The Review has considered the different needs of teachers in mainstream and special school settings. A teacher in a mainstream school, for example, may presently have less in-house experience and support to call upon in teaching learners with SLD/PMLD. It is thus important to consider the impact of the Review's recommendations in each of these contexts.

1.10 According to the latest figures published by the DCSF[21], there are 29,000 pupils in England with SLD and 9,000 with PMLD. About three quarters of these are in special schools.

1.11 As Figures 1, 2 and 3 below show, learners with PMLD make up just 0.04% of all learners in mainstream primary schools and 0.01% of learners in mainstream secondary schools. This means that at present very few teachers will find themselves teaching a learner with PMLD in a mainstream class. Learners with SLD make up 0.13% of learners in mainstream primary schools, and 0.08% in mainstream secondary.

1.12 In special schools, learners with PMLD make up 8.6% of the population, and those with SLD 23.7%.

Figure 1: Number of pupils and percentage of school population by type of need and school setting

Source: DCSF Special Educational Needs in England, January 2009

21 DCSF (June 2009): Special Education Needs in England: January 2009

Figure 2: Distribution of pupils with SLD by school setting

Source: 'DCSF Special Educational Needs in England: January 2009'

Figure 3: Distribution of pupils with PMLD by school setting

Source: 'DCSF Special Educational Needs in England: January 2009'

The number of learners with SLD/PMLD is increasing and in many cases individual needs are becoming more complex

1.13 In recent years, the size and profile of the population with SLD/PMLD has changed. Between 2007 and 2009, total numbers with SLD (including School Action Plus and Statements) have decreased by 4.1%, whilst total numbers of PMLD have risen by 8.4%.[22] There is a strong consensus that the number of pupils with SLD/PMLD with extremely complex needs is likely to continue to grow. This is largely a result of great strides made by the medical profession, with more premature babies being saved than would have been the case even a decade ago.

22 DCSF (June 2009): Schools, Pupils and Their Characteristics: January 2009.
The raw figures from this data show a total percentage increase in numbers of SLD pupils of 5.1% between 2004 and 2009, and an increase of 29.7% for PMLD pupils for the same period. However this increase may be partly due to changes in methods of data collection, which make it difficult to compare figures for years prior to 2007.

As Professor Barry Carpenter has noted, "...there is an ever-increasing group of children with complex needs who do not fit the current range of teaching and learning approaches, and who are challenging our most skilled teachers....there is a 'new breed' of children with severe, profound and complex learning needs. The causal base of the difficulties in learning presented by these children is different from that we have traditionally known."[23]

The age profile of teachers in special schools is more of a risk to supply than in mainstream

45% of headteachers and teaching staff in special schools are aged 50 or older, compared to 27% in mainstream schools.[24]

"Out of 16 teachers at the school, six or seven are likely to retire in the next four or five years. Most of these have been working in SLD/PMLD field for twenty plus years so have a fund of experience that cannot be easily replicated. Newer recruits among teachers tend to be teachers with several years experience in mainstream or NQTs with an interest in moving into special school education but no depth of experience of pupils with SLD/PMLD."– Special school teacher

Academic research, fieldwork and the call for evidence all point to real challenges and strong consensus

1.14 Research based largely on qualitative studies points to an emerging set of issues stemming from the appearance of new, more complex forms of SLD and PMLD, alongside a significant lack of relevant exposure and training on Initial Teacher Training courses.[25]

1.15 Similarly, the fieldwork revealed that schools were facing real challenges, with teachers, parents and national stakeholders welcoming what was universally agreed to be a timely review. Many voluntarily reported that they felt improvements in certain aspects of teacher supply for these pupils were long overdue. Though some region-specific issues were identified, both in terms of the local workforce and local patterns of need, the core issues were common across the country.

1.16 Confidence in the evidence gathered from fieldwork and desk research was greatly enhanced by the fact that very similar messages came through in submissions to the call for evidence from a broad and significant number of stakeholders.

1.17 In general, operating under significant time pressures, the strength and clarity of the messages from sector stakeholders through interviews and the call for evidence, bears testament both to the dedication and commitment of those who work in this field and to the presence of a very real and pressing set of issues.

23 Carpenter, B (2007): 'Changing Children– Changing Schools? Concerns for the future of teacher training in special education'
24 DCSF (2008): Database of Teacher Records: March 2008
25 For a list of sources used in the Review see Appendix 3.

The Review has been informed by a broad evidence base

1.18 This Review has been informed by evidence gathered from a variety of sources:

a) Literature review

1.19 Recent academic literature and other published data and reports were surveyed for evidence of changing patterns of demand and supply. International data was reviewed to draw lessons from as wide a field as possible. This included data published by the OECD together with information supplied by Eurydice at NFER. A full list of sources used in the literature review can be found in Appendix 3. A brief summary of international findings can be found at Appendix 6.

b) Fieldwork

1.20 In-depth interviews were conducted with a range of relevant stakeholders. A full list can be found at Appendix 4. These included representatives of:

- 11 schools, including headteachers, senior leadership team members, teachers, SENCOs, Teaching Assistants, plus Merseyside Special Needs Group – a group comprised of headteachers of 12 special schools with pupils with complex needs from across Merseyside; 4 local authorities; and 3 teacher training institutions;
- 11 national stakeholders, including:
  Training and Development Agency (TDA)
  National College for Leadership of Schools and Childrens' Services
  Specialist Schools and Academies Trust (SSAT)
  Ofsted
  National Association for Special Educational Needs (NASEN)
  Centre for Studies on Inclusive Education (CSIE)
  Special Education Needs Equality (Sense)
  Institute of Education
  Qualifications and Curriculum Development Agency (QCDA)
  SENAD Group
  Treloar Trust (a charity supporting a non-maintained special school, college and extended services into the community for children and adults with special needs).

Unison, ASCL, NASUWT and NAHT were also consulted.

c) Call for evidence

1.21 A Call for Evidence was issued on the DCSF website in November 2009, remaining open until January 2010. Over 120 submissions were received, including 57 from parents of children with SLD and/or PMLD, 49 from schools, and others from specialist teacher advisory services, a schools consortium, and from teacher training providers, representing thousands of teachers. Further submissions were received from the following national stakeholder groups:

- The National Association for Special Educational Needs (NASEN), which collected evidence from its members to submit to the Review;
- Mencap;
- NASS, a membership association for non-maintained and independent special schools, representing over 180 schools in England and Wales;
- Royal National Institute for the Blind (RNIB);
- Association of School and College Leaders (ASCL), a professional association and trade union representing 14,000 members;
- Centre for Studies on Inclusive Education (CSIE);
- Two parent networks.

Further information on the Call for Evidence can be found at Appendix 5.

d) Expert Group

1.22 A number of experts with enormous individual and collective experience were invited to form an advisory group. This group provided invaluable expertise, support and challenge throughout the Review, contributing important insights to every issue tackled in the report. A full list of members can be found at Appendix 7.

Chapter 1 – Key Messages

- Schools and local authorities have a statutory duty to identify, assess and make provision for children with special educational needs. The rights of this population of young people have been enshrined in legislation and reinforced by a variety of government initiatives.
- Ensuring that there is an adequate supply of teachers for pupils with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) is a basic requirement if schools are to meet their statutory requirements towards these groups of children.
- The last two decades have seen an increase in the number of children with a particularly complex set of needs, alongside the ending in 1989 of specialist Initial Teacher Training routes for those wishing to teach children with SEN.
- This Review has gathered evidence from a variety of sources, including desk based research into domestic and international data, academic papers and reports; a wide range of stakeholder interviews; and a call for evidence issued on the DCSF website, attracting over 120 submissions.
- Where the existing data were not sufficiently detailed to draw authoritative conclusions, other sources of evidence have been crucial in contributing to the emergence of a strong and consistent national picture.

Chapter 2

Recruitment and Retention

This chapter sets out:

- The current position on recruitment and retention
- Barriers to recruiting and retaining enough high quality teachers for learners with SLD and PMLD
- Why the need to address issues in this area is particularly pressing

The current position on recruitment and retention

There is insufficient quantity of teacher supply

2.1 Over the past decade, vacancies as a percentage of teachers in post have decreased across all school types in England, but remain highest in special schools. The published data is not detailed enough to indicate whether vacancies are specifically for teachers of pupils with SLD/PMLD. However, there is some data to compare special and mainstream schools.

2.2 As Figure 4 shows, the number of vacancies as a percentage of teachers in post is more than twice as high in special schools compared to all schools.[26] What the data does not tell us is how many of the vacancies are for teachers of pupils with SLD/PMLD. There is also a lack of knowledge about the quality and type of specialist training that teachers in post have.

Figure 4: Vacancies as a percentage of teachers in post

Source: 'DCSF: School Workforce in England: January 2009'

2.3 The Review also received evidence of difficulties in attracting sufficient applicants for vacant headteacher posts, for example two headteachers providing evidence reported having stayed in post longer than planned due to being unable to find replacements.

2.4 As Figure 5 below shows, pupil:teacher ratios in maintained special schools have remained steady at around 6:1 over the past 8 years, compared with 21:1 in mainstream primaries. This supports the hypothesis that in many regions the issue is not so much about vacancies that cannot be filled as the quality of those applying to fill them.

26 1.4% in special schools, 0.6% for all schools. (DCSF: School Workforce in England: January 2009)

Figure 5: Pupil:teacher ratios in maintained nursery, primary, secondary and special schools

Source: 'DCSF: School Workforce in England: January 2009'

2.5 Teachers will encounter a different set of challenges in different school contexts. In a special school, the teacher can expect to have a smaller class, with a number of support staff assisting whom they will be expected to manage. Managing other staff within special settings is a significant challenge which the Review found many newly qualified teachers felt insufficiently prepared for. There will, however, be likely to be considerable experience and expertise within the school to draw on. In mainstream schools the teacher is likely to have a class of at least 20 with, for example, one learner with SLD or PMLD. The teacher will have less time to spend with that learner individually and the Teaching Assistant will typically be expected to lead the child through their learning, ideally guided by the class teacher. They are also likely to have less extensive in-house expertise to consult with than their special school peers.

2.6 The fieldwork revealed a common set of recruitment and retention issues across the country. Headteachers reported that there were often fewer applicants than they would have hoped for, with between 3-5 applicants per post. The evidence suggests a number of reasons:

- Some special school teachers spoke of a wider perception by their peers that teaching learners with SLD/PMLD was not 'real' teaching, rather seeing it as one of a carer relationship. A number of teachers provided anecdotes of teachers in mainstream settings or on teacher training courses displaying a significant lack of understanding of the SLD/PMLD sector and the challenges and opportunities of teaching there.
- A further reason might be the perception of a lack of opportunities for career progression. The possibility was also raised that it is not seen as a sector for high achieving teachers. Both of these observations hint at a need to increase awareness-raising about careers in the sector during Initial Teacher Training.[27]
- Finally, for those teachers who are aware of the sector, evidence suggests that the likelihood is they will not feel well-enough prepared to take on the role, given their previous training.

2.7 Such perceptions and lack of profile are likely to affect the supply of high quality practitioners and robust action needs to be taken to remedy this. According to one headteacher:

27 This issue is discussed further in Chapter 3

"Working with students with special needs is perceived by many both in and outside teaching as an 'easy' option. It is a common perception that you don't need to have the same level of qualification to become a teacher in a special school because of the lower level at which most are working and the relatively slower rate of progress. I would argue that you need an even better understanding of your subject material and pedagogy to become an effective teacher of students with complex needs, backed up by specialist training and experience in the various categories of need." – Headteacher

2.8 Many teachers choose to work with SLD/PMLD pupils on the basis of what is often a chance encounter as a result of a school visit, through voluntary work or a family member. These are experiences which can be introduced at Initial Teacher Training to raise the number of teachers considering working with pupils with SLD/PMLD. Few teachers currently get this exposure in a structured way as part of their ITT. Reasons for this are explored in Chapter 3.

Recommendations:

1. DCSF and TDA should stimulate future supply through increasing awareness and visibility of the SLD/PMLD sector at ITT, highlighting the positive features of jobs in the sector and the need for a high level of expertise. DCSF and TDA should raise the prestige of the profession in order to increase the number and quality of applicants, both through marketing and by exploring the possibility of developing a specialist SLD/PMLD route through Teach First.
2. In order to raise the number of trainee teachers considering a career teaching learners with SLD/PMLD and provide them with practice based experience, TDA should provide clear information in relation to special school placements. TDA should consider incentivising HEIs, using current good practice, to promote opportunities to visit or to undertake placements at special schools. Ofsted should make it clear that the inspections framework includes ITT using mainstream or special school placements.

Barriers to recruiting and retaining enough high quality teachers for learners with SLD and PMLD

There are barriers to recruiting and retaining enough high quality teachers for learners with SLD and PMLD

2.9 Of greater concern is the lack of applicants with specialist knowledge, experience or training. This both reduces the number of applicants, and means that headteachers may not be selecting from the highest quality field. In most circumstances, heads are selecting candidates who have a good understanding of early childhood development and who have had some relevant experience of working with pupils with learning difficulties and/or disabilities – accepting that much of the relevant training will need to be done once in post. Having relevant experience suggests that the applicant understands the particular challenges and requirements of an SLD/PMLD teacher. A good understanding of early childhood development is seen as a sign that the applicant has the tools to build on that commitment and develop the necessary technical understanding.

"Clearly, a major element of recruitment and retention in the field of severe/profound difficulties is the level of education and certification status. Quite simply, teachers who are better prepared to teach are less likely to depart. The pedagogy of teaching pupils with severe/profound difficulties in meaningful general education contexts is indeed very complex – something that requires dedicated education rather than the hope that incidental teacher learning will take place 'on the hoof' during classroom practice." – Phyllis Jones and Elizabeth West (2009): Reflections upon teacher education in severe difficulties in the USA: shared concerns about quantity and quality

2.10 Success and achieving and demonstrating pupil outcomes for SLD/PMLD children is also difficult to measure. Teachers reported difficulty in assessing against P scales[28], which were seen to be either not sophisticated enough or to not take into account wider outcomes. The difficulties that teachers are facing in assessing SLD/PMLD pupil progress using P scales also have wider implications. The best graduates and teaching candidates are usually driven by the desire to succeed and to make a difference. It is important that this success is measurable, as they are judged according to demonstrating improvements and achieving success, upon which their career progression is based. The quality of teacher training should also ultimately be judged on its effectiveness in equipping teachers to support children to achieve better outcomes. This has wider system implications, raising the issue as to how progress in the whole SLD/PMLD sector can be measured if success at an individual pupil or school level is so difficult to measure.

Teachers either leave quickly or stay for a long time

2.11 Schools reported that newly recruited teachers for SLD/PMLD either leave very soon after appointment or stay for a long time. This reflects the view that many apply without sufficient knowledge of the nature of SLD/PMLD context. Experience is seen as crucial.

2.12 The fact that those who do stay tend to stay in post for many years is testament to the commitment of those entering the sector and the rewarding nature of the job. It may, however, also reflect a lack of fluidity in the workforce, with limited opportunities to move to other schools.

2.13 Headteachers and teachers highlighted a number of core features required by teachers of learners with SLD and PMLD. Although many of these qualities are required by all teachers in all settings, the context of learners with SLD/PMLD can magnify the need for these qualities in their teachers.

28 P scales are a method of assessing progress made by SEN pupils who are working below level 1 of the National Curriculum. Reporting against P scales has been mandatory since September 2007.

- A clear focus on achievement and improving outcomes for these learners;
- Creativity: many learners have difficulty communicating which means that teachers in this sector need to be particularly skilled and creative in adapting the curriculum;
- Patience: learners with SLD/PMLD can often make slower progress than other learners. There can sometimes be a need to combine primary level teaching with secondary level behaviour management;
- Enjoyment of working intensively with a small number of learners;
- Ability to manage a team in the classroom, and to work with collaboratively with multi-agency staff and parents;
- Excellent understanding of early childhood development, psychology and communication, assessment for learning (and ability to teach at a pre-curriculum level);
- Understanding of pupils' wider independence-related goals;
- Understanding and temperament to deal with often very ill pupils with complex sets of needs and, in some cases, limited life expectancies; and
- In the case of PMLD pupils, a deep understanding of the sensory impairments and medical conditions experienced by learners.

Why the need to address issues in this area is particularly pressing

Supply issues are likely to become more severe in future years

2.14 Evidence suggests that, with medical advances, the population of those with SLD/PMLD is likely to grow in the future and the needs of those learners are simultaneously likely to continue growing in complexity, continuing a trend that has been documented in academic literature and evidenced by every school visited for the Review. Both of these factors will lead to increased pressure on teacher supply in future years if action is not taken.

2.15 A result of this situation is that not only do more teachers need to be attracted into the sector but, crucially, these need to be drawn from the highest quality candidates with the capacity for learning to meet the considerable intellectual and professional challenges that the sector will face in the coming years.

2.16 However, the Review has identified a gap in data available to show exactly how many teachers there are currently teaching SLD/PMLD children. This means that there is also no data in relation to the future supply of teachers to teach SLD/PMLD. This makes it difficult to make effective strategic decisions on future supply.

Recommendation:

3. DCSF should collect workforce data to model future demand/supply in the sector, similar to the teacher supply modelling that that currently takes place for other subjects. This is a basic requirement in order to develop effective strategies for future supply.

Many remaining experts are approaching retirement

2.17 The age demographic of teachers in this sector, highlighted in Chapter 1, is an additional reason for early action. A large proportion of the workforce at special schools is approaching retirement. This is significantly higher[29] than at mainstream schools. This has resulted in a situation where those old enough to have received specialist training in the past are the primary sources of expertise within schools, and a real concern about the deterioration in the quality of provision after that generation retire. This has made the need for action particularly urgent.

"Only three teachers in the school have received specialist qualifications in SLD/PMLD. All three of us are on the senior leadership team and all of us are over 45." – Special school headteacher

There is no clear pipeline for the supply of SLD/PMLD teachers, school leaders, academics or Ofsted inspectors

2.18 The ageing profile of these specialist teachers and school leadership teams also create supply pipeline issues for academics and the Ofsted inspectors of the future. When we lose this source of expertise, there are currently not enough new teachers with similar levels of expertise and experience to feed and refresh the system.

Recommendation:

4. The National College should identify this sector as an urgent priority for support and targeted intervention, to ensure that there is a good supply of high quality leaders for the most complex learners in our schools. The National College should consider the challenge of growing the supply of leaders for the special school sector in the context of development of its other leadership programmes.

Chapter 2 – Key Messages

- There is concern about both the quantity and quality of applicants for both teacher and headteacher posts in the SLD/PMLD sector.
- Not enough is currently being done to make trainee teachers aware of careers in special education and allow them to make informed decisions about whether it might be a good choice for them. Many work under the false impression that it is not 'proper' teaching, or not as intellectually challenging or prestigious as working with mainstream pupils.
- Increased incidence and complexity of needs coupled with the approaching retirement of many experts in the sector make the case for imminent action particularly urgent. This also means there is no clear pipeline for the supply of specialist leaders, academics and Ofsted inspectors of the future.

29 45% of teaching staff are over 50 in special schools, compared to 27% in mainstream schools (Database of Teacher Records, March 2008).

Chapter 3

Initial Teacher Training (ITT)

This chapter sets out:

- Issues around the provision of Initial Teacher Training (ITT) relevant for meeting the needs of learners with SLD/PMLD
- The structure of ITT and the opportunities to improve information around placements and standards
- The need for an optional specialist extension to ITT in order to develop a cohort of specialist teachers and build up real expertise into the system

Issues around the provision of Initial Teacher Training relevant for meeting the needs of learners with SLD/PMLD

There is currently very little focus on SLD/PMLD at Initial Teacher Training

3.1 Initial Teacher Training is the issue that prompted the strongest views of those providing evidence to the Review.

3.2 Until 1989, a number of specialist B.Ed courses were available for those who were committed to a career in special education. Many current experts in the SLD/PMLD field were trained on these courses. They include headteachers, teachers, academic researchers and school inspectors.

3.3 Since 1989, there have been no dedicated undergraduate courses for those wishing to specialise in SEN. Instead the options have been to pursue general primary courses or subject-specific courses in preparation for teaching at secondary level. In recent years, there have been attempts to improve the provision of SEN training, but almost all of it remains too general to adequately prepare teachers for learners with the most acute learning difficulties. Among the limited relevant courses at undergraduate level is the three year BA course at Northampton, which includes specialist input, such as multi agency working, an 'inclusion week', with options to choose workshops on SLD/PMLD, P scales, ADHD and others, and the opportunity to undertake an SLD/PMLD project in year three.[30]

There is insufficient coverage of early childhood development during ITT

"In two thirds of the lessons taught by new and recently qualified teachers, provision for pupils with learning difficulties and/or disabilities was satisfactory or worse. Where it was most effective, teachers had been given a firm grounding in pedagogy relating to teaching pupils with learning difficulties." – Ofsted (2008), 'How well are teachers prepared to teach pupils with learning difficulties and/or disabilities'

3.4 Headteachers report that the best current route for most teachers entering the sector is early years primary training, as most learners with SLD/PMLD work at a pre-curriculum level. It is important to stress that special schools do also report a more limited demand for subject specialists. This is particularly the case for teachers of art, drama and physical education but can be the case for other specialist subjects too.

3.5 However, a widely reported comment from headteachers was that teachers coming through primary training routes are receiving an insufficiently strong grounding in early childhood development, and that this was seen as a crucial issue.

30 Section 3.19 outlines reasons for not recommending a return to the old specialist ITT routes.

"If NQTs at least have an understanding of normal early childhood psychology and development then that provides them with a conceptual framework to begin to understand the abnormal development common to many of our pupils." – Headteacher

Recommendation:

5. During the forthcoming review of the Professional Standards for Teachers from April 2010, TDA should consider strengthening coverage of early childhood development and including basic knowledge of the definitions of SLD and PMLD.

The structure of ITT and the opportunities to improve information on placements and standards

There are incorrect perceptions regarding demonstrating standards to achieve Qualified Teacher Status in special schools/settings

3.6 The Review encountered widespread uncertainty and misinformation regarding the standards and special school settings.[31] The most common myths were:

Figure 6: Myths and realities of QTS standards

Myth	Reality
1. Placements cannot be undertaken in special schools during Initial Teacher Training.	Though ITT placements must be in at least two different schools, they can include special schools. There is, however, consensus that it is preferable for trainee teachers to gain experience in mainstream settings too.
2. QTS Standards cannot be demonstrated in special school settings.	The TDA requires the Standards to be demonstrated at more than two consecutive age and ability ranges. Though it can be difficult to fulfil these criteria entirely in an SLD/PMLD context, where the ability range may not be sufficiently wide, it is certainly possible for a special school to count as one of the settings for demonstration of the Standards.
3. Experience in a special school is insufficient to apply for a place on the Graduate Training Programme (GTP).	In most cases, in order to apply for a place on a GTP programme candidates must have prior experience of working in schools in some capacity. Experience in a special school would be sufficient to satisfy this criterion.
4. NQTs must complete their induction in a mainstream school after completing Initial Teacher Training before applying for a post in a special school.	There is no requirement for newly qualified teachers to spend time working in a mainstream school before applying to a special school. They may complete their induction year in a special school.
5. It is not possible to complete the induction year in an independent school.	The teacher induction year can be completed in an independent school.

31 See section 3.33 for discussion of Overseas Trained Teachers

The impact of the QTS misunderstandings is considerable

3.7 Many trainee or newly qualified teachers are missing out on valuable experience in special schools or are unnecessarily delaying their applications to those schools. Perhaps more worryingly, it is likely that some who consider careers teaching learners with learning difficulties are discouraged by the prospect of spending their entire Initial Teacher Training and subsequent induction year without any contact with the pupils they wish to teach. This also means that special schools and specialist settings are likely to get a reduced pipeline of NQTs with experience of these groups of learners.

3.8 Additionally, some providers noted that a degree of judgement was needed to interpret and apply the Standards. Given that academics with experience of being specialist practitioners are becoming scarcer, there is the risk that the interpretation is incorrect or the QTS standards inconsistently applied.

Recommendations:

6. DCSF/TDA should provide marketing and communication to providers, trainees and other relevant groups to dispel the myths of achieving the QTS standards. This should include making it clear that it is possible to undertake one of the placements necessary for achieving QTS at a special school and that special school experience would count as prior experience for admission onto a Graduate Training Programme.
7. During their review, TDA should consider producing exemplars for providers to describe how the QTS standards can be met at a special school or specialist setting.

There is a lack of special school or specialist setting placements at Initial Teacher Training

3.9 Headteachers and teachers agree that prior experience of special school contexts is invaluable for those wishing to teach pupils with SLD/PMLD. The previous chapter highlighted the fact that a number of teachers without sufficient experience end up leaving soon after their appointment, realising the job was not what they were expecting. Furthermore, with many current teachers having made the decision to work with learners with SLD/PMLD after first encountering someone with learning difficulties away from their professional life, special school placements could provide a more systematic way of raising awareness. The University of Ulster investigated the impact of a special school placement on a group of students:

A qualitative study at the University of Ulster[32], investigating the changing attitudes of 15 student teachers through teacher training placements in special schools, reported that:

"The majority of all participants in the study concurred that the placement in the special school or unit was more demanding than they had expected. A considerable number of participants also perceived that the special school offered them the potential to be more creative and flexible in their teaching approaches than they had experienced in mainstream school."

32 Lambe, J. & Bones, R.(2008): The impact of a special school placement on student teacher beliefs about inclusive education in Northern Ireland, *British Journal of Special Education*, *35*, 2, pp. 108-116

This highlights the significant impact that placements can have on correcting attitudes towards working in special schools.

3.10 With respect to HEIs, Ofsted have also reported that, in preparing teachers to teach pupils with learning difficulties, even in the most effective HEIs "there was a heavy reliance on school placements to provide most of the training"[33], highlighting the crucial role that placements play in effective teacher training.

3.11 However, the Review received many reports of trainee teachers either not being offered special school placements, being told they were not available or that there were only a very limited number of places. The TDA provides clear guidance on ITT requirements regarding training in special settings, but the current situation may be a result of uncertainty within HEIs about how they can demonstrate to Ofsted that their teachers are demonstrating the standards in those settings. It might also reflect the difficulty of arranging special school placements and the lack of contacts HEIs currently have within the sector.

3.12 The Review considered strategies to incentivise those on teacher training to take up placements in special schools, but current evidence suggests there is already significant demand.

"On my B.Ed course there were twenty places available for a special school placement, but there were 80 applicants. I applied, but didn't get a place." – Recently qualified teacher, now teaching two SLD pupils in a mainstream class

3.13 It remains to be seen whether the supply of special school placements is sufficient to satisfy demand. However a high proportion of special schools involved in the Review said that they would be willing to accept placement students and occasional organised visits.

Recommendations:

8. TDA should actively promote special school placements and encourage HEIs and trainee teachers to take up those opportunities. There should be an expectation that special school placements will be available to all who request them.
9. DCSF/TDA should work with HEIs and existing school clusters to ensure that there are sufficient opportunities to undertake placements in SLD/PMLD school settings.

The need for an optional specialist extension to ITT in order to develop a cohort of specialist teachers and build real expertise into the system

Newly qualified teachers are unprepared for teaching learners with SLD/PMLD

"The immediate issue relates to the fact that teachers who have trained since the mid 1980s have no knowledge of the aetiology of learning disability and neither do they have any understanding of the distinctive pedagogical approaches required by these complex and diverse groups of learners." – Headteacher

33 Ofsted (2008): How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities

3.14 Initial Teacher Training is just that: 'initial'. It is not designed to fully prepare teachers for the careers they are entering, and with the chances of teaching an SLD or PMLD pupil in a mainstream setting relatively remote[34], it would be unreasonable to expect every newly qualified teacher to be sufficiently expert in the field. However, at present, even those teachers who are consciously planning to teach learners with SLD/PMLD are unlikely to have had the opportunity to gain sufficient theoretical understanding or practical experience of learners with SLD or PMLD, leaving them far short of requisite levels of competency.

3.15 This conclusion is evidenced by the TDA 2008 survey of newly qualified teachers, which revealed that less than 50% of NQTs reported the training they had received for working with children with special educational needs was either good or very good. An even more pessimistic picture was painted by those contributing to the Review, with teachers reporting disturbingly low amounts of time spent on SEN in general, and virtually nothing on SLD/PMLD, even as a self-study option.

"When I was asked to present a discussion on distinctive pedagogical approaches for the TDA, teacher training universities reported that SEN instruction varied from one afternoon's lecture on SEN to a maximum of one week's instruction. When compared to the 3 – 4 year initial specialist teacher training in the 1970s the quality of current teacher training in terms of SLD/PMLD relevance is of negligible value." – Headteacher

3.16 These findings are consistent with research conducted for the NASUWT, who have recently called for a full review of ITT, arguing on their website that "..too often new teachers are thrown in at the deep end and left to sink or swim." This has potential to impact on the quantity as well as the quality of supply. As an NASUWT survey of new teachers found:

"There was also an indication that there is a link between the level to which NQTs felt that their training had prepared them to deal with key issues/skills and the length of time they intended to remain in the profession, in that those who were more confident in their training expected to remain in the profession longer." – NASWUT document, 'Sink or Swim' – Learning Lessons from Newly Qualified and Recently Qualified Teachers[35]

There is broad agreement on the need for action and the key priorities to be addressed

3.17 A variety of possible solutions were proposed to address the current inadequacies in ITT. Many respondents reported that the ending of specialist training routes in 1989 has resulted in a lack of well-trained teachers for learners with SLD and PMLD, and means that schools are not currently benefiting from the injection of new ideas that newly qualified teachers bring in other settings.

34 See Figure 1 in Chapter 1.
35 http://www.nasuwt.org.uk/TrainingEventsandPublications/NASUWTPublications/Publications/LessonsLearnedReport/

3.18 Most were quite open minded about the precise mechanism employed to remedy the situation, so long as a way is found to make provision for high quality specialist training in SLD/PMLD. Significant training needs were voiced both in relation to gaining a technical understanding of the needs and abilities of learners with SLD/PMLD and how to adapt the curriculum for them and assess their progress, but also in relation to a range of more practical issues, including how to manage a team of Teaching Assistants and work collaboratively with parents and other education and medical professionals.

3.19 There were calls for the creation of specialist routes similar to those previously available. On the whole however, there is a real consensus among headteachers, academics and other education experts that a good grounding in mainstream teaching remains a crucial part of teacher training for all teachers, including those of learners with SLD and PMLD. This left many who contributed to the Review arguing that any training for teachers of SLD/PMLD needs to come in addition to, not at the expense of, current training.

"Lots felt irrelevant to this school, and at times I felt quite marginalised. But there was still a lot that was helpful, like how to plan lessons, and differentiate between learning styles. Our pupils have the right to access the national curriculum and I definitely came back to school feeling more ambitious about what we should try and achieve with them. However, the SLD module was a joke – it was basically just dyslexia and dyspraxia." – Teaching Assistant at special school talking about her experience on a part-time B.Ed

3.20 Pragmatic reasons for all teachers receiving mainstream training were also raised. This allows teachers to have more varied careers and does not limit their options. This means that many teachers are able to move into mainstream teaching at some point in their career, with a fluid workforce benefitting all sectors.

3.21 The Review recommends the piloting of six month courses around SLD/PMLD as an option to be pursued after the completion of Initial Teacher Training or, in the case of those on four year B.Ed courses, in the fourth year of those programmes[36], covering both the theoretical and practical issues that teachers need to master. Consideration will need to be given to the actual content of the six month specialism. It is important that the course be accessible for teachers already in post. With some of the candidates in full time employment, the course will require a degree of flexibility including, for example, some remote learning, academic theoretical input, mentoring and visits/experiences at special schools/settings.

3.22 This model of generalist training followed by a specialism has similarities with the medical profession, specifically training to become a doctor. Typically, a medical student undertakes undergraduate general training of five years and two years post graduate training, of which one year supervised in practice and one year foundation. This results in registration on the General Medical Register. This is followed by specialist training, for example, to become a plastic surgeon or General Practitioner. The length of this specialist training can vary from anything between three and seven years. Only after completion of specialist training, can the doctor register on the Specialist Register, is no longer a trainee and can practice independently.

36 Six months was chosen on the basis of that being the length of time considered necessary to gain sufficient expertise in other areas, for example in STEM subjects. The Review is not wedded to that particular time-frame so long as the course is significant enough to fulfil its purpose.

3.23 This recommendation brings a number of advantages:

- It will mean that all teachers gain the necessary grounding in general teacher training. This will provide teachers with the qualifications and skills that are not only necessary for all settings, but that will also enable them to progress their careers in mainstream education should they wish to;
- Providing those who take up the course with an additional qualification recognises them as fully qualified teachers with *additional* expertise, rather than as a separate, marginalised profession;
- It also upholds the place of learners with SLD/PMLD as fully part of our education system and deserving of teachers with a wide range of expertise who are able to help them access the curriculum and receive the highest standards of education; and
- Placing the specialist course after Initial Teacher Training has the considerable advantage of remaining open to those who decide on it as a career option after beginning their course.

"Those who do teach children with SLD or PMLD have to pick up their skills in an ad-hoc way. It also means that they have no specific recognisable qualifications. This does not seem appropriate when the needs of this group of children are so diverse and complex. The staff that work with these children ought to be highly trained and skilled." – Headteacher

3.24 It is expected that successful completion of the course will result in the awarding of a qualification, providing recognition of the additional expertise gained and helping attract teachers to the course. In a similar vein, the Review recommends that the DCSF explore piloting access to the course via the Teach First route. This would help raise the prestige and status attached to working in the SLD/PMLD field, making it clear that it is a destination where top quality graduates can make a significant contribution in a sector that requires significant intellect and practical skills.

3.25 The Review also proposes that, building on the current SEN modules commissioned by the TDA and developed by the Institute of Education, further modules are commissioned to cover SLD and PMLD. These modules would be made available as options either as taught modules on undergraduate courses or as self-taught modules on the more crowded PGCE. These could also be used as a resource for teachers who are already in post as a professional development tool.

3.26 The modules are intended to act as introductory taster courses, which the Review conceives as serving an important awareness raising role and possibly creating an appetite among trainee teachers for greater subsequent engagement with the field.

Recommendations:

10. TDA should commission pilots of a specialist extension to ITT, in the form of an option to spend an additional six months specialising in SLD/PMLD, on top of existing courses. The option should be funded through bursaries by DCSF/TDA and result in an additional qualification.

    Below is a model of how the additional 6 months specialism could look:

Figure 7: Additional 6 month specialism on top of existing ITT

11. To strengthen existing ITT and provide 'tasters' of SLD/PMLD teaching, the TDA should commission SLD/PMLD modules to be made available during ITT, building on the current suite of 18 SEN modules they have commissioned.

Inclusion policies mean that many teachers will unexpectedly find themselves teaching learners with severe levels of learning difficulties

3.27 The Review is conscious of the need to provide support for those who are about to begin teaching learners with SLD/PMLD, but who have not previously taken up the opportunity of special school placements during ITT or the subsequent optional course. This is particularly likely to take place in mainstream settings where the numbers of learners with SLD or PMLD is expected to continue rising. As well as encouraging the take-up of the specialist course by those entering, or who have already entered mainstream settings, there is a need to provide additional opportunities for those who choose not to. In addition to strengthening CPD in this area (see Chapter 4), consideration should be given to strengthening the induction for all teachers who will be teaching learners with SLD/PMLD.

Induction could provide more focus on SLD/PMLD for new teachers

"Less than half the schools visited provided good induction into teaching pupils with learning difficulties. There was a close relationship between the quality of induction that schools provided and the progress that pupils made" – Ofsted (2008)

3.28 All NQTs who have reached QTS are required to undertake a year-long induction during their first year in post. This is co-ordinated by the local authority and is a three-term period of assessment, which ensures that the NQT has a good foundation on which to build their teaching career. The NQT receives support, professional development and guidance and is required to meet the core professional standards for teachers.

3.29 It is currently possible that an NQT may teach one or more children with SLD/PMLD in their induction year or subsequently, without having had any specific experience of working with these children. There is currently no specific requirement in the induction year for any focus on SLD/PMLD.

3.30 The University of Birmingham has developed a 30 hour remote learning induction pack for teachers of learners with SLD/PMLD (see Chapter 4 for details). This is welcomed and could be used as part of the professional development for the NQT during their induction year. However, the Review also recommends additional, more proximate support focusing on SLD/PMLD, such as including observations at a local special school/setting, as well as peer support during the induction period.

Recommendation:

12. Local authorities should develop a bespoke induction for those who are going to teach learners with SLD/PMLD without prior relevant training or experience. This should be flexible, but include a mentoring relationship with a teacher from a special school in the same cluster/area. This should include at least one compulsory visit to observe lessons with SLD/PMLD learners.

Teachers in mainstream settings may have less expert in-house support

3.31 NQTs arriving in a mainstream school may not have expected to teach a learner with SLD/PMLD, and will be likely to find less expert support around them than their peers in special schools, leaving them heavily reliant on their Teaching Assistant(s) for support. It is hoped that the recommendations made in this report will go some way to helping bolster support for teachers of learners with SLD/PMLD in mainstream schools. Strengthening of early childhood development training for all teachers, provision of specialist modules, an optional course in SLD/PMLD, and strengthening of inductions and school partnerships across clusters[37] should all leave teachers feeling empowered enough to take control of every child's learning.

37 Explored in Chapter 4.

Teaching Assistants are a rich potential source of teachers but have reported difficulties in training as teachers

3.32 High quality Teaching Assistants and Higher Level Teaching Assistants (HLTAs) are an invaluable resource in helping to support teachers of learners with SLD and PMLD. In many cases they are also excellent candidates to train as teachers as they bring considerable first hand experience. However the Review found evidence of some experiencing great difficulty in getting good information about what route would be most suitable.

"It is a very long and difficult haul to qualify as a working Teaching Assistant. Currently have an unqualified teacher who is in her tenth year of trying to qualify. Goalposts keep changing, now doing honours, not previously required." – Headteacher submission to call for evidence

Recommendation:

13. TDA should clarify the routes open to Teaching Assistants wishing to train to become teachers, including (for those without a degree) which degree courses will provide a suitable route to QTS.

Overseas Trained Teachers (OTTs) have reported difficulties in gaining Qualified Teacher Status

3.33 In London in particular, there were reports that Overseas Trained Teachers were a valued part of the workforce for learners with SLD/PMLD. Teachers from Australia and South Africa in particular were reported as arriving with both a better understanding of early childhood development and more expertise in SEN than their UK-trained counterparts.

3.34 However, some of those in post reported frustration at needing to gain Qualified Teacher Status within four years, with two London schools reporting cases of valued teachers leaving rather than undertake the process necessary for gaining QTS. Whilst recognising the importance of ensuring that all members of the teacher workforce meet the high standards expected for all, the exploration of ways to simplify the process for qualified teachers from outside of the European Union should be encouraged.

Recommendation:

14. TDA should explore the extent of the difficulties Overseas Trained Teachers working in special schools have in gaining QTS and identify ways of simplifying the process for high quality OTTs to achieve QTS.

Chapter 3 – Key Messages

- Current Initial Teacher Training routes are seen as providing teachers with an insufficient grounding in early childhood development.
- Current Initial Teacher Training routes are not preparing teachers to meet the specific needs of pupils with SLD/PMLD. This includes technical challenges such as how to understand and differentiate for the individual learning needs of children with SLD/PMLD, but also in other aspects of working in the sector, such as how to work with other professionals and manage a team in the classroom.
- There is widespread uncertainty and misinformation about whether the QTS standards can be demonstrated in a special school, whether special school placements are possible during Initial Teacher Training and whether special school experience qualifies trainee teachers for entrance onto the Graduate Training Programme.
- There are difficulties being reported by Teaching Assistants and Overseas Trained Teachers wishing to become qualified teachers. Some of those issues will be greatly reduced by clarifying correct regulations around the QTS standards.

Chapter 4

Continuing Professional Development and Progression

This chapter sets out findings on:

- CPD currently available
- Career progression

CPD currently available

The insufficiency of SLD/PMLD provision at ITT is placing additional pressure on CPD

4.1 Respondents suggested that the current ITT arrangements are creating a generation of NQTs who lack the knowledge, skills and experience to work competently with children with SLD/PMLD. This is putting extra pressure on schools and local authorities to invest heavily in them through ongoing CPD.

4.2 On-going research into the emerging needs and complexities of SLD/PMLD children is resulting in new conditions being diagnosed and new ways of teaching and learning being developed. This means that ongoing CPD is always going to be needed, even if an enhanced ITT option for student teachers wishing to develop their knowledge and skills is developed. According to one school:

"Ongoing CPD is vital, partly because the landscape is always changing. It also makes you feel like you are 'valid'; it freshens you up, stops you being complacent and opens you up to new ideas." – Teacher

Many schools and local authorities are accessing training via private organisations and individuals, which can be expensive, or designing and delivering their own

4.3 The Review highlighted the lack of awareness of what CPD is available and the lack of focus on SLD/PMLD. Many respondents believe that the current CPD on offer is too generic and does not adequately address the severe and complex needs of SLD/PMLD learners. Many mainstream schools in particular appear to be unable to access the specialist support needed to teach SLD/PMLD children effectively:

- "..there are not many courses which really address the complexity of severe PMLD students with complex medical needs – maybe because these students are not as many in number as ASD for example." – Headteacher
- "Local SEN courses tend to address the needs of children in mainstream, as per the Inclusion Development Programme and do not address the more complex needs of pupils with SLD/PMLD in special schools." – SENCO
- "Much of the training at CPD is again mainstream biased with only a small amount of specialist courses for our pupils." – Headteacher

4.4 There are a number of private organisations and individuals who offer training on SLD/PMLD, which schools often access. The key comment from schools is that this can be very expensive:

"There is very little training that is specific and relevant and most of it is provided by private companies and quite expensive." – Headteacher

4.5 Many schools and local authorities are therefore developing their own bespoke training programmes and courses. This has the advantage of being tailored to meet the very specific needs of the individual school or local circumstances. However, this also requires significant time and financial investment from the schools and represents a duplication of effort.

"Much of the time we are left to adapt the latest training and initiatives and this is both challenging and time-consuming and inefficient as we often feel we are re-inventing the wheel." – SENCO

4.6 Some local authorities have a specialist advisory service, which schools can access for specific advice, support and training on SLD/PMLD. These are seen as useful. This means that the SLD/PMLD teacher is not required to be an expert in all areas, which would be unrealistic. Other schools do not have an advisory service to call upon or the service does not have the expertise needed. This poses particular problems for mainstream schools with specialist settings, who may not have the expertise in-house nor be able to draw upon it from their local authority. This means that they have to find ways of upskilling themselves or employ other methods to access the expertise, for example by employing primary-trained teachers to teach in secondary settings:

"There is never any training put on by the local authority. We only have four SLD schools in this rural authority so it may not be cost-efficient. There is also an absence of skill and expertise in this area in the advisory service. We grow our own well-trained practitioners." – Headteacher

4.7 The above inevitably leads to a fragmented approach to CPD, which is of varying quality.

Some CPD arrangements and courses are seen as useful

4.8 Schools have commented on the CPD currently available and have identified some useful models. However, examples of good practice identified by respondents were neither typical nor consistent across different regions, local authorities or schools.

4.9 Some post-graduate training courses are seen as particularly useful, and would be expected to continue playing an important role in the education landscape alongside the recommendations put forward in this Review. Some of these lead to a formal qualification. Below are just some of the courses and qualifications identified:

- Birmingham University – Masters distance course covering SLD/PMLD;
- Roehampton University – MA that covers SLD/PMLD;
- Northampton University – MA Ed that includes a 60 hour assessed course on SLD/PMLD.

4.10 Many respondents spoke positively about such training opportunities. However, there were barriers to accessing them, such as the geographical location of the courses taught, the high cost of some of these courses (which many teachers have funded themselves) and the extra personal time commitment that is necessary to undertake formal qualifications.

4.11 Northampton University have addressed some of the barriers of geographical location and accessing SLD/PMLD training by taking the training out to local authorities and schools:

Northampton University SLD/PMLD training for local authorities/ schools

Northampton University have found that teachers can have difficulty in travelling to courses, so they have taken the SLD/PMLD course that they have developed (which is a practical course applying the theory in teaching situations) out to schools. Some schools undertake this training together.

The University has also delivered the course in Government Office Regions. A cluster of local authorities in the East Midlands region, for example, offer SLD courses in a rolling cycle within local authorities. They have run the courses for 8-9 years, which are open to any teachers at any school and local authority officers who wish to attend. Some local authorities have gone further to ensure that all of their new teachers of SLD/PMLD learners receive the training. Derbyshire, for example, decided that all new teachers that teach in special schools had to have the training and so funded the training. Their Education Support Service has also attended. The course costs £400 per term for two terms and is reported to be very successful.

4.12 There was a widespread call for CPD which provides a solid basic grounding for teachers of SLD/PMLD upon which they could subsequently build and develop knowledge and skills in specific areas. Birmingham University have developed an 'induction pack' to provide such a basis.[38]

Birmingham University 'Induction pack'

Through its contact with schools, Birmingham University identified an immediate issue in the lack of training for teachers of pupils with SLD/PMLD. Their response was to create an induction pack for teachers to provide an introduction to teaching in this area. The pack is aimed at individuals or small groups.

The induction pack contains a CD-ROM and file and provides content for 30 hours over a 20 week period (approximately 1.5 hours/week). The pack was trialled and amended before being rolled out.

The induction pack costs £150 per organisation, regardless of how many individuals it has. The university decided to introduce the small cost in order for practitioners to value it more than they might if it were free.

Over 40 schools have bought the pack so far and have responded positively. Birmingham University are planning on undertaking an evaluation to assess the impact of the pack. They recognise, however, that this is an introductory and temporary measure and a more detailed and far reaching solution will need to be found in the longer term.

38 This is not to be confused with the NQT Induction year, which is a formal requirement for NQTs in their first year of a teaching post, managed by local authorities.

4.13 Respondents reported some effective cluster-based working between schools and local authorities. These were identified in Leeds, Kent and Medway and Lancashire, to name a few. This model was seen to benefit schools by helping to share good practice, but also made for an efficient use of budgets, through pooling funds to provide joint training across a number of schools. Cluster-based working enables sharing of ideas and resources between the independent/non-maintained and the maintained sector and across mainstream and special schools. It also helps to focus on identifying and targeting the needs of a region or locality.

4.14 The Merseyside Complex Learning Group operates an informal cluster model:

Merseyside Complex Learning Group

The Merseyside Complex Learning Group consists of the headteachers of 12 maintained special schools across the Merseyside region.

The group meet on a regular basis, sharing ideas as well as knowledge of candidates who are applying for posts as SLD/PMLD teachers. They often pool funds and use contacts to deliver joint training events.

4.15 Some schools also operate outreach programmes, which appear to be a good way of sharing specialist expertise and skills. The Specialist Schools and Academies Trust (SSAT) have recently launched the Regional Leadership and Innovation Academies, who will aim to co-ordinate and deliver structured CPD. The SSAT also run a 'Specialist Schools' programme. The programme is aimed at supporting schools to narrow the gap and raise standards through encouraging curriculum development in specialist subjects and provide networking at local, regional, national and international levels.[39] Schools then become 'Specialist Schools'. One Specialist School for Cognition and Learning works with other schools to share knowledge and expertise:

Specialist Schools for Cognition and Learning – Outreach Work

One Specialist School for Cognition and Learning has an SLD outreach service, which works with individual schools not only to meet the needs of the pupil with SLD, but also working with the head/leadership team to help the school to become much more inclusive. Their outreach service also works in a co-ordinated way with the other three schools of this type in the local authority. They share training, meet as a network of headteachers and generally use each other for advice and support.

The school organises inspirational conferences with people of national renown in this field. They invite all our partner schools and schools with whom they work on outreach. This gives them access to training that would otherwise be unavailable to them.

Recommendation:

15. DCSF/SSAT should encourage more Specialist special schools who teach SLD and/or PMLD pupils to incorporate their SLD/PMLD teaching expertise, where appropriate, into delivery of their specialist outreach work, using their existing community funding, particularly with mainstream schools.

39 Further information about the work of the SSAT is provided at Appendix 1.

Overall, CPD on SLD and PMLD is patchy, inconsistent, unstructured and not quality assured

4.16 The diverse spread of providers of CPD and the fact that many schools and local authorities are 'growing their own' CPD have led to a lack of consistency both from region to region and even within local authorities. There is little evidence of structured CPD programmes to provide even the basic level of knowledge needed to teach SLD/PMLD children.

4.17 Many schools are having to send staff to training courses, the quality of which is not consistently assured in any way. This makes it difficult to know which courses are both suitable and offer the school value for money.

4.18 The school cluster model can work well in identifying local needs, bringing together different types of schools to share ideas and practice and undertake more cost-effective joint training events.

4.19 Since September 2009, the TDA have been leading the development of leadership and professional development across 28 existing clusters of schools. The National College are also working with 38 pilot clusters as part of their middle leadership development work. The TDA and National College are now working collaboratively on these clusters. Given that the TDA clusters include special schools and Training Schools and are developing a quality framework for professional development, and that both clusters are developing advice on accreditation and quality assurance, these seem ripe for extending to include SLD/PMLD.

Special schools can now become Training Schools

4.20 Respondents have commented that special schools are unable to become a Training School. Until recently, a Training School was a school which had attained High Performing Specialist Schools Status (HPSS) and focused on Initial Teacher Training and Continuing Professional Development (CPD), as well as outreach and dissemination. However, Training Schools have now become decoupled from HPSS, removing a previous barrier for special schools wishing to become Training Schools. Through collaborative outreach with ITT providers, local authorities, partner schools and other relevant agencies, Training Schools disseminate knowledge and good practice while simultaneously providing CPD opportunities for their own staff, thus potentially playing an important role in the maintenance of a suitably qualified workforce for pupils with SEN, including those with SLD/PMLD. It is crucial that this change is communicated to all newly eligible schools to ensure that they and their local communities of schools are able to gain the associated benefits.

Recommendations:

16. DCSF should extend the existing remit of school clusters such as TDA/National College clusters/ hubs, to co-ordinate and deliver structured SLD/PMLD CPD to cluster schools. An example of how the cluster model may work is below:

Figure 8: The Cluster Model

The 'hub' could be a special school/setting, which may become a Training School. The cluster should include schools from the maintained and non-maintained/Independent sectors, special schools, and mainstream schools with specialist settings. Academic input should be encouraged to share current research and emerging issues. The cluster could undertake joint training, using resources that have been quality assured.

17. DCSF should identify the best way of ensuring – through quality assurance processes or impact assessments – high quality CPD in all the above cluster-based activity, including any training materials and/or resources. This could involve lead professionals developing accredited specialist courses to be delivered to regions/local authorities/school clusters who cascade training. Consideration should be given to how the materials and resources resulting from the SSAT's project on Children with Complex Learning and Difficulties could be used within this context.[40]

18. TDA should promote the option of specialising in SLD/PMLD during phase 3 of the Masters in Teaching and Learning programme.

19. TDA should consider ways of encouraging providers to use the national CPD database to fully meet the needs of the children's workforce in schools and specific groups of learners, including those with SLD/PMLD.

20. DCSF and TDA should ensure that special schools are aware that they are now in a position to fulfil the criteria necessary to apply to be a Training School.

40 The project will result in a web-based 'Inquiry Framework for Learning' for teachers and a teacher-friendly pupil profiling tool, together with associated resources and information links. There will also be a self-evaluation tool for schools to assess their readiness to work with children with complex needs, and online training materials for teachers.

The exact nature and scale of training needs are unknown, as there is little or no evidence available

4.21 There has been no systematic review of training needs for this sector. Due to the diverse and complex nature of the conditions that SLD/PMLD teachers need to address, training needs are likely to be many and diverse. There has been, nevertheless, call for at least some basic training for all teachers who teach SLD/PMLD. The absence of analysis makes it difficult to ascertain where the key areas of focus should be and, importantly, to develop a strategy to respond to this.

Recommendation:

21. School-based clusters should be encouraged to undertake SLD/PMLD training needs analyses in their areas and develop a strategy to respond to these needs. They should be given appropriate tools to undertake this analysis to avoid duplication of effort.

Career Progression

4.22 As the above has demonstrated, CPD is critical to the on-going development of teachers of SLD/PMLD children. This helps them to develop as effective practitioners, but can also support their career progression.

SLD/PMLD teaching tends to be more classroom-based, so there is a perception in the sector that there is a lack of progression, unless teachers move out of SLD/PMLD

4.23 Teachers of pupils with SLD/PMLD, on the whole, enter the profession to work directly with these children. Some teachers progress to the role of SENCO within schools, but many feel that if they want to progress their career, they need to move into more managerial roles, which take away from direct contact with children in the classroom. This seems particularly true at mainstream schools, whereas at special schools, teachers often maintain pupil contact even as they move into middle or senior management. Current programmes whose potential might not currently be fully exploited in the sector include the Excellent Teacher Scheme and Advanced Skills Teachers.

4.24 The Advanced Skills Teachers (AST) programme is designed to allow teachers to specialise and share their knowledge and experience within their own school (approximately 80% of their time) and with others (approximately 20% of their time). An AST is a teacher who has passed a national assessment and been appointed to an AST post. ASTs have been proven to be successful in sharing their expertise in their own school and across other schools, across a number of curriculum areas. The Advanced Skills Teacher route is useful as it also creates an additional avenue for career development for teachers. It also provides recognition for individuals as well as raising the profile of specialists in this area. This programme could be adapted to include the SLD/PMLD sector.

Recommendations:

22. In supporting the extension of existing CPD hubs/clusters, DCSF should consider promoting the additional roles that this work might create for SLD/PMLD teachers, such as school outreach or community work, designing and delivering training and becoming a lead professional to deliver accredited training in the cluster. This would help to create a more fluid workforce.
23. DCSF/TDA should review the Advanced Skills Teachers programme and how it may link into school clusters to provide specialist expertise on SLD/PMLD. DCSF/TDA should consider creating new opportunities for Advanced Skills Teachers for SLD/PMLD to build expertise and promote new possibilities for career progression.

SLD/PMLD teachers find it difficult to move between mainstream and special schools

4.25 Teachers have also reported difficulties in moving between mainstream and special schools. Different pedagogical styles and class sizes have been cited as some of the reasons teachers find it difficult. There is also a perception, among some, that teachers at special schools do not have the general teaching skills needed to teach at mainstream and that teachers at mainstream do not have the specialist skills and experience to teach those with very complex needs.

4.26 This has the effect of recycling the individuals within the system, rather than attracting new talent and ideas. The Review's recommendations on improvements to ITT, focusing on general teaching skills as well as additional specialisms, and on developing existing clusters, should help to support pathways and movement between mainstream and special settings.

Chapter 4 – Key Messages

- CPD is important to provide skills and knowledge to refresh practice and meet the changing needs of pupils with SLD/PMLD. It is particularly important at mainstream schools, where teachers may need to access very specific skills and knowledge periodically for individual learners.
- The CPD that is currently available tends to be patchy, inconsistent, unstructured, and lacks quality assurance.
- There is evidence of some good quality 'home grown' training and some effective clusters operating among local schools. The CPD, however, is often expensive and not focussed specifically on SLD/PMLD and can be expensive or time-consuming to develop or attend.
- In order to create a workforce of SLD/PMLD teachers who can effectively meet the increasingly complex needs of SLD/PMLD children, a more structured approach is needed. This should include extending and developing existing school clusters to provide tailored training that is quality assured. These clusters could provide opportunities for progression as well as for cost-effective training.
- SLD/PMLD teachers need clearer routes for career development. This could be through the AST programme or through the clusters described above.

Chapter 5

Conclusions and Recommendations

Conclusions

The evidence presented to the Review leaves no room for doubt that there is currently not enough focus on supplying a highly skilled workforce trained to meet the needs of learners with SLD/PMLD. We need to act now and put in place structured training and support over the next five to seven years, or risk losing the expertise we currently have when specialist practitioners and academics retire.

The profession does not have the high status it deserves and consequently, does not attract the best new graduates or other candidates into the profession.

The ITT provision, although equipping NQTs with general teaching skills (which are essential, regardless of whether a teacher teaches in a special or mainstream school), is not preparing them with the skills or the experience to meet the increasingly complex needs of SLD/PMLD children, leaving a training gap that needs to be provided for. There are many misconceptions in terms of meeting QTS standards, which can discourage new teachers to teach children with SLD/PMLD.

This means that local authorities, schools and teachers have had to invest heavily in CPD to make up the shortfall. The CPD provision varies greatly from area to area and region to region and the systems for developing and disseminating it are largely unstructured. Many schools and local authorities are 'growing their own' CPD which, whilst meeting the needs of teachers and learners in specific schools, makes for an inconsistent provision for most teachers, who are often unable to make informed decisions on which CPD to undertake as there is no universal quality assurance of it.

If we are to create a world class teaching profession, we need to provide better support for our SLD/PMLD teachers. The recommendations in this Review are intended to significantly improve numbers of trained teachers for pupils with SLD and PMLD.

Recommendations

The Review welcomes the variety of initiatives that are currently taking place in relation to strengthening provision for pupils with SEN, such as the new national SENCO qualification – the National Award for SEN Coordination[41] and the new SEN units as part of ITT and investment in training for the schools workforce through the Inclusion Development Programme. This Review also welcomes the review of SEN allowances by the School Teachers' Review Body and hopes that its recommendations are consistent with attempts to tackle the issues dealt with in this report.

In some cases, the issues raised in this Review will be common to other categories of SEN. However, in most cases, national and local initiatives aimed at raising awareness and the standard of teaching for the SEN population are far too broad to make serious headway in meeting the needs of learners with SLD/PMLD and their teachers.

There is scope to share ideas and resources with other initiatives and we welcome opportunities to do so. For example, we believe there are opportunities to build some of the ideas and recommendations in Chapter 4 into the cluster models already being developed. Instances such as this, allowing joined up thinking and a pooling of resources, are to be welcomed. However it is imperative that the pressing set of issues raised in this report are neither ignored nor approached with a one-size-fits-all solution. As this Review has shown, pupils with SLD/PMLD have a very particular set of needs and providing adequately for them will require sustained and focused attention.

The complete list of recommendations can be found in the Executive Summary. It is, finally, important to stress once again that these recommendations are intended as a package, aimed collectively at providing the system level support needed to provide an adequate supply of teachers for learners with SLD or PMLD.

41 Further information: http://www.tda.gov.uk/teachers/sen/advanced_skills/senco.aspx

Appendix 1: Related Programmes and Activities

The following programmes and activities are particularly relevant to the topics covered in this Review:[42]

SEN and disability training resources for providers of primary and secondary undergraduate Initial Teacher Training (ITT):

- Material for 18 taught sessions covering a range of topics including attitudes and values, law and guidance on SEN and disability, working with parents and carers and other staff and professionals, speech, language and communication needs, dyslexia, autism and behavioural, emotional and social difficulties;
- A guide to setting up and managing extended placements in special provision (special schools and specially resourced or unit provision in or attached to mainstream schools).

www.tda.gov.uk/sen

SEN and disability training resources for one year ITT programmes including PGCE courses:

- Material for two taught sessions covering attitudes and values, law and guidance on SEN and disability, and inclusive teaching and learning;
- 17 self study tasks on a wide range of topics including the most prevalent types of SEN;
- A guide to setting up and managing an SEN personalised learning task for trainees during their placement;
- A range of subject booklets.

www.tda.gov.uk/sen

Regional networks of Initial Teacher Training providers working together using resources to develop and improve their practice

www.tda.gov.uk/sen

SEN and disability training resources to support induction:

- Material for nine taught sessions on key aspects of SEN and disability and inclusive teaching and learning;
- 17 self study tasks on a wide range of topics including the most prevalent types of SEN.

www.tda.gov.uk/sen

42 http://www.teachernet.gov.uk/wholeschool/sen/provides more information about current activity relating to special educational needs and disability in teaching and learning.
For details on activity relating to the Lamb Inquiry see the Lamb Implementation Plan at www.dcsf.gov.uk/lambinquiry
The TDA's SEN and Disability Programme includes a number of DCSF funded activities helping to build capacity in teaching pupils with SEN and/or disabilities in Initial Teacher Training (ITT) and through induction. All resources can be found on the TDA website at www.tda.gov.uk/sen

Resources to support professional dialogue between tutors, trainees and their placement schools

Web based resources offering film clips and a range of practical tools. The resources also aim to help to promote consistency in assessing the competence of trainees in respect of the professional standards for teachers.

www.tda.gov.uk/sen

Inclusion Development Programme (IDP) training materials to improve confidence of serving teachers and other staff

Round 1 (2008) focuses on children with communication difficulties, Round 2 (2009) focuses on children with autistic spectrum disorders and Round 3 (2010) on behavioural, emotional and social difficulties. IDP training materials will be embedded through Regional Hubs and Pathfinder activity involving specialist voluntary sector organisations.

http://www.tda.gov.uk/teachers/sen/core_skills/inclusion_development_programme

Achievement for All pilots will develop best practice on improving outcomes for children with SEN

http://nationalstrategies.standards.dcsf.gov.uk/inclusion/specialeducationalneeds/achievementforall

Funded places on mandatory qualification courses for specialist teachers of children with sensory impairments

http://www.tda.gov.uk/teachers/sen/specialist_skills/mandatory_qual

Two year postgraduate diploma course for experienced teachers

A web based course model and key materials will be made available for use by training providers in early 2010.

www.tda.gov.uk/sen

Postgraduate Professional Development Programme (PPD)

This programme provides funds to support 518 courses, of which 127 are in the area of SEN and inclusion. Two focus specifically on SLD and PMLD.

www.tda.gov.uk/partners/cpd/ppd

Nationally accredited training to support legislation requiring all SEN Co-ordinators to be qualified teachers

www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/sencos2008/

www.tda.gov.uk/sen

Masters in Teaching and Learning (MTL)

SEN and inclusion are key themes within the core content of phase 2 of the MTL, with further opportunities for participants to specialise in phase 3 if they wish.

www.tda.gov.uk/teachers/mtl

Evaluation of the impact of DCSF initiatives to improve teacher workforce skills in SEN and disability

A three year evaluation, reporting in 2011, to inform policy on strengthening teacher training on SEN and disability, and the roll-out of the Inclusion Development Programme. The evaluation will measure impact on teacher awareness, understanding and confidence in meeting needs of children with SEN and disabilities, any perceived improvements in pupil performance and parental confidence, and the 'value added' of increased investment in workforce skills in terms of SEN policies within schools and priority in Initial Teacher Training.

http://www2.warwick.ac.uk/fac/soc/cedar/projects/current/improveteacher

Development of special schools as leaders in teaching and learning

Specialist Schools and Academies Trust (SSAT) project to develop special schools as leaders in teaching and learning practice for children with the most complex learning difficulties, meeting a commitment in the 21st century schools system White Paper. The project will result in a web-based 'Inquiry Framework for Learning' for teachers and a teacher-friendly pupil profiling tool, together with associated resources and information links. There will also be a self-evaluation tool for schools to assess their readiness to work with children with complex needs, and online training materials for teachers.

https://www.ssatrust.org.uk/pedagogy/networks/specialschools/Pages/ComplexLearningDifficultiesResearchProject

Training modules to increase the level of 'advanced' skills[43] around the five main SEN areas: learning difficulties, behavioural, emotional and social difficulties, dyslexia, autism spectrum disorders, speech, language and communication needs

These will build on the training resources available through ITT, induction and the Inclusion Development Programme and take account of the availability of CPD for serving teachers in this area. The training will be accessible to all teachers and allow delivery in a range of ways, including online, face to face and blended learning. The longer term aim is for there to be at least one teacher with this training in each school.

www.dcsf.gov.uk/lambinquiry

The Teacher Training Resource Bank

An online portal providing access to research and evidence-informed resources, reviewed by experts from HEI and schools. The site has a dedicated SEN and disability area.

www.ttrb.ac.uk

Review of the Dedicated Schools Grant

This Review includes a workstream on high cost pupils, who are mostly those with SEN. It is looking at how the funding for high cost pupils fits within the overall total; whether the historic allocation is adequate in comparison with funding for other pupils; and what formula should be used to distribute funding among local authorities.

www.teachernet.gov.uk/dsgformulareview/

Primary Capital Programme and Building Schools for the Future (secondary)

These programmes expect local authorities to embed special schools within their plans. In accordance with the SEN Improvement Test, local authorities should show how any proposed new provision is likely to lead to improvements in the standard, quality and/or range of educational provision for children with SEN.

http://www.partnershipsforschools.org.uk/

http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/Primary_Capital_Programme/

TDA to develop guidance to support schools and teachers deploy Teaching Assistants in ways which best meet the learning needs of all their pupils, including children with SEND.

www.dcsf.gov.uk/lambinquiry

Commissioning Support

Senior managers with current or recent experience in their field to be trained and accredited as Centre for Excellence and Outcomes (C4EO) Sector Specialists and deployed to local authorities that request support in their specialist area, including disability services. C4EO is gathering examples of good practice where schools and clusters of schools are commissioning services for SEN, as recommended by the Lamb Inquiry.

www.dcsf.gov.uk/lambinquiry

National Training Programme for New Governors

Revised legislation on governance should come into operation in September 2011. An independent evaluation of the revised training programme will be undertaken once the revised programme has been in operation for a year. A review of the effectiveness of the SEN content will be included in that evaluation.

www.governornet.co.uk

43 Advanced skills (SOME teachers in ALL schools) – p.56, *Removing Barriers to Achievement (DfES, 2004)*.

Appendix 2: Terms of Reference

Independent review into the supply of teachers trained to meet the needs of children with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

The terms of reference of the Review are to consider and make recommendations as follows:

- Identify the practical issues and any barriers that currently exist in recruiting enough teachers for children with complex needs such as SLD and PMLD;
- What positive features about teaching these children can be highlighted among current and potential teachers to increase moves into the sector;
- Whether the current arrangements for training new teachers and improving the skills of those in the current workforce are well-designed to meet demand from schools for well-trained practitioners;
- What good practice can be identified among the schools, in CPD terms, in relation to clusters of other schools, locally, and between schools catering for similar needs;
- What significant part other factors such as pay, teacher motivation, the use of overseas-trained teachers and regional considerations might play in securing enough well-qualified teachers, and what, if any, good practice is/can be shared to overcome any barriers;
- Whether there are other categories of need where special schools, in particular, are facing issues;
- Whether there are any useful lessons/links from mainstream schools teaching SLD and PMLD pupils;
- What existing incentives and strategies for teacher recruitment might be relevant to this sector;
- What additional incentives might incentivise teachers to work in this sector.

http://www.dcsf.gov.uk/saltreview/

Appendix 3: List of Sources

Reports and Reviews

- Balchin, Sir Robert (2007): Commission on Special Educational Needs
- DCSF (2009) Children with Special Educational Needs 2009: an analysis, October 2009
- DCSF (2008): Database of Teacher Records: March 2008
- DCSF(2004): Special Education Needs in England, January 2004
- DCSF(2005): Special Education Needs in England, January 2005
- DCSF(2006): Special Education Needs in England, January 2006
- DCSF(2007): Special Education Needs in England, January 2007
- DCSF(2008): Special Education Needs in England, January 2008
- DCSF(2009): Special Education Needs in England, January 2009
- DCSF (2009): School Workforce in England, January 2009
- Education and Skills Select Committee (2006): *Special Educational Needs*.
- Lamb Inquiry into Special Educational Needs and Parental Confidence (2009)
- NFER (2009): International Review of Curriculum and Assessment Frameworks
- NASUWT & Perpetuity Group (2009): Sink or Swim: Learning lessons from newly qualified and recently qualified teachers
- Ofsted (2008): How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities
- Ofsted (2006): Inclusion: does it matter where pupils are taught?
- TDA (2005): Review of Financial Incentives
- TDA (2007) State of the Nation Research
- TDA(2008): Newly Qualified Teacher Survey

Articles

- Carpenter, B (2007): Changing Children– Changing Schools? Concerns for the future of teacher training in special education, *PMLD–Link*, 19 (2), 2–4
- Carpenter, Barry (2009): Navigators of Learning: The global challenge of educating students with profound and complex learning needs
- Golder, G, Jones, N & Quinn, E (2009) Strengthening the special educational needs element of initial teacher training and education *British Journal of Special Education*, *36*, *4*, pp.183-190
- Hodkinson, A (2009) Pre-service teacher training and special educational needs in England 1970-2008: is government learning the lessons of the past or is it experiencing a groundhog day*? European Journal of Special Needs Education*, *24*, 3, pp. 277-289 *British Journal of Special Education*, *36*, *4*, *pp*183-190
- Jones, P and West, E (2009) Reflections upon teacher education in severe difficulties in the USA: shared concerns about quantity and quality *British Journal of Special Education*, *36*, 2, pp. 69-75
- Lambe, J. & Bones, R.(2008) The impact of a special school placement on student teacher beliefs about inclusive education in Northern Ireland, *British Journal of Special Education*, *35*, 2, pp. 108-116
- Male, D and Rayner, M (2007): Who goes to SLD schools? Aspects of policy and provision for pupils with profound and multiple learning difficulties who attend special schools in England, *Support for Learning*, *22*, 3, pp145-152
- Purdy, N. (2009) The attitudes of male student teachers towards a career in special education, *European Journal of Special Needs Education*, *24*, 3, pp.323-330
- Visser, E. (2009) 'Review of learning difficulty and disability (LDD): an Ofsted perspective'. Keynote presentation to the Croner's 4th Annual Special Needs Conference, London (January).

Appendix 4: List of Schools and Organisations Involved in the Fieldwork

The following schools and organisations were all interviewed either in person or, in some cases by telephone. All schools listed were visited.

Schools and Local Authorities were selected in order to ensure a range of school/authority type and location.

Schools

- Chadsgrove School
- Cubbington School
- George Greens School
- Greenside School
- Jack Tizard School
- Lakeside School
- Merseyside Complex Learning Group
  (representing 12 maintained special schools from across Merseyside)
- Rutherford School
- St Christopher's School
- St Matthews Bloxham School
- Stephen Hawking School
- Sunfield School

Local Authorities

- Cambridgeshire City Council
- Sefton Local Authority
- Tower Hamlets Local Authority
- Worcestershire County Council

Training Providers

- Anglia Ruskin University
- University of Birmingham
- University of Northampton

National Stakeholders

- Centre for Studies on Inclusive Education
- Institute of Education, University of London
- National College for Leadership of Schools and Children's Services
- National Association for Special Educational Needs (Nasen)
- Ofsted
- Qualifications and Curriculum Development Agency (QCDA)
- SENAD Group
- Special Education Needs Equality (SENSE)
- Specialist Schools and Academies Trust (SSAT)
- Training and Development Agency for Schools (TDA)
- Treloar Trust
- Unison, ASCL, NASUWT and NAHT were also consulted

Appendix 5: Call for Evidence Additional Information

Response numbers and types

A call for evidence was issued on the DCSF website in November. 121 submissions were received, including 57 from parents, 49 from schools, 3 from teacher training providers and 13 from National/ Regional Stakeholders.

Schools:

- The vast majority who responded were from special maintained schools. There was one mainstream-maintained response, and no responses from independent schools;
- The majority (approx. two thirds) of school responses were from headteachers. The remaining third of responses were mainly from teachers. There were also responses from some trainee teachers, one governor and one Teaching Assistant;
- Nearly all of the schools who responded taught SLD and PMLD pupils. Only two schools said that, of the two categories, they taught SLD only and no schools said that they taught only PMLD.

Parents:

- All individual parents who responded stated that they were a parent or carer of a child/children with SLD or PMLD;
- There were two responses on behalf of parent networks;
- Just over half of the parents who responded had children in special maintained schools. A further third had children in mainstream maintained schools, and there were four from independent schools – one from a mainstream independent.

Further submissions were received from:

- The National Association for Special Educational Needs (Nasen), which collected evidence from its members to submit to the Review;
- Mencap;
- NASS, a membership association for non-maintained and independent special schools, representing over 180 schools in England and Wales;
- Royal National Institute for the Blind;
- Association of School and College Leaders, a professional association and trade union representing 14,000 members;
- Centre for Studies on Inclusive Education (CSIE);
- 4 specialist teacher advisory services, plus one specialist teacher serving a number of schools;
- 2 parent networks;
- 1 SLD schools consortium.

Questionnaire for Schools, Local Authorities and other Organisations[44]

Recruitment

What are the practical issues, and/or barriers, that currently exist in recruiting enough teachers for children with complex needs such as SLD and PMLD?

What strategies for teacher recruitment currently being utilised might be particularly useful in this sector?

Initial Teacher Training (ITT) and Continuing Professional Development (CPD)

Do current arrangements for training new teachers and improving the skills of those in the current workforce meet demand from schools for well-trained practitioners?

What good practice can be identified among the schools, in CPD terms, in relation to clusters of other schools, locally, and between schools catering for similar needs?

What existing incentives and strategies for teacher recruitment might be relevant to this sector?

What additional factors might motivate more teachers to work in this sector?

Questionnaire for Parents

Recruitment

In your experience, to what extent is your school able to recruit enough teachers with the right specialist skills to meet the needs of your child(ren) in school?

Are there any aspects of recruitment and retention of SLD/PMLD-trained teachers in your child(ren)'s school that are affecting the quality of education/support that your child(ren) are receiving?

(These could be positive or negative effects. Recruitment and retention issues could include new teachers coming in, teachers leaving, changes in numbers or types of teachers, or any other issues that you think are relevant).

SLD/PMLD Teaching Skills

In your experience, to what extent do SLD/PMLD-trained teachers have the right range of skills to meet the needs of your child(ren) at school?

Have you seen any good practice to recruit/retain or train SLD/PMLD teachers at your child(ren)'s school(s)?

Future Arrangements for SLD/PMLD Teacher Supply

What changes to existing arrangements for the supply of SLD/PMLD-trained teachers do you think would make the biggest difference to children with SLD/PMLD in the future?

44 The questionnaires can be viewed at: http://www.dcsf.gov.uk/saltreview/evidence

Appendix 6: International SEN Teacher Training Systems[45]

Australia, South Africa and New Zealand are the countries that were reported in the fieldwork as producing particularly good teachers. Of those three, only Australia offers a specialist SEN route at undergraduate level, with both New Zealand and South Africa requiring general teacher training to be completed before specialising at post-qualification level. Each of those countries was reported as providing their teachers with a strong grounding in early childhood development.

	Specialist initial teacher training	Post qualification specialisation	Special needs education part of initial training
England	N	Y	Y
Ireland	N	Y	Y
Northern Ireland	N	Y	Y
Scotland	N	Y	Y
Wales	N	Y	Y
France	N	Y	N
Germany	Y	Y	N
Hungary	Y	N	Y
Italy	N	Y	Y
Netherlands	N	Y	Y
Spain	Y	N	Y
Sweden	N	Y	Y
Switzerland	N	Y	Y
Australia	Y	Y	Y
Canada	Y	Y	Y
Japan	Y	Y	N
Korea	Y	Y	N
New Zealand	N	Y	N
Singapore	Y	Y	N
South Africa	N	Y	N
USA	Y	Y	Y

45 International Review of Curriculum and Assessment Frameworks, Comparative Tables, June 2009, P.46. It is important to note that definitions of SEN and disability may vary across countries.

Appendix 7: Expert Group Members

The Review was supported by an Expert Group. The remit of this Group was to provide challenge and support to the independent Review lead, to ensure that the methodology for the Review was robust, and that the recommendations from the Review were rigorous and firmly rooted in evidence.

Member	Role/Organisation
John Ayres	Executive Headteacher, Grangewood Primary School for Children with Severe Learning Difficulties and the RNIB Sunshine House School.
Professor Barry Carpenter	Associate Director (SEN) Specialist Schools and Academies Trust (SSAT). National Director, Complex Learning Difficulties and Disabilities Project.
Brian Lamb	Executive Director of Advocacy and Policy at the Royal National Institute for Deaf People. Chair of the Special Education Consortium. Chair of the Lamb Inquiry (inquiry into parental confidence in the Special Educational Needs system).
Colin Oxley	Assistant Director of Inclusion, Sefton Local Authority. Association of Directors of Children's Services (ADCS).
Richard Rose	Professor of Special and Inclusive Education, Northampton University. Director of the Centre for Special Needs Education and Research (CeSNER).
Phil Snell	Lead of the Special Educational Needs and Disability Programme, Training and Development Agency (TDA).
Janet Thompson	National Adviser for Learning Difficulties and/or Disabilities, Ofsted.
Dr Rona Tutt	Ex-head (state, independent, mainstream and special schools). SEN Consultant to National Association of Headteachers (NAHT).

You can download this publication or order copies online at
www.teachernet.gov.uk/publications

Search using ref: DCSF-00195-2010

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote the ref: 00195-2010BKT-EN

ISBN: 978-1-84775-679-4

D16(8608)/0310

© Crown copyright 2010

The text in this document (excluding the Royal Arms and other departmental or agency logos) may be reproduced free of charge in any format or medium providing it is reproduced accurately and not used in a misleading context.

The material must be acknowledged as Crown copyright and the title of the document specified. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

For any other use of this material please contact the Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey TW9 4DU or e-mail: licensing@opsi.gsi.gov.uk.

75% recycled

recycle