

# Passport



# Example Scenario - English

**Your trainee is teaching secondary English.**

**They have told Teach First about two long-term conditions...**

- CfS/ ME
- Dyspraxia

**How their conditions affect them...**

- They can struggle to orient their body physically in space
- They can struggle with lots of oral information (e.g., lecture content)
- Their ME means they have periods when fatigue limits their mobility
- Their ME is currently treated with medication and they use pacing strategies
- They use a lot of technology (apps, etc.) to keep organised

# Their school

## Consider:

- Marking policies
- Assessment policies
- Curriculum resources (central or departmental, quality, expectations for use)
- School layout and timetabling expectations for their phase/ subject
- What are they physically DOING in their job?

# Bear in mind...

- The passport belongs to the trainee, but the task of making the adjustments belongs to others.
- The purpose of the passport is for them **not** to have to re-share all the details of their impairment or disability, but to be able to share the adjustments they need **easily**.
- Your role is to help them understand the environmental context. You are the expert on school life and teaching.
- It is okay to ask respectful questions that are focused on understanding what they need to effectively fulfil job and programme requirements.
- It is okay to ask if they want to share any resources with you.
- You should expect to have one more in-depth conversation with them. Later reviews should not need to be lengthy, detailed, or a complete redo.

On the subject of questions!

A large, light blue question mark is centered in the background of the slide.

# What kinds of questions should I ask a trainee?

Questions are grouped situationally.

**This is because there is  
no universal “Condition  
A needs Support B”**

# General questions

## **Do you have any concerns about the accessibility of the programme requirements?**

- What would remove or reduce this accessibility concern?
- Can you describe support or resources that would reduce the barriers you just described?

## **What could change to enable you to meet this requirement/ expectation?**

- Is there a policy or expected way of working making this inaccessible?
- Is there a change in social norms or workplace expectations that would help?
- Is there a resource that you need, but don't currently have access to?
- Is there another way you could do this, which would not conflict with your impairment/ disability?
- Is there some assistance that another person could give you that would make this accessible for you?

## **Has your impairment/ disability affected you differently than you expected?**

- Is that sustainable for you?
- What would help with that?

# Relational Questions

**What support do you need to clearly explain this to your Mentor/ manager/ SLT?**

**What do you need me to know about your impairment/ disability:**

- When I observe your teaching
- When I give you feedback
- When reviewing your progress
- At other times

**Who would you feel most comfortable approaching if:**

- your reasonable adjustments aren't being stuck to
- your reasonable adjustments aren't as helpful as you thought
- you change your mind about not needing reasonable adjustments



# When a cost is involved

## **If you need assistive tech or other items, what is it and what does it do?**

Do you need it mainly during Summer/ Autumn Institute or to complete your PGDE?

- If so, Teach First will investigate the costs and additional sources of funding.

Do you need it mainly for your teaching job?

- If so, your school should provide it.
- You may need to apply for Access to Work if the school can't cover the full cost.

## **Is the functionality available from an item that was previously provided for accessibility reasons (e.g., software you purchased with DSA funds)?**

- If not, what is the software or other item that you need?
- Would other options meet your needs, if the specific item is not able to be provided for any reason?

# Wellbeing Questions

**What do you do to help you rest, recover and switch off?**

– How do you recognise when your strategies are losing effectiveness?

**When you feel “in over your head”, how do you normally get help?**

**When is your energy highest – when do you feel most vigorous and alert?**

**When is your energy lower – when do you feel most exhausted?**

**How will you set boundaries with yourself and others about work time, study time and personal time?**

# Self Study/ PPA Questions

**Do you need information about customising your computer for online study?**

**When you're having difficulty staying focused, what helps get you back on task?**

**Do you understand how to find your assignments and all key dates?**

- Where can you put this information that you'll easily see clashes?
- Where can you put this information that you'll see deadlines ahead of time?

**Do you find that how interesting or boring something is, affects your ability to complete it?**

- What do you find most and least interesting about your PGDE studies?
- What parts of planning and assessment do you find most and least interesting?

**Do you find that you get embarrassed to share when you're overdue or not making progress with something?**

- What would help you to ask for help despite feeling embarrassed?
- What would help you prioritise in situations where you are behind with your work?

# PGDE Delivery Questions

**Do you need information about customising your computer for online study?**

**Do you understand how to download things from Brightspace?**

**When attending a seminar online, are you able to comfortably use Zoom, view PowerPoint slides while listening along, and participate in breakout discussions?**

- Do you know how to turn closed captions on and off?
- Do you need any support to participate in breakout discussions?
- Do you need slides in advance?

**Do you have any concerns about in-person days being inaccessible to you?**

- These involve travel to and from your hub. Attendance is required.
- Teach First is unable to offer a remote-first option for in-person days.
- Consider the day before and the day after – how will the change of routine or travel affect you?

# PGDE Assessment Questions

**Do you understand the forms of assessment on the programme, and do you have any concerns about these being inaccessible to you?**

- Formative assessments include written reflections and academic work.
- Observations are both in-person and using Iris, which involves a camera.
- Summative assessments include written academic work and a viva presentation and discussion of your work.
- The viva is recorded and is the final Year 1 PGDE assessment.
- Development Reviews are structured reflective conversations about your progress.

**Have you approached the university about these concerns?**

- The university needs you to have an access agreement or learning contract to make adjustments to your assessments.
- Teach First can only make minor adjustments to formative assessments and the timing of some assessment elements.

# Classroom Questions

**Is the physical layout or location of your classroom an accessibility concern?**

- What would remove or reduce this access issue?
- How do you see that working with the kinds of lessons you'll teach?
- What would need to change about your classroom to fix that?

**Is there a way to change the routines or processes you use in class to make this more manageable for you?**

- What do you think would work better?
- What is stopping you from trying that out?
- Who would need to agree to you making that change?

# Lesson Delivery Questions

## **Are there any accessibility issues with:**

- how you are being asked to manage pupil behaviour?
- how you are being asked to prepare lessons?
- Learning Walks or other kinds of informal observation during school?

# Mobility and Travel Questions



## **Are there accessibility issues with:**

- Getting to and from work
- Getting to and from Teach First in-person days
- Getting around school/ campus
- Your timetable (e.g., needing to move classrooms under time pressure)

## **What would help reduce or remove these?**



# Interaction Questions



## **Because of your impairment/ disability, do you need:**

- Others to know anything about how best to communicate with you
- To have social norms or unwritten rules explained to you (general or specific)
- To have assistance with understanding the Teach First Code of Conduct
- To have assistance with understanding any school policies
- To have the opportunity to sense check whether an interaction went well
- Help interpreting tone or meaning of written communication like emails

# Sensory and Emotion Regulation Questions



## **Because of your impairment/ disability, do you need:**

- Others to be aware that you may not join in large group social settings (e.g., lunch)
- To have a safe and approved place you can go during breaks for quiet time
- To have the ability to reduce sensory input, e.g., headphones or earplugs or tinted lenses indoors or outdoors
- To be given, or not be given, certain duties regularly e.g., outdoor duties in winter due to pain or other neurological reasons