

# CO-CREATING A SCHEME OF WORK WITH LEARNERS WITH SEND

You will need to work through each of the nine stages in the table below – regardless of the abilities of the learners, the nature of their support needs, or the curriculum area – if you want to co-create a scheme of work. You will also need to think through the accompanying questions; the answers to these might be quite different, depending on your specific co-creation project.

Activity	Questions to consider
<b>1 Learner buy-in</b>	<p><b>How will you introduce the idea to the learners?</b></p> <p>How will you present it as an exciting opportunity rather than a way to off-load your work onto them, so that you gain their support for co-creating their curriculum with you?</p>
<b>2 Scoping</b>	<p><b>How much of their curriculum do your learners want to plan with you?</b></p> <p>Is it a full scheme of work or a part of it? Is it their whole programme or one subject area? Are you designing a term's worth of sessions or a few weeks'? It is important that you don't impose the parameters but instead agree with the learners how much they want to plan. This may require some negotiation between you all. Your learners may want to take on a greater responsibility than you anticipated; be careful you don't underestimate what they are capable of.</p>
<b>3 Facilitating learner engagement</b>	<p><b>What methods you will use to gather the learners' ideas?</b></p> <p>What strategies will you use to make sure that everyone has a voice in the process and not a dominant few? How will you record their ideas so that they are accessible to all members of the group?</p> <p>What underpinning skills will they need to plan their curriculum effectively and how might you develop these if learners don't already have these skills?</p> <p>What sort of information will the learners need in order to plan their curriculum? Who will be responsible for gathering that information – you, or the learners or both?</p>
<b>4 Agreeing the content</b>	<p><b>What knowledge and skills do the learners want/need to acquire?</b></p> <p>You might be guided by the learners' aspirations (referring to annual reviews or EHC Plan outcomes where they have them) or a set of learning outcomes from a qualification. Clearly you will need to put some parameters around possible knowledge and skills so that they fit with the curriculum area (e.g. healthy living) that you are covering.</p> <p>Consider how you will gather information on proposed content and how you will display it so that learners can review it together. You will need to support learners to negotiate with one another and agree a realistic amount of content (knowledge and/or skills) to fit into the time available.</p>

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<b>5 Identifying support needs</b>	<p><b>What support do the learners think they will need to develop the knowledge and skills set out in their planned curriculum?</b></p> <p>You will need to handle this stage carefully so that learners are able to communicate their support needs without embarrassment. This might include some one-to-one or small group discussion with you or a member of support staff. Learners might refer to existing documentation such as one-page profiles or communication passports where they have them. You could also discuss whole-group/shared support needs.</p>
<b>6 Establishing preferred ways of working</b>	<p><b>What are the learners preferred ways of working?</b></p> <p>Through whole group or small group discussion, identify how individuals in the group like to work (e.g. indoors/ outdoors; on their own/in a group, using ICT, through practical activities etc.)</p> <p>Consider how you will record this so that learners can reflect on it together. It may be possible to meet everyone's preferred ways of working, but there may also be a need for compromise – e.g. some indoor and some outdoor activity. Learners may need help in understanding the need for compromise and how it might be achieved.</p>
<b>7 Identifying learners' interests</b>	<p><b>What interests do the learners have?</b></p> <p>Learners share and collate their favourite activities, as a possible context for acquiring new knowledge and skills relevant to the curriculum they are planning. Are there shared interests? Which interests might be used to support the development of the knowledge and skills they want to acquire?</p>
<b>8 Pulling it all together</b>	<p><b>What learning activities should go into the curriculum plan to form a scheme of work?</b></p> <p>Learners will need support to consider the range of information they have gathered and then to identify possible learning activities. It may be that they want to learn all the skills and knowledge identified through one activity (e.g. maths through cookery) or to experience different activities within the scheme of work.</p> <p>You may need to introduce the concepts of 'positive and possible', within constraints of resources and timings as you facilitate this discussion. You may also have to talk about what is fair if learners have quite different ideas: you could introduce some sort of voting system at this stage so that the learners can reach an agreement.</p>
<b>9 Scheduling</b>	<p><b>How will you fit the learning activities proposed by the learners into the time available?</b></p> <p>You could use term dates to produce a week by week schedule and ask learners to match activities to weeks. Think about the kind of format that will make this scheduling activity accessible to your learners. A visual planner might be most appropriate for some, while others might work with an online calendar.</p>

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