**DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY:** Placement Handbook

### Appendix 10: Low Incidence Experience Record

Last updated: August 2023

Please find below the low incidence grid plus two examples of its completion showing how trainees might record and monitor their exploration of low incidence needs in local authorities in year two of the training programme.

**Reflections column** Trainees should use this column to record reflections relevant to BPS competencies 1b and 1c:

* Demonstrate knowledge of school and systems structure, organisation and theory; general and special education; technology resources; and evidence informed educational practices that promote academic outcomes, learning, social development, and mental health across the 0–25 age range. (BPS 1b)
* Demonstrate knowledge and application of pedagogic practices and their conceptual and evidential bases, taking account of normal progression and development, and the modifications necessary to support effective learning and development for children, young people and young adults with special educational needs and disabilities (SEND). (BPS 1c)

For example, trainees might record what they have learned about a specialist provision that makes it different from a mainstream provision and which enables it to meet the needs of its pupils/students.

Trainees should ideally seek opportunities to learn from service users by talking to parents, carers and young people about their lived experience.

**Low incidence grid**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Low incidence ‘category’ | Visited special provision? | Observed lesson/ pupil? | Interviewed Senior staff | Spoken to teacher/adviser/ other professionals? | Read up a specific ‘case’ | Consulted service user? | Consulted lead EP? | Extra experience: casework/project | Reflection (ref BPS competencies 1.3 & 1.6) |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Low Incidence Experience Record: SEBD**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Low incidence ‘category’ | Visited special provision? | Observed lesson/ pupil? | Interviewed Senior staff | Spoken to teacher/adviser/ other professionals? | Read up a specific ‘case’ | Consulted service user? | Consulted lead EP? | Extra experience: casework/project | Reflection (ref BPS competencies 1.3 & 1.6) |
| Internalising Behaviours (anxiety; depression etc.) | Pupil Services base at xxx school (various dates). | ✓ |  | ✓ CAMHS✓ HLTA✓ Pastoral support worker | ✓ | ✓ Pupil | ✓ NH | ✓ Casework: various✓ CPD: self esteem✓ CPD: attachment disorder |  |
| Externalising Behaviours (challenging behaviour; ADHD) | Xxx SEBD day school 05/03/09Pupil Services base at xx school (various dates).Shadowed EP on school visit 22/01/09. | ✓✓ | ✓ Deputy Head/SENCO | ✓ Teaching assistants / class teachers✓ Outreach workers✓ CAMHS✓ HLTA✓ Pastoral support worker | ✓ | ✓ Pupil + parent | ✓ DG | ✓ Casework: various✓ Anger management workshop for TAs✓ RPA2 |  |
| Delinquency & Criminal Behaviour |  |  |  |  |  |  |  |  |  |
| School Attendance | Pupil Services base at xx school (various dates). |  |  | ✓ EWOs | ✓ |  |  | ✓ Casework: various✓ Thesis |  |

**Low Incidence Experience Record: Learning & Development**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Low incidence ‘category’ | Visited special provision? | Observed lesson/pupil? | Interviewed Senior staff | Spoken to teacher/adviser/ other professionals? | Read up a specific ‘case’ | Consulted service user? | Consulted lead EP? | Extra experience: casework/project | Reflection (ref BPS competencies 1.3 & 1.6) |
| Language Impairment | Xx school SAL base 22/10/08 | ✓ various | ✓ SAL base teacher✓ SALT | ✓ SAL base teacher✓ Special Needs Inclusion Support Service (SENISS)  | ✓ | ✓ Parent |  | ✓ Casework: various |  |
| Neurological Impairment: Dyslexia | Xx school SAL base 22/10/08 | ✓ various | ✓ SAL base teacher✓ SALT | ✓ SAL base teacher✓ SENISS teacher | ✓ |  |  |  |  |
| Sensory:HIVI | Shadowed VI teacher working with children in mainstream schools 12/02/09 | ✓ various | ✓ VI teacher | ✓ VI teacher |  |  |  | ✓ Pupil with HI and ASD. |  |
| Physical Disability | Xx special school 16/10/08Xx spec school 30/04/09 | ✓ Tour of school✓ Tour of school | ✓ Head teacher✓ Deputy head |  |  | ✓ Pupil + parent | ✓ MC (PEP) |  |  |
| SLD/PMLD | Xx special school 16/10/08Xx special school 03/12/08 | ✓ Tour of school✓ | ✓ Head teacher✓ Deputy head / SENCO | ✓ Class teacher; teaching assistant | ✓ | ✓ Parent | ✓ MC (PEP) | ✓ Casework: yr3 pupil at xxx |  |
| ASD | Xx special school 03/12/08Xx special school 30/04/09 | ✓✓ Tour of school | ✓ Deputy Head / SENCO |  | ✓ various |  | ✓ NW | ✓ Pupil with HI+ASD✓ Various pupils with Asperger’s syndrome✓ Managing Feelings (CBT) group work with pupils with ASD |  |