

All our learners will benefit from high-quality teaching

Term:

Class:

Core Principles to build on pupils' strengths by listening to and acting on feedback from our learners.	<ul style="list-style-type: none"> ○ All our pupils are unique and we work together to ensure they achieve their very best. ○ We look at the holistic child and use pupil's strengths and interests to engage them in their learning. ○ We have a well-designed curriculum, that is carefully sequenced, breaking down content into smaller components with frequent opportunities for additional practice. ○ Our learning environment, includes reasonable adjustments in relation to acoustics, lighting, visual reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces 		<p>We act on advice from appropriate external agencies on teaching approaches and recommendations are followed.</p> <ul style="list-style-type: none"> ○ Using flexible groupings we plan evidenced based, targeted and structured individual / small group work to develop learning skills, build resilience and support positive outcomes. ○ Acting on information from formative assessment we plan universal and targeted provision. ○ We work in partnership with parents and pupils to make sure we know children well and can plan the best provision. 	
Planning Inclusive Lessons	<p>Every school has access to Walkthrus – an essential CPD tool to develop adaptive teaching https://www.walkthrus.co.uk/welcome-full</p> <ul style="list-style-type: none"> - Begin a lesson with a short review of previous learning - Present new material in small steps with pupil practice after each step - Ask many questions and check the responses of all pupils* - Provide models - Guide pupil practice* - Check for pupil understanding* - Provide scaffolds for difficult tasks - require and monitor independent practice* - Engage pupils in weekly and monthly review - Obtain a high success rate 	<p>Adaptive teaching is likely to be...</p> <p>Less successful when it focuses on differentiation (distinct tasks) and tailoring lessons to 'learning styles.'</p> <p>More successful when it focuses on:</p> <ul style="list-style-type: none"> - Targeted/tailored support - Additional practice - Breaking down content into smaller component - Acting on information from formative assessment - Teaching carefully selected groups - Well chosen resources 	<p>Insert your class SEND in a Nutshell Pie Chart here</p>	
Universal Provision (Inclusive pedagogy)	Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory and/or Physical
Learning Environment Toolkit	<ul style="list-style-type: none"> ○ Ensure displayed print is large enough to be read ○ Access to laptop/iPad for dictation/immersive reader ○ Phonics/spelling/vocabulary on display ○ Access to core English resources ○ Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary mats/banks 	<ul style="list-style-type: none"> ○ Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols ○ Speech and Language rich environment developing receptive and expressive language skills ○ Communication in Print materials and symbols ○ Consider seating position and orientation ○ Reduce visual, auditory and other sensory distractions 	<ul style="list-style-type: none"> ○ 'Normal Magic' strategies for whole-class mental wellbeing ○ Class agreement/charter ○ Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale / feelings display, Worry box or worry eater ○ Social seating and proximity to the teacher ○ Identified safe spaces for calming down – regulation station/zone 	<ul style="list-style-type: none"> ○ Classroom de-cluttered and not visually overwhelming ○ Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) ○ Range of writing implements available (writing slope) and alternative methods of recording including IT ○ Manage screen-time (including interactive whiteboards/TVs)
Teacher Toolkit	<ul style="list-style-type: none"> ○ Evaluate the 'cognitive load' of lessons. Can instructions be broken down? https://www.youtube.com/watch?v=IkH0EGYgW00 ○ Pre-teaching of vocabulary or concepts ○ Support to develop core skills to enable successful learning (e.g. attention, listening skills) ○ Alternative ways of recording learning (e.g. immersive reader, video) Oak learning https://www.thenational.academy/ ○ Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement ○ Teach spelling 'tricks', e.g. mnemonics, rhymes ○ Provide daily opportunities to experience success, praise effort and be positive about mistakes ○ Precision teaching of reading, spelling and number facts ○ Writing / planning frames (including Colourful Semantics) 	<ul style="list-style-type: none"> ○ Pre-teaching of vocabulary or concepts ○ Clear instructions given with visual and auditory clues to back up what is being said ○ Time to complete steps of instructions – for child to process what they have been told and their thoughts ○ Give instructions clearly and check understanding ○ Allow thinking time when answering questions ○ Consider reducing dictations and copying from the board ○ Short and direct language ○ Introduce real objects and kinaesthetic means of teaching to maintain attention and support understanding. ○ Allow time for repetition (using the same language) ○ Allow additional time for processing, recapping and checking. ○ Increase use of visual support, such as sand timers and whiteboards, to maintain attention and support understanding. ○ Model how to extend sentences 	<ul style="list-style-type: none"> ○ Opportunities to develop social development, interaction and promote positive peer relationships ○ Be explicit about the behaviours you expect to see and model them ○ Structured routines, including regular whole-class circle time ○ Use of choice and motivation ○ Calming strategies – ask what the child finds calming ○ Tune in to signs of dysregulation - offering movement breaks, pre-empt difficult situations and plan accordingly e.g. action mats ○ Widget restorative conversation prompts ○ Comic strip conversations ○ Sample 5-point scale ○ Zones of regulation 	<ul style="list-style-type: none"> ○ Carefully sequenced curriculum which includes access to key vocabulary, visual approach to phonics and reading ○ Pre-writing activities/warm up ○ Letter formation and fine motor skills activities ○ Grip development, e.g. dough-disco ○ Pre-prepared work – child not writing date and LO ○ Develop note taking skills ○ Movement / sensory breaks/ snacks ○ Ear defenders ○ Writing slopes
Pupil Toolkit	<ul style="list-style-type: none"> ○ Visual task tick sheets/Widget Now & Next Boards / Planning templates to support organisation ○ Headset with microphone (e.g. for immersive reader) ○ Use of Post-it notes, numbered or ordered (1st/2nd etc.), big paperclips and highlighter pens 	<ul style="list-style-type: none"> ○ Prompt cards for group roles and conversation skills ○ Social stories to develop understanding of social situations ○ Widget now/next board ○ Widget communication board/fan ○ Mini whiteboards – failing this, use a scrap of paper with a simple 	<ul style="list-style-type: none"> ○ Now and Next / Now, Next, Then Boards ○ Emotional-scaling strategies/zone of regulation ○ Personal 5-point scale ○ Regulation space in classroom ○ Exit pass 	<ul style="list-style-type: none"> ○ Adapted equipment (e.g. pencil grip) ○ Hand held fidget toys – squozy objects ○ Sensory space in classrooms ○ Ear defenders help learners who find auditory input difficult to process

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Other strategies you may use	<ul style="list-style-type: none"> Phonics/spelling/vocabulary mats/banks, including sentence openers Talking tins Coloured overlays 	<ul style="list-style-type: none"> task list or checklist for reference. Visual timetables. Visuals, post-it notes, displays and working walls. 	<ul style="list-style-type: none"> Fidget toys 	
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Targeted /tailored support - schools to add	<ul style="list-style-type: none"> Early Reading phonics Maths Pre-teaching TRUGs Reading Nessy Reading and Spelling DfE-funded Tutoring (1:1 or small group) 	<ul style="list-style-type: none"> Speechlink interventions LanguageLink interventions Lego-therapy/Sand-Therapy Social skills games TEACCH activities 	<ul style="list-style-type: none"> Circle of Friends Emotional Logic Thrive/Nurture UK Action Mats Paul Dix approaches – When the Adult Changes 	<ul style="list-style-type: none"> Nessy Fingers Write Dance Action Mats Smart Moves
External Agencies Schools to add	<ul style="list-style-type: none"> Dyslexia Outreach Service Educational Psychology 	<ul style="list-style-type: none"> Speech and Language Therapy Autism Assessment Pathway Communication and Interaction Team 	<ul style="list-style-type: none"> GP or Paediatrician CAMHs Support ADHD Assessment Ways Mental Health Support Team 	<ul style="list-style-type: none"> Occupational Therapy Visual/Hearing Impairment Team
<ul style="list-style-type: none"> https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send 		<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes 		

1
Explicit instruction
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2
Cognitive and metacognitive strategies
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3
Scaffolding
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4
Flexible grouping
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5
Using technology
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.