



Adaptive Teaching: A bespoke programme of support for whole schools

DELIVERING HIGH-QUALITY TEACHER TRAINING AND DEVELOPMENT ACROSS RYEDALE, SCARBOROUGH AND YORK



School support through the Adaptive Teaching programme

This programme will aim to empower teachers to embed a range of strategies which specifically target their pupils with SEND.

There will be a focus on the most common conditions seen in pupils with SEND in mainstream education: dyslexia, autism spectrum condition, ADHD and speech and language conditions. The first session can be delivered in-person over a day by the organisation Whole School SEND or by Pathfinder TSH as a twilight, following a consultation with your school. The session will review the SEND Code of Practice and other resources, and provide training on each specific condition. We will also review areas of cognitive science such as cognitive load, working memory and long-term memory, but focused on what this means for pupils with SEND. From this session, staff will be supported in using the graduated approach in identifying a selection of their pupils with SEND. This sample will become the 'focus' group for the implementation of the strategies later in the programme.

In the remaining sessions we will focus on a carefully selected range of classroom strategies. Each staff member will trial a small sample of these strategies specifically targeted at their chosen class or pupil(s). The programme will provide targeted and precise strategies which are best suited to meeting the needs of their individual pupils.

There are variations in how staff can work together during the programme. We recommend using a 'buddy system' or regular staff meetings or department meetings to feed the work into wider school improvement.

Assessment of school challenges linked to SEND

Support of the programme

Intermediate wins linked to teacher knowledge

Long term wins linked to knowledge and practice

Outcomes of pupils with SEND



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Programme aims

- Explore and understand a range of conditions such as dyslexia, autism spectrum condition, ADHD and speech and language communication needs
- Profile a selected class or pupil(s). Learn more about them and work on their learning problems
- Review and implement individually chosen teaching and learning strategies which are proven to be effective
- Collaborate with colleagues to support each other as teachers embed new practices into their classroom
- Be equipped with the tools and resources to evaluate the impact that this programme has on chosen pupils
- Support your school in becoming a true home for young people with SEND, where they are seen and heard and supported to be ambitious and successful

Sessions will include

1. The common learning barriers in our classrooms: a focus on dyslexia, autism spectrum condition, speech and language communication needs and ADHD. **Delivered by Whole School SEND or PTSH**
2. Explicit instruction, literacy fluency, modelling, and hinge questions.
3. Feedback, guided vs. independent learning (including working effectively with TAs and understanding intervention work), and dual coding
4. Embedding practices over time (to include ways of feeding this into wider school practice and curriculum planning/changes)

Planning visit to support the effective implementation of the programme

This will involve identifying and discussing:

- Pupil and staff context
- Wider school context including an update on the school development plan and anything which could be useful to share from the school self evaluation.
- The training/support that staff have had so far
- Staffing structures including TAs/support staff
- Staff meeting/structure for the year
- Use of the buddy system and if appropriate, or other forms of accountability/support

Where possible, it is also useful to see a range of lessons in action and discuss what T&L looks like in the school.

Booking and further information:

Please email info@tsh.pmat.academy to book an initial conversation. From here we will provide a quote and agree on the next steps.