**Inter-professional Working**

|  |
| --- |
| **Task One**  **Student teachers must demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners’ needs**  **(Standard for Provisional Registration with GTCS, benchmark 3.1.4)**  Ask your mentor (or another teacher in your placement school, if your mentor indicates that this would be more appropriate) about two instances when he or she had to seek advice in relation to a learner's needs. Taking care to protect the privacy of all the individuals and organisations involved (by referring to them as school A, learner B, classroom teacher C, etc), for each instance note the answer to each of the following questions.  *Expected length: two sentences per question (one sentence for each instance) or up to 200 words for the whole task, i.e. 200 words for both instances, NOT 200 words for each instance*. |
| **What prompted the teacher to seek advice?** |
| The classroom teacher was unable to read the work that Child A, she was unable to make out any of the words which the child has wrote down in a task therefore was unable to mark the child’s work. The teacher then approached the child and asked the same questions which they had written the answers to and the child verbally could give very thorough and detailed answer.  On moving to a new school the teacher was provided with a handover from the previous teacher who had left. On reading the handover she identified that there was child with an Assisted Support Plan (ASP) but there were not the details that she required. |
| **Who was the advice sought from?** |
| Advice was sought from the principal teacher and the depute head.  The classroom teacher in this scenario spoke to the depute head. |
| **What was the advice and how was it implemented?** |
| Together the classroom teacher, the principal teacher and the depute head came up with a programme which would allow the identified child to work on the computer to complete the written activities. To support the child in this he completed a touch typing course. When the child had completed their task they would print, cut out and glue it into the jotter so that there was written evidence as with the rest of the children and this also supported the development of manual dexterity. The child also took part in a handwriting programme as there is a place for this within the curriculum.  A plan which allowed additional support was put into place. This involved multi agency working with the class teacher, a learning support teacher, an educational psychologist and support staff who together plan, monitor and evaluate the work taking place. Six times a week the individual works outside the classroom with another member of staff, 3 times a week for literacy and three times a week for numeracy. |
| **Reflect on what you learnt from this task and note below two points which have helped you better understand when to seek advice in relation to learners' needs and who to seek advice from.**  I should seek advice as soon as I have a concern, no matter how little I consider it to be and should approach someone who is my senior. I have learnt that alternative learning methods can be put into place so that the child is still involved within the mainstream class and complete the same level of work as the other children within the classroom. There is not always a requirement for the children to be removed from their peers.  I also realise that concerns may not be raised directly from observing the child. They may come from other places such as a comment from another teacher or member of staff or from a handover. I should then seek advice from someone who knows the child better and knows exactly what their situation and their additional support needs. |