Adaptive Teaching Model

We recognise that pupils learn at different rates and require different levels and types of support to succeed. We seek to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning. This is seen as an essential part of teaching. We aim to adapt our teaching in a responsive way to increase pupil success.

Before Teaching:

Pupils' prior knowledge and barriers to learning are considered when planning.

Examples of anticipated barriers to learning for pupils with SEND:

Cogniton and Learning needs:

• Complex learning needs, GDD, ASC, SpLD, MLD, SLD, PMLD, ADHD, Downs Syndrome, Genetic disorder eg. FAS

•Limited working memory, slower processing speed.

• Low levels of numeracy and literacy.

•Different levels of prior knowledge / gaps in learning / attendance / a common misconception.

•Cultural experience / EAL.

•A lack of metacognitive knowledge or strategy.

•Inherent complexity of resources/information.

• Sensory processing e.g Sensory Sensitive , Low-registration of sensory input, Sensory Avoiding, Sensory Seeking

Communication and Interaction needs

Speech Language Communication Needs e.g. ASC. Poor expressive and/or receptive language skills. Selective mutism. Non-verbal. Inability to read facial expressions.

Social Emotional Mental Health needs.

•ASC, ADHD, ADD, ODD, PDA

•Anxiety/low self esteem/lack ability to self regulate.

•Changes in routine or staffing.

•Relationships with other pupils / staff / family.

• Homelife- family and/or environment / trauma background.

Sensory and Physical Needs

•VI/HI/ MSI/ Physical Disability.

• Delayed fine /Gross motor skills

•Sensory processing needs / sensory diet needs

•Medical Needs, poor health, mental health, absence.

•Environmental factors e.g. poor sleeping patterns /reaction to noise / weather)

Examples of how we address barriers to learning:

• Use of a Holistic approach. Inclusive Provision.

•Explicit instructions e.g. communicating clearly using visual aids, checking understanding frequently and modelling (Use of the Gradual Release Model as appropriate: I do, We Do, You do it together, Work independently). WAGOLL.

• Cognitive and metacognitive strategies e.g. content introduced in small sequential steps, chunking information, limit language, consider ways to remember new information, simplify tasks, ask learners to recall previously taught content, give addtional processing time, physical and mental breaks.

• Utilise Scaffolding (visual, written and verbal prompts)

• Flexible grouping and staffing, seating plans, turn taking. Adapt to clsass dynamics.

• Use of technology to support learning. e.g. Whiteboards, iPads, clicker, personliased equipment)

• Resources - Engaging, interactive, personalised and appropriate for needs.

•TEACCH approach and interests to motivate.

• Alternative options for the same activity.

• Attention Autism/Little Group/structured snack time, routines,

• Sensory needs met e.g. spaces, ear defenders, tangibles. Use of OT.

•Social Stories

•Improve accessibility (font size, font type (dotty, open dyslexic), clarity of resource, proximity to board and/or speaker, EAL needs supported)

• Visual clues, Makaton, PECS, keyword displays, Information Communication Boards, Boardmaker, symbol strips, visual timetables, Now/Next boards, multi sensory learning.

• Growth mindset

•Relational approaches e.g. zones of regulation, pastoral support, Trauma informed practice, Attachment Aware Behaviour Regulation Policy

Assessment (Before, during and after teaching) informs planning and in the moment adaptations.

During Teaching:

Teaching is flexible in order to adapt to the needs of all pupils including cognitive ability, SLCN, SEMH, physical & sensory needs.

Examples of flexible teaching adaptations

• Scaffolding: Adapt pace and/or adjust the level of challenge. Break down task into manageable steps (visual, verbal, written). Provide prompts.

• Use of modelling, role play, WAGOLL, additional examples given. Repitition of task and overlearning opportunities. Practise learning activity in a new context.

• Questioning -Frequent checking of understanding. Rephrase information, limit or expand using language and prompts. Additional processing time provided.

•Personalised learning eg: Adapted resources, use of individual motivators, keywords in different languages, individual work schedules, appropriate resources to meet needs of pupils.

• Sensory adaptations e.g. physical or mental breaks, weighted blankets, tangibles, adaptation of environment, use of quiet spaces, fidget toys to aid engagement. Multi-sensory learning tasks (play based, sensory, exploratory), sensory timers.

• Change of groupings as required. Adapt seating plans, classroom set up, use change of face. Fit staffing to needs of pupils.

• Zones of regulation check in. Pastoral support. Social story.

• Change lesson midway through/flexible approach to teaching based on professional judgement and dynamic assessments.

• Improve accessibility eg: proximity to teacher, instant adaptation to resource.