



**The Rt Hon Baroness Jacqui Smith
Minister for Skills**

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31 January 2025

Dear Deborah,

I am writing to follow up the question you raised during the OPQ on the 11th December 2024 about introducing a statutory requirement for maths teachers to learn about dyscalculia in initial teacher training.

All teachers are teachers of special education needs and disabilities (SEND), and high-quality teaching is central to ensuring that pupils with SEND are given the best possible opportunity to achieve at school, including those with dyscalculia. This government is committed to continuous improvement to transform the training and support for all new teachers, including reviewing the experiences and needs of early career teachers as well as trainees.

All Initial Teacher Training courses that lead to Qualified Teacher Status, irrespective of phase or subject specialism, must encompass all aspects of the ITT Core Content Framework. Following the ITT Core Content Framework (CCF) and Early Career Framework (ECF) review in 2023, the Initial Teacher Training and Early Career Framework (ITTECF), published in January 2024, to be implemented in September 2025, contains significantly more content related to adaptive teaching and supporting pupils with SEND.

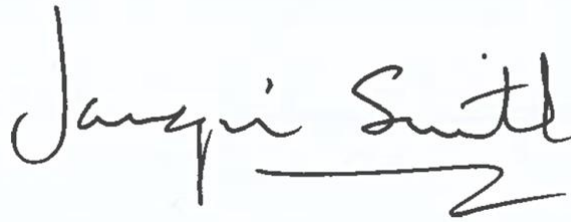
The adaptive teaching content includes, for example, developing an understanding of different pupil needs, and learning how to provide opportunities for success for all pupils. When reviewing the CCF and the ECF in 2023, we tested this approach with SEND educational experts from the ITT sector and beyond, with consensus that the needs of most children can be met through high-quality teaching.

The ITTECF deliberately does not detail approaches specific to particular additional needs, but what makes the most effective teaching for all pupils, including those with SEND. It is based on the most up-to-date peer-reviewed evidence about what works and is designed to emphasise the importance of high-quality teaching.

Adaptive teaching already underpins the ITTECF, with providers and schools able to design a curriculum which is responsive to the needs of individual contexts, and where a classroom teacher needs additional support for children with an individual need, this will be provided or commissioned by the SENCo in their school. Beyond the ITTECF, decisions relating to teachers' professional development rest with schools, headteachers, and teachers themselves, as they are in the best position to judge their own requirements, such as providing support for children with dyscalculia.

Thank you again for taking the time to engage on these matters. I hope these further details have been useful and I will place a copy in the House libraries.

Yours sincerely,

A handwritten signature in black ink on a light blue background. The signature reads "Jacqui Smith" in a cursive style, with a horizontal line underlining the name.

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