

Content	Questions/Thoughts
Introduction the two-part model: 1. Universal approaches likely to be especially important for students with additional needs (SAN). 2. Adaptations/additional support (AAS) that might also be needed by some Ss. Complementary & overlapping, not sequential. Helps teachers (Ts): develop/ articulate approach using key questions (KQs) that reflect evidence/gaps/methods of support.	• Start with what we do already • Identify what works for ALL Ss • Focus on strategies for which there is evidence • Find gaps and fill with AAS
KQ1: What do we do every day that is especially important for pupils with additional needs? 1. Universal approaches (UA): many everyday actions important for SAN, are a starting point not a script, good to focus on doing those things well, then work out what AAS to add. List not exhaustive, depends on context. a. Explicit instruction = breaking down into small steps, use examples/non-examples, clear unambiguous language to explain, teaching vocab, modelling, anticipating & checking for common misconceptions, providing opportunities for indep. practice. b. Feedback that is specific/clear/actionable/focused on learning goals not learner, tailored to age/needs/prior knowledge (PK), supportive, paired with chance to respond c. Scaffolding = temporary verbal/visual/written support that is informed by formative assessment (FA)/ task specific/gradually removed/supported by metacognitive prompts (about how to learn effectively) /used alongside other UAs (e.g. modelling) d. Positive relationships S/T, S/S, T/T + with families strengthened: by knowing your Ss, understanding their context/needs, communicating belief, ensuring each S has a supportive T, helping S/S friendships, 2-way conversations with parents. e. Calm classroom environments supported by: clear routines & expectations for learning & behaviour (taught/modelled/reinforced/responded to consistently by all Ts), recognizing positive behaviour/engagement, consider lighting/noise/layout.	• UA likely to benefit ALL Ss, but not remove need for additional support • Could select a small number of UAs to focus on, then build • Frequent checks for understanding important for all Ss • Feedback tells Ss what they've done well AND how to improve • Scaffold the task but NOT based on learning styles (myth) • Goal of scaffolding is to remove it • Make sure expectations are high, as is belief in all Ss • Belonging supports engagement • Calm + predictable classrooms help all Ss feel safe/able to focus on learning/participate • Model the behaviour you want
KQ2: a. What adaptations or additional support might also be needed by some pupils? b. How do we know that they help rather than hinder learning? 2 Adaptations and additional support: Effective AAS should be built into whole-class planning/linked to learning. Need to monitor because evidence gaps for specific ANs. Never assume it works a. Classroom adaptations: Effective = task specific, informed by FA, enhance high-quality UA e.g. more modelling, proportionate/timely/removed when not needed. AVOID: using broad diagnostic labels/creating distinct tasks for different Ss/'dumbing down' so they don't think/lowering expectations/reducing expectation of independence. b. Support from teaching assistants/aides: Targeted to small groups/individuals, Tas trained, supplements NOT substitutes teaching, focus on thinking <i>not</i> task completion, centred on communication between T and TA/aide so all linked to classroom content c. Selecting targeted interventions (TI): Lack of evidence means better if: select TIs that are carefully matched not generic, assessments used wisely to identify Ss/focus/track progress, adjusted as needs change, short (15-60 mins), frequent (2-5x a week), minimize time away from classrooms, delivered by T/trained TA/aide/specialist. d. Using technology: T can use visualizer/document camera for modelling, e.g. speech-to-text software for some Ss to record learning. Consider: appropriate/accessible/meeting needs, evidence, links to classroom /enhancing teaching & learning, implementation	• Build on the UAs for SAN • May only be needed for short time • Effective → often increased intensity UAs NOT extras • Ineffective → can hinder learning – be careful – see AVOID list • School needs to sort training for TAs/aides re. classroom support • Evidence for TA/aide use stronger if about targeted interventions (not general deployment) • Evidence for targeted interventions is not secure in many cases – needs careful choice • Evidence for use of tech is both positive and negative • Some tech scaffolding removes challenge, reduces learning.
Implement, monitor, and sustain: What's needed: deliberate planning: based on assessment of needs/focused on small set of priorities. building Ts professional K (NOT about exceptional expertise), remembering AAS is like UAs that benefit all, monitoring to make adjustments/check it's not hindering learning, Approach will: identify barriers (e.g. time for Ts to plan AAS/learn from ONGOING not one-off (C)PD), include peer support/ assistance for Ts, consider risk of labels, emphasise core components of AAS, ensure consistent delivery, adjust to context.	• Sustained support for Ts essential • Bear in mind the evidence base remains incomplete • Existing monitoring systems = fine • Will need social support for Ts • Plausible AAS can fall short
Inclusive teaching myth-busting: 1. "Inclusive teaching is all about what schools do differently for pupils with additional needs" → no, it's helping ALL Ss to participate and succeed using 2-part method. 2. "The more adaptations teachers make, the more pupils will learn" → no evidence for that – can be effective/ineffective. 3. "Interventions are the most important way to support pupils with additional needs." → no, it's about supplementing not replacing. 4. "If a pupil has a diagnosis, we automatically know the best way to support them." → no, it's about assessing then identifying AAS. 5. "Teachers need specialist expertise before they can effectively support pupils with additional needs." → no, it's about Ts deepening understanding throughout their careers.	• Don't assume you need specialist expertise to effectively support SAN • Not all interventions have evidence of efficacy • Needs change; don't just look at labels • A small number of targeted AAS identified though assessments better than large number not
Resources, tools and supporting evidence: See https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/resources-tools-supporting-evidence for more resources.	• EXCELLENT range of supporting resources including scenario-based training, school guide to implementation, and a toolkit