Adaptive Teaching: Meeting the needs of pupils with SEND

Impact Report 2023/24

Total number of participants engaged on the external programme for class teachers/leaders – **62**
Total number of schools engaged on the programme – **30**

Programme Overview	***Programme Aims***
This programme aims to empower teachers to embed a range of strategies which specifically target their pupils with SEND. There is a focus on the most common conditions seen in pupils with additional needs in mainstream education: dyslexia, autism spectrum condition, ADHD and speech and language communication needs. The first session is commonly delivered in-person over a day by the organisation Whole School SEND. The session reviews the SEND Code of Practice and other resources, and provides training on each specific condition. We 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 are supported in using the graduated approach by identifying a class with some pupils with SEND. This class will become the 'focus' group for the implementation of the strategies in the programme. In the remaining sessions we focus on a carefully selected range of classroom strategies. Delegates trial a small sample of these strategies specifically targeted at their chosen class or pupils(s). The programme provide targeted and precise strategies which are best suited to meeting the needs of their individual pupils. We commonly use a buddy system, partnering colleagues up to be able to discuss and peer-review progress over the duration of the programme and academic year.	• 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 with their strengths to tackle their learning problems • Review and implement individually chosen teaching and learning strategies that are shown 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 included** 1. The common learning barriers in our classrooms: a focus on dyslexia, autism spectrum condition, speech and language conditions and ADHD. 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)

Question/statement	Response *Positive response based on 6 or above on scale of 1-7*
How far would you say your chosen strategies have had a positive impact on pupil progress?	100% positive response
My knowledge of the subject area has deepened as a result of undertaking this training	100% positive response
I will likely change or introduce something in my professional practice as a result of undertaking this CPD	100% positive response
This CPD will likely have some positive impact on pupils' attainment	100% positive response
The delivery of the training was of a high standard	100% positive response
The length of the training was appropriate for the content covered	100% positive response
Overall, how would you rate your experience of being involved in the course?	100% positive response
What did you find useful/like about the programme?	• The different strategies and understanding how I can adapt my teaching to help all pupils not just send children in my class and within the whole school • The blend of research and discussion opportunities. • Great opportunity to learn about different approaches to use when teaching and reflect on how to help all pupils but with particular focus on those with particular needs • Plenty of time for talking through practice with a work colleague as we don't get much chance to do this during the school day. • Good balance between written information, group discussion and explanation from facilitator • Revisiting content • Learning more about executive function was beneficial as it helped me understand some pupils in my classroom more. • It was broken down into really manageable sections and so many really easy to implement strategies. • Sharing in every session and online access to materials • The specific actions and strategies which can be easily implemented into my lessons. It felt like there were a lot of concrete ideas which I could naturally include in my lessons without adding a great deal of extra work, rather than there being general suggestions of things that benefit children with ADHD for example. • Grounded in evidence base and practical application • Well-organised. Good communication. Presenters were highly knowledgeable and clear. Padlet is really useful. Opportunities to network with colleagues.

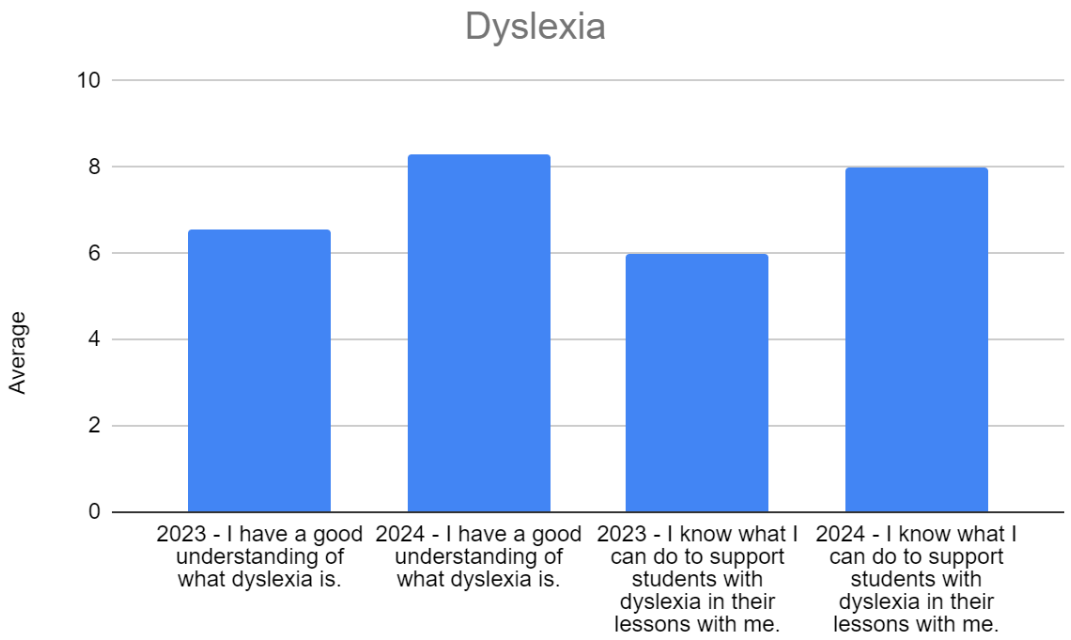
Question/statement	Response *Positive response based on 6 or above on scale of 1-7*
What might you do differently as a result of completing this training?	• I will lead some adaptive teaching training to our Quality of education leads to ensure it is prioritised in school based CPD 24/25 • Consider working memory difficulties, speech and language difficulties and executive functioning, as EF is something I potentially overlooked/didn't understand how to effectively support • Focus more intentionally supporting pupils with managing working memory load by adapting instructions and use of visuals. • continue to think about adaptions and how we can support all learners with quality first teaching • The training has been a good reminder about practice previously used that I need to remember to continue using. It has also highlighted different strategies that I have not tried before which will be useful in engaging all pupils, especially those with SEN. I will continue to focus on the following in my teaching: minimising content on teaching slides; keeping instructions very specific (engaged instruction); and further use of WABOLLs in Maths as well as English. • Make adaptations to the maths curriculum- introduce hinge questions and prior learning checks. • More streamline teacher talk and visuals, dual coding in lessons, explicit vocab lessons. • Adapting rather than differentiating • Consider my medium term planning where I can build in more of these methods • Explicitly have SEND throughout the CPD programme; rather than just lead by the SENCo • Consider in more depth the level of difficultly of the lesson, in relation to area of need rather than how simplistic / difficult the content appears. • The CPD programme for next year will be very much rooted in adaptive teaching.
How could this session/programme have been improved - i.e. what could we have done better?	• Some more tangible examples- but this is picky because it was really helpful to think about the strategies. • It was great - keep on doing the same! • Paper copies of slide contents in a pack • Visits to other settings would be useful • Allowed slightly more time for working group discussions • Even more examples of strategies to use. • One more final full day to reflect and discuss future plans. • Possibly condense the twilight sessions into one day. The travel and timings of these were not always feasible. • More sessions during the school day rather than after school, to maximise ability to concentrate!

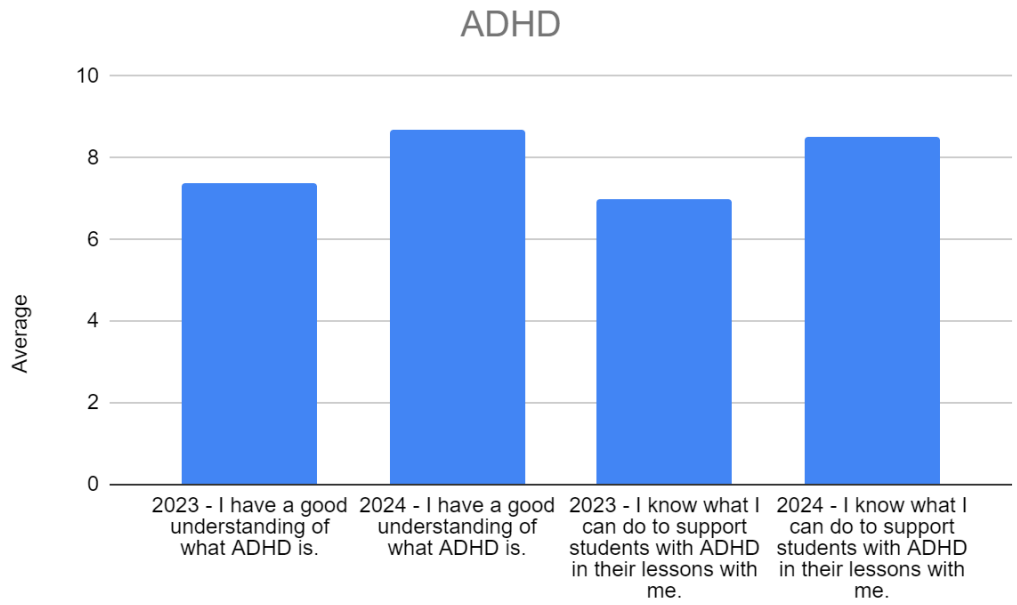
Sample of general target themes generated for individual pupils.	**Responses**
Context: During the first session, participants identify some SMART targets for how they will measure pupil progress during the year.	• Improve attention and concentration for pupils with executive function difficulties • To be able to talk about emotions • Engaging pupils with reading and a secure understanding of SPAG • Improving fluency and comprehension through explicit vocabulary teaching • Children develop confidence and independence in their learning • To improve written work - using phonics knowledge to spell unknown words and 'having a go' when writing sentences • To have more confidence to answer and participate in whole class lessons and discussions • Processing and following instructions • Writing independently • Processing written texts • To understand own writing and use resources to support the spelling independently. • To form sentences accurately and slow down when speaking to ensure accurate communication. • To complete retrieval question in VIPERS by referring back to the book. • To be able to begin tasks independently • To retrieve information/vocab from previous lesson • To be able to join in with class discussions • Improve transitions into and out of lessons, settling into starter and review tasks. • Improve engagement with practical tasks in lessons. • To be able to write an independent sentence using set 1 phonics • To be able to count forwards and backwards independently • To be able to focus for 5 minutes in a session • To be able to adapt to an unfamiliar adult

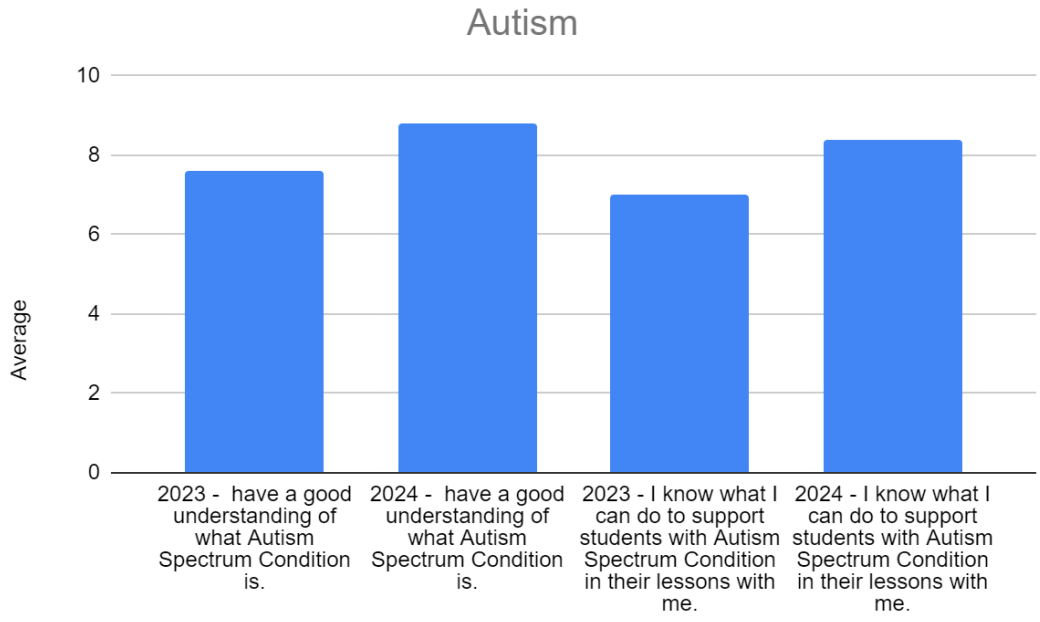
Sample of participant comments on impact of strategies on pupils and/or practice	Responses
	• Linking SEND with CPD so they are not separate entities • As a school leader the course has really helped to create a dialogue about how we can ensure that SEND is at the heart of what we do in the classroom. The strategies how been very useful to be introduced to and to revisit and it has given me a clear pathway for future CPD and pupil and staff needs. • Improved contributions in lessons. More settled and ready to learn. Greater understanding of expectations. • Still work to do changing the visuals used and widget have helped • I have planned the writing strategy and sought feedback from stakeholders. The launch will be in September. • Dual coding and chunking has made a good impact on more pupils than I expected. My confidence in using different strategies has grown significantly. • Children building a strong understanding of vocabulary and retaining this. • Delivered training to staff in adaptive teaching as a CPD session, pupils in my class have started to be able to pick up abstract concepts and make them concrete through questioning. • Students have been more settled when entering the classroom and beginning a lesson which has led to a much more positive learning environment and overall lesson • More independent learning from targeted children. • Pupils have been better prepared to meet new texts and use new vocabulary • We led staff meetings to show the different strategies and give staff time in phases to look at planning to see where adaptions could be made and then feedback in the next meeting what worked well/even better if • Explicit instruction has enabled some of these children to engage better with tasks and be more successful, allowing them to complete tasks in the appropriate time and to feel a sense of achievement. • Use of WIDGET and/or images has helped children access lessons and writing tasks better, with more independence and understanding. • We need to implement this across all our teachers • Children are more independent with writing Children are more confident with writing • Increased confidence and self-belief. • Adapted teaching for SEND pupils but impressed how ALL pupils have benefitted. We will be feeding back to the set of the staff and implementing alot of the strategies throughout school. • There is greater consistency within the lessons I teach. Pupils are familiar with the expected routines. The use of cold questioning has increased pupil engagement and developed listening skills. • Literacy fluency has meant that my pupils have had a greater understanding of key vocab and how to apply this within lessons. • I have trialed the strategies in my own classroom and delivered whole school training to teachers and TAs on the various strategies I have tried. I modelled how to use the strategies successfully and linked them to the Walk Thru books. • Thinking as a whole class strategy has made every lesson impaction. Reducing the cognitive load and using working memory strategies has led to more productive lessons and higher enthusiasm. • Students now know the expected routine, which has helped the classes settle quicker and more calmly. This has had a positive attitude on the class, and has allowed everyone to achieve something in every lesson. • I found using the I say, you say model really effective in guiding children's sentence structure.

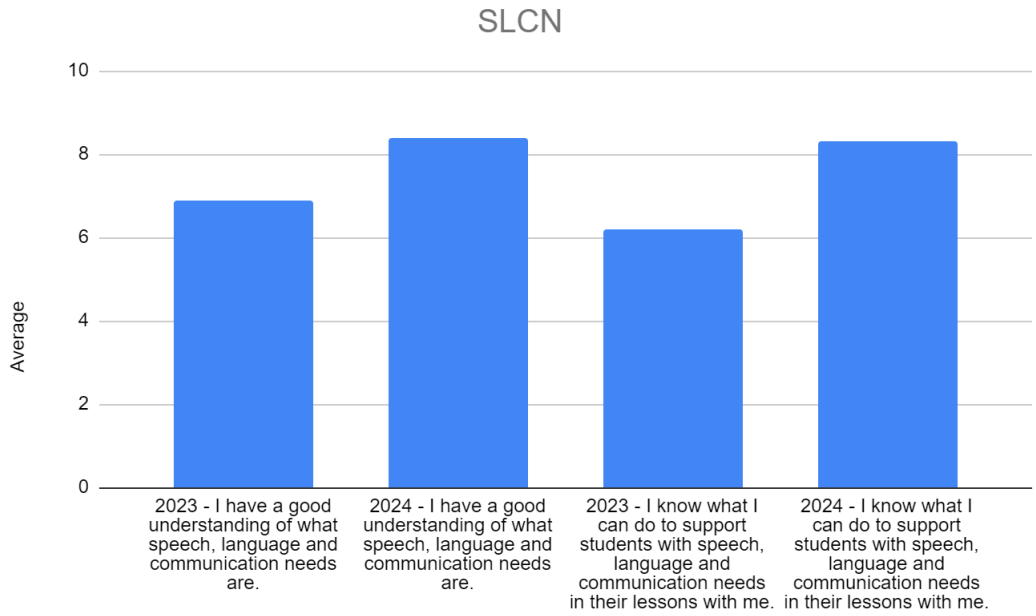
Sample of participant comments on impact of strategies on pupils and/or practice	Responses
	• I found the engaged instruction and saying when I'm doing the talking and they need to be listening. • More confidence, more independent work. • Impact on feedback. Impact on our I do we do in every lesson. Use of retrieval in every lesson • Not putting a limit on what they can achieve. • Looking forward to sharing with school as a whole so all staff with benefit from this • Many of the students with SEND have produced good quality pieces of wor • Varying degrees of impact. Other contextual factors in terms of sustainability and ability to do this for all students. I do feel the class feel more confident overall. • Increased vocabulary, increased accuracy in sentence structure, improved confidence • Weaving adaptive teaching strategies into our whole school CPD sessions on ratio, cold calling and behaviour curriculum work. Created adaptive teaching sections in the T&L newsletter.

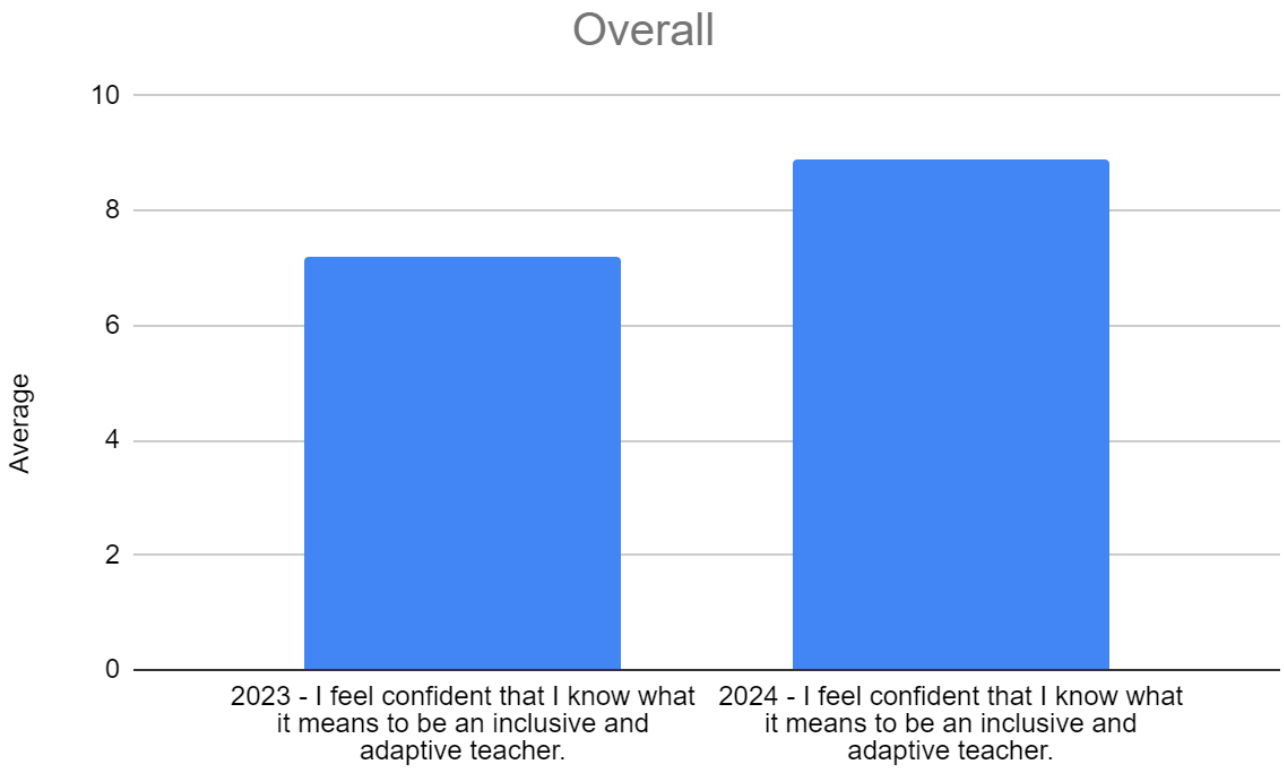
Baseline vs. post programme self-report data




ADHD
Average
10
8
6
4
2
0
2023 - I have a good understanding of what ADHD is.
2024 - I have a good understanding of what ADHD is.
2023 - I know what I can do to support students with ADHD in their lessons with me.
2024 - I know what I can do to support students with ADHD in their lessons with me.


Autism
Average
10
8
6
4
2
0
2023 - have a good understanding of what Autism Spectrum Condition is.
2024 - have a good understanding of what Autism Spectrum Condition is.
2023 - I know what I can do to support students with Autism Spectrum Condition in their lessons with me.
2024 - I know what I can do to support students with Autism Spectrum Condition in their lessons with me.


SLCN
Average
10
8
6
4
2
0
2023 - I have a good understanding of what speech, language and communication needs are.
2024 - I have a good understanding of what speech, language and communication needs are.
2023 - I know what I can do to support students with speech, language and communication needs in their lessons with me.
2024 - I know what I can do to support students with speech, language and communication needs in their lessons with me.


Overall
Average
10
8
6
4
2
0
2023 - I feel confident that I know what it means to be an inclusive and adaptive teacher.
2024 - I feel confident that I know what it means to be an inclusive and adaptive teacher.