

Quiz



1. What are the four stages of the graduated approach?
 - a) Plan, deliver, adapt, assess
 - b) Assess, plan, do, review
 - c) Review, plan, assess, adapt

2. Select the four correct answers to the question. What are the four areas of need as outlined by the SEND Code of Practice?
 - a) Visual impairment
 - b) Cognition and learning
 - c) Behavioural and social
 - d) Communication and interaction
 - e) Social, emotional and mental health
 - f) Sensory and/or physical



Quiz: Please complete the questions

Answers

1. What are the four stages of the graduated approach?
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 - b) Assess, plan, do, review**
 - c) Review, plan, assess, adapt

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Adaptive teaching and the graduated approach



Facilitator Name



@TeachFirst



@teachfirstuk

Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness

Seminar objectives

By the end of this seminar you will:

- understand the difference between adaptive teaching and differentiation
- have reflected on the effectiveness of your scaffolds and considered how to adapt these to support pupil learning and progress
- know the benefits of pre-teaching content to pupils
- have reflected on your use of the graduated approach for supporting pupils with SEND and shared good practice with peers

Related ECF statements

| Learn that... | Learn how to... |
|---|--|
| Adaptive Teaching (TS5 – Adapt teaching) | |
| <p>5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>5.3 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>5.7 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> | <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. <p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> • making use of well-designed resources (e.g. textbooks). |
| Managing Behaviour (TS7 – Manage behaviour effectively) | |
| <p>7.2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</p> | |

Adaptive teaching


Adapt teaching in a responsive way.

Provide targeted support to pupils who are struggling.

Provide additional or adapted support for pupils with SEND.

Work closely with colleagues, families and pupils to understand barriers and support pupils with SEND.

Identify effective strategies.

 **Reflect:** How confident do you feel in each of the above 5 areas? Rate this on a scale of 1 - 5 (1 - not at all confident, 5 - completely confident).

Adaptive teaching vs differentiation

Flexible grouping

Reteaching content

TA support

Scaffolding

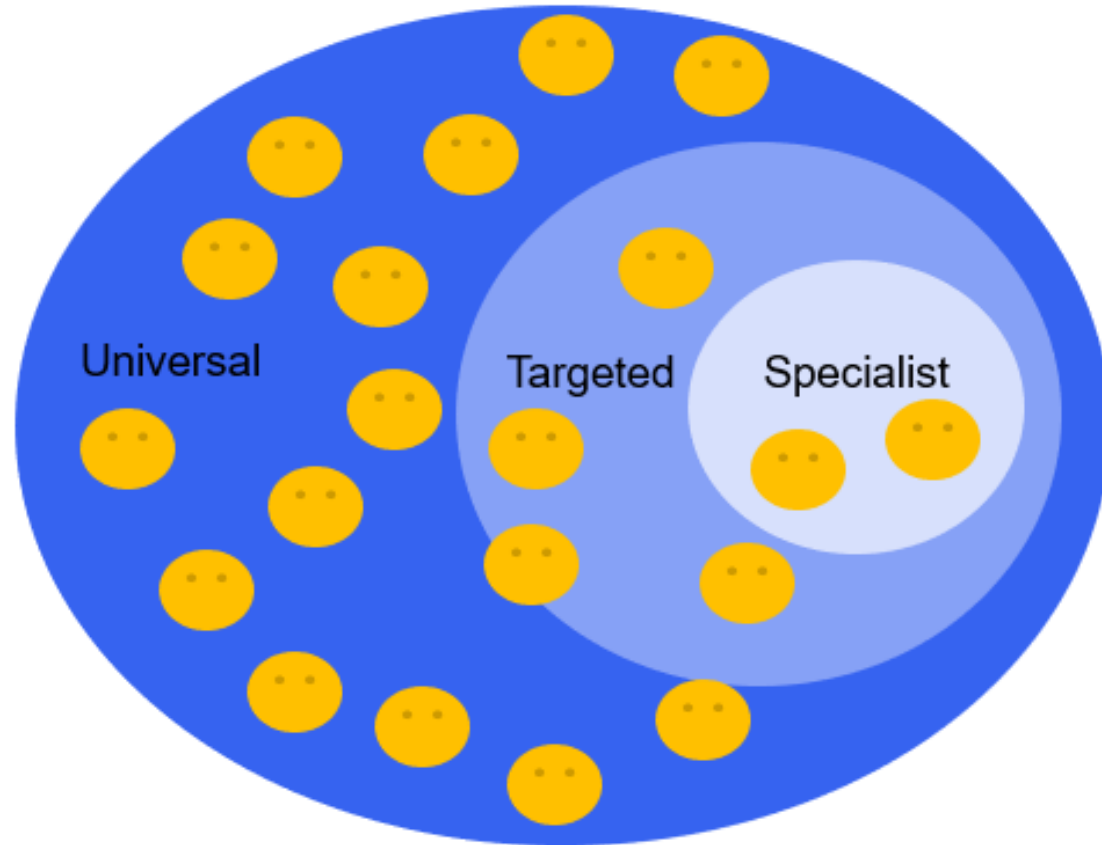
ECF: Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

(DfE, 2019)

Teachers' Standards: Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

(DfE, 2011)

Adaptive teaching



“Instead of seeing a pupil whose needs require individualised provision, consider if their need is simply highlighting a deficit in your universal provision... would addressing this deficit benefit the majority of pupils?”

*Nicole Dempsey,
Assistant Principle at Dixons Trinity Academy*

5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

Universal teaching

Module 2

Avoiding working memory overload

Comparing graphical and verbal representations

Retrieval and spaced practice

Module 3

Clear explanations

Modelling/ worked examples

Guided practice

Module 4

Anticipating misconceptions

Effective feedback

Effective questioning



Reflect: Identify **one** instructional strategy and consider how you have effectively used it to **adapt** your practice in response to the needs of your pupils.

Targeted: Scaffolding

1. What do I want my pupils to think about?

Modelling and
'Think Aloud'

Questioning

2. What can they do on their own and what will they need support with?

Flexible grouping

Resources

3. Does my scaffold support pupil thinking or replace pupil thinking?

Adult support

Additional
practice

Key vocabulary

Gravity

Force

Push

Pull

Friction

Accelerate

**Why did the car
stop moving?**

1. What do I want my pupils to think about?

2. What can they do on their own and what will they need support with?

3. Does my scaffold support pupil thinking or replace pupil thinking?


Resources

- Writing frames
- Sentence stems
- Task checklists
- 'First and then' boards
- Key vocabulary
- Diagrams
- Worked examples
- Concrete examples

1. What do I want my pupils to think about?

2. What can they do on their own and what will they need support with?

3. Does my scaffold support pupil thinking or replace pupil thinking?



Reflect and discuss: Thinking about either a previously used resource, or one you plan to use for an upcoming lesson. Consider how effective the resource was/is at scaffolding learning against the three questions.

Pre-teaching

Pre-teaching can be more effective than re-teaching as it can transform the way a child sees themselves.

(Minkel, 2015)

Ideally
delivered by
the class
teacher

Timing and
number of
pre-teaching
sessions

Rise in
confidence

Discuss:

- What content did you pre-teach?
- Why did you select this particular content?
- When was it taught?
- What impact did you notice on learner outcomes?

Supporting pupils with SEND

“Special educational needs and disability (SEND) will continue to be poorly considered in education as long as it continues to be discussed as something separate from the education provided for all pupils.”

True Inclusion, Nicole Dempsey (2020)



Reflect:

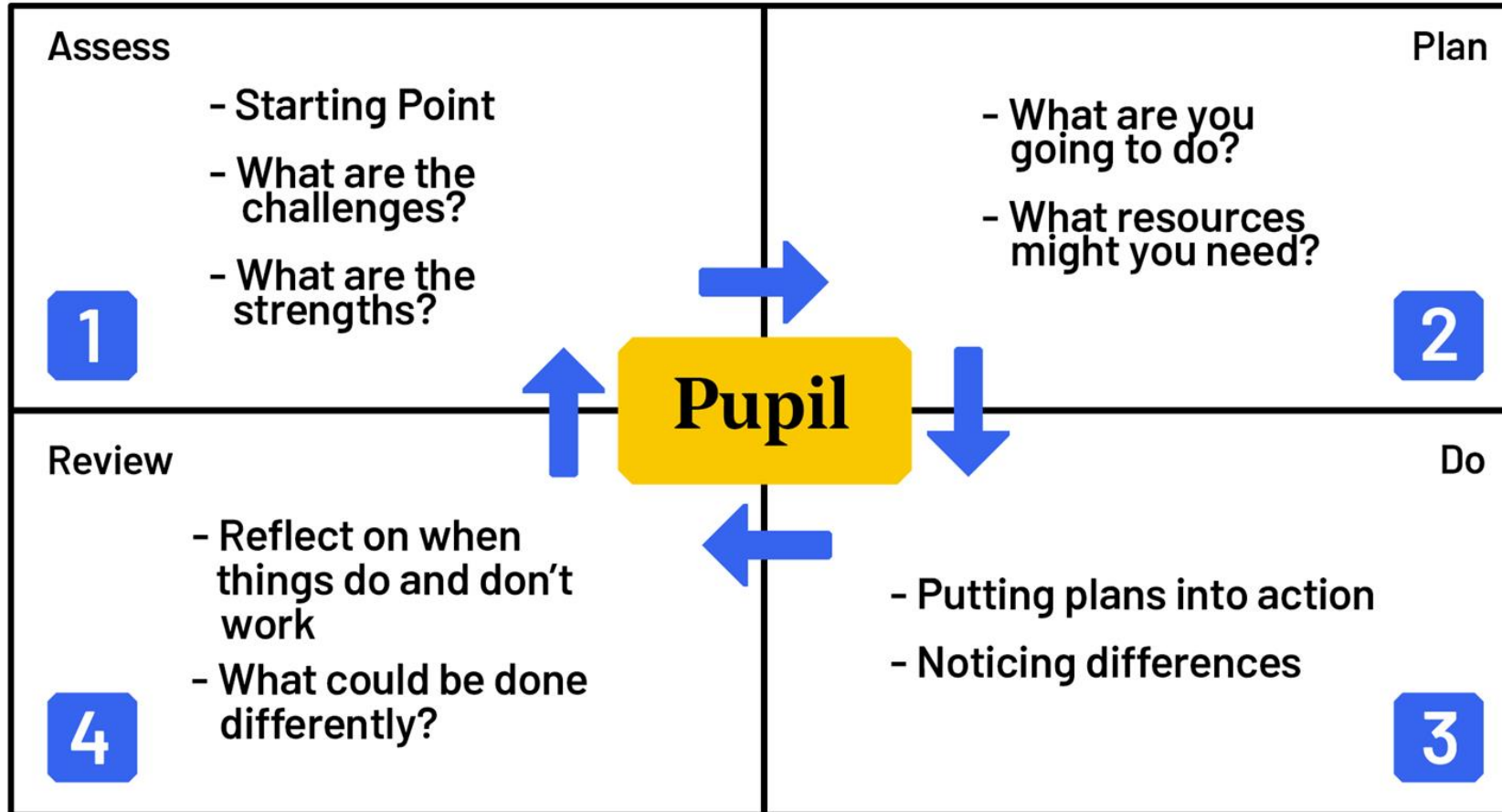
1. Are your pupils identified as having SEND getting the same access to qualified and experienced teachers? If not, what are they accessing instead and why?
2. What are your pupils learning from your school systems about diversity, community and inclusion?

Four areas of need

5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

| Communication and Interaction | Cognition and learning | Social, emotional and mental health difficulties | Sensory and/or physical need |
|---|--|---|---|
| Speech, language and communication needs (SLCN) | Specific learning difficulty (SpLD) | Attachment disorder | Hearing Impairment (HI) |
| Autistic spectrum condition (ASC) | Moderate learning difficulty Profound and multiple learning difficulty (PMLD) | | Physical disability (PD) |
| | Severe learning difficulty (SLD) | | Multisensory impairment (MSI) Visual Impairment (VI) |

The graduated approach

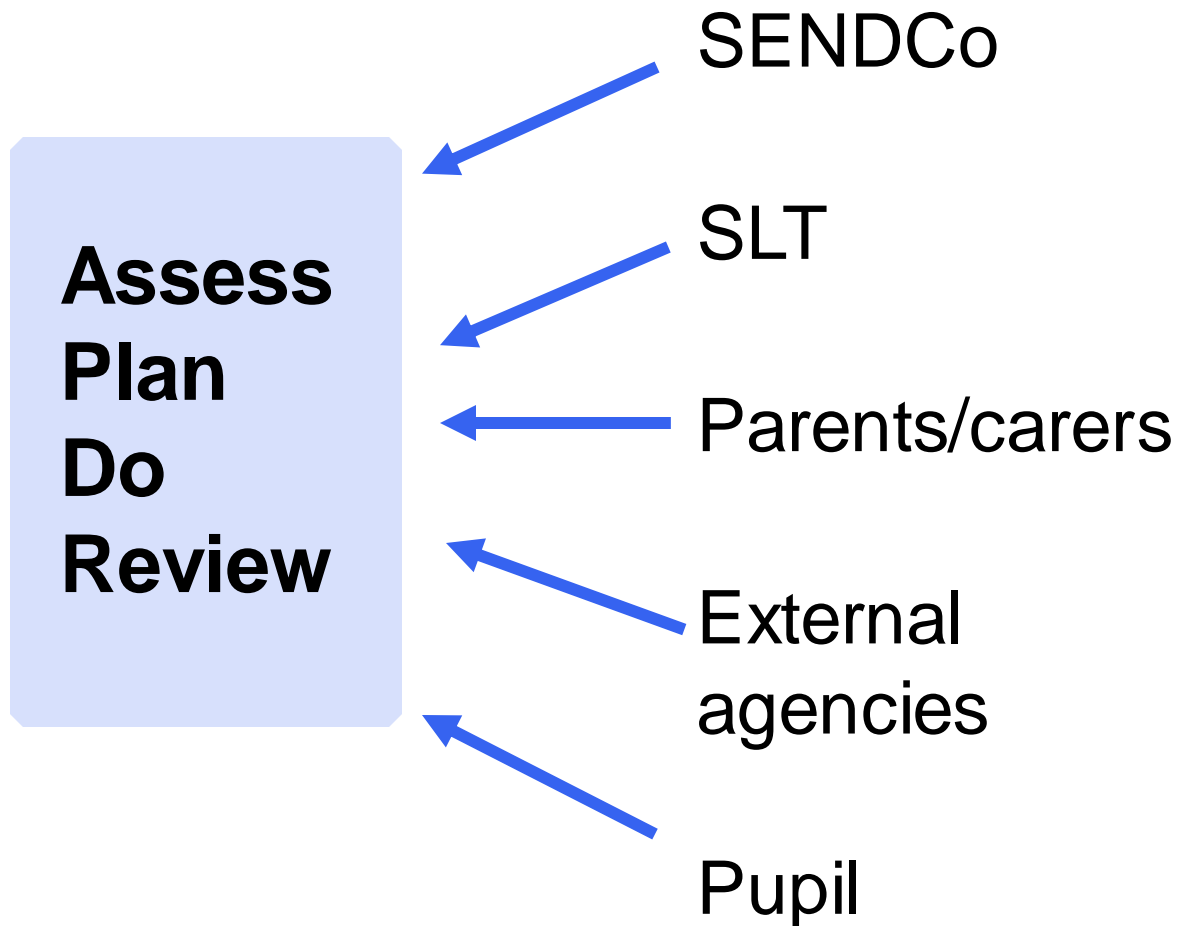


Discuss:

How could/does the graduated approach to learning support you to secure better outcomes for the pupil?

What challenges are there with the approach? How might you work to overcome them?

Sharing good practice



Discuss: One of the key stakeholders that can sometimes be overlooked is the pupil themselves.

1. How have you engaged and empowered the pupil to have a responsive role in their own learning?
2. What has worked well when engaging parents and/or carers in the learning?

Summary

Adaptive teaching

5.3 Adapting teaching in a response to pupils who are struggling, is likely to be

Targeted: Scaffolding

1. What do I want my pupils to think about?
2. What can they do on their own and what will they need support with?
3. Does my scaffold support pupil thinking or replace pupil thinking?

Targeted: Pre-teaching

Discuss:

1. What content do you want to pre-teach?
2. Why did you select this content?
3. When was it taught?
4. What impact did it have on the pupils' outcomes?

Ideally delivered by the class teacher

The graduated approach

| | |
|--|--|
| <p>1 Assess</p> <ul style="list-style-type: none"> - Starting Point - What are the challenges? - What are the strengths? | <p>2 Plan</p> <ul style="list-style-type: none"> - What are you going to do? - What resources might you need? |
| <p>Pupil</p> | <p>3 Do</p> <ul style="list-style-type: none"> - Putting plans into action - Noticing differences |
| <p>4 Review</p> <ul style="list-style-type: none"> - Reflect on when things do and don't work - What could be done differently? | |

Have you used the graduated approach to learning? If so, how did it support you to secure better outcomes for the pupil?

Have you experienced any challenges with the approach? How have you worked to overcome them?



5 minutes

Application to your practice

How are you consistently applying this knowledge to your classroom practice?

How are you applying this knowledge consistently well?

How are you applying this knowledge in different contexts to support **all** pupils?

Reflect:

- Use the questions to reflect on your own practice.
- Identify 2 things you will take away from this seminar and implement or develop in your practice.
- Identify the steps that you could take to support you in doing this.



Thank you.

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