



The Wilnecote School

Universal Approach

The document is designed to support Wave 1 SEND Provision – Quality First Teaching (QFT), with a focus on the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs.

QFT emphasises high-quality, inclusive teaching tailored to meet the diverse needs of every child in the classroom. It incorporates a range of strategies that could be deployed, such as differentiated learning and the effective use of SEND-specific resources, to address these areas and ensure all pupils can access and engage with the curriculum effectively.

Understanding Adaptive Teaching

The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well-planned curriculum will reduce the teacher's need to make in-the-moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

<https://bit.ly/EEF5aday>

Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

ADAPTIVE TEACHING

Anticipate barriers

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Plan to address them

- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

TELS US WHAT TO ASSESS

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers?
There's a trade-off between quality of information and practicality - be aware of this.

Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

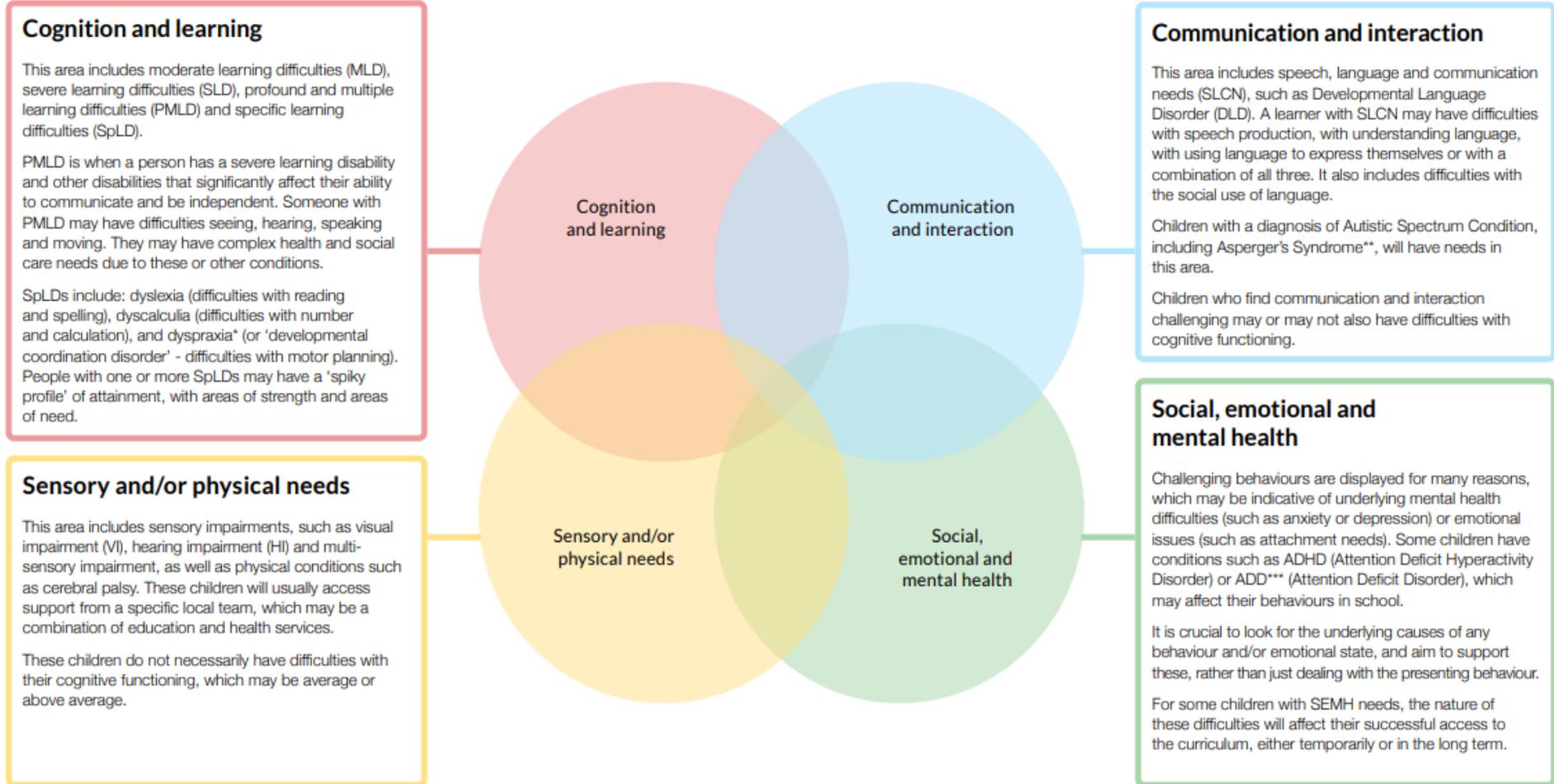
Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept or explain it in a different way
- give additional (or revisit) examples and non-examples
- use peer tutoring
- elicit via questions
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

BEFORE TEACHING

DURING TEACHING

The Four Broad Areas of Need



Page Reference

Broad Area of Need	Page Number
Communication and Interaction	5
Cognition and Learning Needs	7
Social, Emotional and Mental Health	12
Sensory and Physical Needs	16

Communication and Interaction

Expressive Language

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • May mispronounce certain sounds • May speak with a lisp • A reluctance to speak in a group situation • Have limited vocabulary • Find it hard to match words to objects/people/places. • May be hesitant speaker – taking time to “find the words” • May use words in the wrong order • May muddle pronouns/opposites 	<ul style="list-style-type: none"> • Role model the correct way of saying the word or sound. • Don't ask the pupil to repeat it. • Encourage them to use visuals – to get their point across. • Support them with simple signing where appropriate. • Check that the pupil understands the question by asking them to repeat/tell another pupil what they need to do. • Check they have the vocabulary for what you are asking. • Give them time to process information and formulate a response before speaking. • Comment on what is happening, rather than asking the pupil about what is happening. • Give them a choice of answer – 2 options • Use words in context

Receptive Language

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • May appear not to be listening to instructions • May have a limited vocabulary • May find lengthy tasks hard to complete • May not be able to follow simple instructions 	<ul style="list-style-type: none"> • Give them simple one step instructions and if they can follow this increase the level. • Paired learning – so they learn with a peer. • Chunk learning into small steps.

	<ul style="list-style-type: none"> • Use visuals to support the steps of learning. • Give them extra time to complete a task. • Encourage them to practice their instruction following skills. • Pre-learning of specific language related to the topic. • Ensure they understand abstract words. • Encourage them to ask for instructions to be repeated. • Give multi step instructions to find out what they can cope with. • Use dual coding techniques • Use a timer to support the activity completion.
<ul style="list-style-type: none"> • Difficulty acquiring basic literacy and numeracy skills • Speech and language development may be delayed in comparison to the majority of their peers • Pupils with learning difficulties will need additional time to acquire and retain new concepts and ideas slowly 	<ul style="list-style-type: none"> • Ensure glasses are worn appropriately. • Ensure that written text and spoken language is appropriately differentiated to take into account the pupil's learning difficulties and their interests. • Base teaching on everyday experiences that the pupils will readily understand. • Ensure that key concepts and vocabulary are revisited and reused. Encourage pupils to present information in a variety of ways • Use scribing if needed. • Recognise and reinforce effort and success by rewards and praise. • Give technical vocabulary prior to the introduction of topics. • Differentiate texts in class, check the length of sentences and the number of polysyllabic words. • Simplify instructions, summaries or diagrams which accompany written tasks. • Use a ruler so the pupil reads a line at a time. • Use repetitive books. • Use books which focus on common words. • Use role play to develop language.

	<ul style="list-style-type: none"> • Ensure that the pupil is using a multi-sensory method to learn spellings: look, say, cover, write, and check. • Use ICT to support writing. • Give explicit directions for setting work out. Use writing frames but build up independence over the learning. • Encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams. • Give extra time to take account of the slower rate of reading and writing. Scribe for the pupil if appropriate • Visual prompts • Planning frames
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Cognition and Learning Needs

Specific Learning Difficulties

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Poor fine motor coordination which is likely to result in inconsistent handwriting and presentation of work • Poor working memory, both visual and auditory, which will affect the ability to follow instructions, write after dictation, and copy text from either book or board, learn spellings or tables • Poor organisation affecting the ability to remember books or equipment, what homework needs to be completed and how to organise thoughts into written work • Poor sequencing skills which can affect the ability to predict next steps and consequences. • Typically they are pupils who will learn some things easily while other aspects of their work present them with persistent difficulties. 	<ul style="list-style-type: none"> • Ensure glasses are worn appropriately. • Where there are fine motor problems - encourage the use of ICT. • Recognise that effort will not reflect output. • Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the pupil's part. • To avoid unfinished work help the pupil to complete core elements of the work, use scaffolding effectively. • If copying from the board or dictating, allow the pupil additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory. • Help the pupil to use quick ways to identify information that is required from a text.

- Often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.
- Written work will often have taken these pupils much longer to complete than a similar piece written by their peers, or be incomplete.
- The completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behavioural challenges.

- Try to access as many different memories (visual, auditory, kinaesthetic - see it, hear it, write it or draw it) to give the pupil the maximum opportunity to learn new vocabulary.
- Ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory.
- Praise and reward effort and achievement.
- It can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the pupil needs to focus on.
- Use cloze frames and sequencing which will help in the predicting of outcomes.
- Encourage paired reading to develop fluency and understanding and to maintain enjoyment.
- Give technical vocabulary prior to the introduction of topics.
- Texts may need to be differentiated.
- Ensure that a pupil is using a multi-sensory method to learn spellings – look, say, cover, write, check.
- Encourage proofreading; encouraging the pupil to identify words they think are wrong.
- When pupils are learning to proofread encourage them to identify 3 mistakes initially and build on this skill
- Provide a word bank to support free writing with visuals.
- Use planning and writing frameworks.
- Allow time for discussion with scribing as appropriate.
- Allow represented materials, e.g. lists, charts, flow diagrams, cartoons.
- Encourage vocabulary extension and spelling correction at the planning stage.
- Use pair work with one partner writing.

	<ul style="list-style-type: none"> • Give extra time to take into account the pupil's slower rate of reading and writing. • If writing is slow, consider the use of technology. • Give a range of ways of representing large chunks of information. For example, resequencing activities, writing frames, cloze procedure and multiple choice. • Use scribing to ease frustration if appropriate. • Repetitive learning • Draw on prior knowledge regularly • Use of manipulatives • Clear modelling • Visual prompts • Rhymes/patterns/shortcuts to remember learnt skills • Representation through images • Introduce multiple strategies to allow the pupil to find one which works for them • Clear and consistent language • Examples to support setting out work
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Auditory and visual memory

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Forgets words from one page to the next in a book • Unable to follow simple 3 step instruction such as go and get me the red pen and put it on the blue table • Cannot recall task instructions • May appear to not be listening • Losing track of place in text 	<ul style="list-style-type: none"> • Multi-sensory presentation of information. • Pupils will learn best in small steps with frequent review of the key points. • Encourage small group reinforcement of key points. • Reduce the amount of copying of information from the board. • Write the key steps for the lesson by the pupil (now/next/then) • Present the structure of the lesson at the beginning.

	<ul style="list-style-type: none"> • When the working memory is limited give aural information in short chunks. • Encourage the pupil to note down subject specific vocabulary. • Encourage the class to build up a concept map of a topic over a period of weeks to enable connections to be drawn. • Repeat verbal instructions slowly and ask the pupil to repeat them to a peer/supporting adult. • Be aware that a pupil with memory difficulties can easily become frustrated. • For pupils with visual memory problems provide small amounts of visual information at a time by covering part of a page with paper. • Highlight or underline vital information and instructions. • Encourage the use of a learning wall to remind of previous steps of learning. • Develop a core of three step instruction and then change one factor to develop memory retention. • Print out Power Points with increased font size.
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Concentration

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • May fidget or fiddle with things a lot • May find it hard to sit still on a chair or in a group • May want to call out all the time • May be a 'daydreamer' or 'zone out' • May only complete part of a task given • May distract other learners • May wander 	<ul style="list-style-type: none"> • Use a fiddle toy • Link learning to the pupil's interest. • To finish tasks within allotted time give 10 minute checks; i.e. outline the amount of work you expect pupil to complete in this time and check. • Give praise/rewards for completion of tasks. • Use self-monitoring for certain lessons to identify whether work is being completed on time.

	<ul style="list-style-type: none"> • Provide regular feedback on performance in class • Ask pupils to repeat instructions/explain their understanding of a concept to a peer or teacher. • Ensure that the pupil is sitting away from distraction. • Work at availability/positioning of equipment which may distract. • Give cues that vital instructions are about to be given • Provide a quiet area where the pupil may work. • Give brain gym breaks/ movement breaks – developing gross motor movements. • Give a time frame to complete the activity – use a timer to keep focus. • Buddy up with an appropriate pupil.
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Organisation

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Typically the last one to be ready at the end of a lesson • Often forgets book bag etc. • Finds it hard to follow all of the steps in a learning task • Difficulties in organising work on the page • Often distracted • Often asks for help • Can have gross motor difficulties 	<ul style="list-style-type: none"> • Speak to parents, pastoral/SEND about your concerns • Be visual to support pupils in knowing the steps they need to complete • Give special jobs for a specific purpose to complete daily. • knowing they have to complete a given number of things before they ask for help. • Have established classroom routines. • Establish clear routines for completing learning. • Ensure that the pupil is given sufficient time to record. • Clear modelling of tasks with examples to refer to. • Monitor their gross motor skills and ability to balance

Social, Emotional and Mental Health

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Can often feel like they are disliked by teachers and peers and therefore behave negatively to provoke a negative response or relationship rather than taking a risk to develop a positive one. • Behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils. • Withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour. • SEMH pupils need to develop a sense of worth before they can benefit from their education. • Likely to want to be liked, accepted and to feel successful. • In many cases pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time 	<ul style="list-style-type: none"> • PRAISE, PRAISE, PRAISE however not to the point of being overwhelming. Simple 'well done', 'thank you' 'that is great' etc. Over the top praise can put undue pressure on the pupil. Praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, nod – what does the pupil prefer? • Be fair and consistent, don't make idle threats. • Target specific behaviour (e.g. calling out). Don't expect to put everything right at once. • Pick your battles. • Involve the pupils in their consequence - encourage them to take responsibility for their actions. • Notice and respond positively to the pupil's positive behaviour choices. • Set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently - can use pupil Passport on Class Charts. • Acknowledge the positive, individual praise for good behaviour as well as good work. • Make sure that work is pitched correctly (or lower) so pupils can succeed and then raise expectations. • Take an interest in the pupil as an individual. • Avoid confrontational situations - address in private wherever possible, avoid sarcasm. • Tactically ignore some unwanted behaviour while praising even small successes. • Give the pupil time to calm before addressing a situation. Responding too quickly will be counter productive. • Focus on the behaviour not the pupil's personality.

	<ul style="list-style-type: none"> • Engage with any personalised reward/behaviour system • Ensure instructions are very specific. • Use strategies to support with emotional regulation – speak to the pastoral team. • Give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation. • Reinforce rules frequently. • Give clear, precise instructions. • Stress positive, desirable outcomes. • Provide frequent feedback and reinforcement. • Set targets and reward the pupil for meeting them. • Praise appropriate behaviour which is taking place nearby, to pupil who is behaving inappropriately. • Consider positive changes rather than negative ones. • Give a clear message to keep a pupil on task. • Provide visual prompts • Give non-verbal signals i.e. pause and wait, look at the pupil. • Tactical ignore low level disruption unless to the detriment of others. • Reminder of acceptable behaviour
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Low self-esteem

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • May be withdrawn • May be very vocal • May say things like 'I'm rubbish at maths and I can't do it' • May be unkind towards others • May avoid learning • Frequent visits to the toilet in lesson time 	<ul style="list-style-type: none"> • Check in how the pupil is feeling at the start of the lesson • Growth Mindset - 'I can't'.....'I can't yet' • Develop whole class ethos where pupils help each other • Recognise strengths, have realistic expectations and praise for effort • Encourage pupils to recognise their strengths as well as weaknesses

<ul style="list-style-type: none"> • May complain of feeling unwell • May be disruptive to avoid completing tasks 	<ul style="list-style-type: none"> • Give responsibilities to encourage self-worth • Identify core elements of topics to be completed so that the pupil is not overloaded • Give negotiated periods of working independently • Think positively, to look for the best so that they may become aware of their good points • Provide opportunities for pupils to support each other as far as possible Encourage the pupil to be specialist, for other pupils
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The need for control

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • May call out a lot • Will rush to get ahead of everyone • Might barge others out of the way • Might appear to deliberately defy an adult. • Will do things in their own time – rather than the teacher's time 	<ul style="list-style-type: none"> • Give them options which allow them to 'feel' in control. • Keep calm! Avoid a power struggle with the pupil. • If the pupil is off-task, redirect and then walk away - as if you expect the pupil will do what you've directed. 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the pupil to 'save face'. • Be careful not to praise too soon. The pupil will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want. • Keep praise low-key. The pupil will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class. • Give power to the pupil in the form of specific responsibilities. • Organise opportunities for the pupil to feel important - help other pupils with their work.

	<ul style="list-style-type: none"> • Give control to the pupil by statements such as "You're working quietly", instead of "I like the way you're working quietly". • Use logical consequences that are applied to the whole class and therefore seen as 'being fair'. • Develop a positive friendly manner and don't take the pupil's behaviour personally. • Be prepared to listen rather than accuse. • Avoid audiences. Speak to the pupil about inappropriate behaviour privately. • 'Reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time".
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Pupils experiencing fear of failure

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Gives up easily • Uses words like I can't do it • Frequent toilet trips in lesson time • Will copy others • Won't begin when asked to • Takes a long time to put pen to paper • Doesn't like getting things wrong. 	<ul style="list-style-type: none"> • Focus on improvement. Notice contributions. Build on strengths. • Promote Growth Mindset • Acknowledge the difficulty of the task. • Set time limits on tasks. • Encourage and support pupil in order to repeat past success. • Make learning tangible. Foster an "I can" atmosphere in the classroom. • Group work to encourage co-operation and collaboration. • Teach positive self-talk Encourage positive self-talk before beginning tasks Positive signs around the class room.

	<ul style="list-style-type: none"> • Make mistakes OK – Everyone makes mistakes - we can learn from them. Our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes. • Be willing to take the blame - "This must be my fault, I didn't explain it very well". • Recognise achievement. • Modify teaching methods. Use concrete learning materials. Self-explanatory worksheets. Self-correcting assessment. Teach one step at a time. • Show the pupil that they are capable. This pupil will want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage pupil's attempts, not the end product.
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Sensory and Physical Needs

Hearing Impairment

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • This is often a permanent hearing loss of the high frequencies or tones. Pupils with high frequency loss may not hear some of the consonants, such as 's' • Consonants provide the intelligibility of speech. • A high frequency hearing loss can cause misunderstanding or mishearing, even though the pupil appears to be hearing normally because he or she responds to speech. • It may also cause the pupil to make spelling and grammatical errors, such as omitting verb and plural endings. 	<ul style="list-style-type: none"> • Use a normal voice. Do not shout or exaggerate speech • The pupil may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e. towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the pupil's eyes. • The pupil will also need to speech read with classmates. If there is evidence of miss-hearing other pupils' responses, repeat their contributions • Try not to speak behind the pupil with the hearing loss

	<ul style="list-style-type: none"> • Remember not to speak whilst writing on the board - pupils cannot speech read from behind • Visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word • Be aware that the pupil with a high frequency loss may have difficulty following audio tapes or video clips. Some priming with key words beforehand may be very helpful.
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Visual Impairment

What might we see?	Strategies that may be helpful
<p>The learning processes of students with visual impairment may be affected in the following ways:</p> <ul style="list-style-type: none"> • Ability to read printed material or diagrams - students with visual impairment may access information in a variety of ways, for example Braille, audio, or enlarged print, on screen • Headaches often result from eye strain - be aware • Difficulty writing within standard size exercise books • Difficulty accessing the IWB • Safety within the classroom • Use of visual resources need to be accessible • Finding and using appropriate technology 	<ul style="list-style-type: none"> • Be patient • Ensure glasses are worn – if needed • Ensure glasses are clean at all times • large print, using text with the highest possible contrast (light letters on a dark background may be more legible than dark letters on a light background), with large, bold fonts and simple typefaces (such as Century Gothic), on an uncluttered background • Make sure they are sitting so they can see the board, text. • Enlarge text and keep to a simple font at ALL times • Ensuring lines of text are widely spaced and providing thick paper (so that text does not come through from the reverse side), with a matt finish to cut down on glare, together with large felt pens and pencils and raised or bold lines to aid writing skills • Repeating instructions and giving plenty of opportunities for multisensory learning, through using taste and smell as well, when appropriate

	<ul style="list-style-type: none"> • Providing opportunities for hands-on learning involving the use of real-life objects which the students can handle, and supporting verbal instructions with tactile pictures they can feel • Helping students to become familiar with classrooms when other pupils are not there; furniture and flooring can be used to distinguish between different areas of the room, as can sounds and smells; helping pupils to be organised by having specified places for items to be kept • Considering glare within the classroom with regard to reflection from lighting and the sun; means to reduce glare, such as blinds, indirect lighting and dimmers may be needed, and careful consideration given as to where the pupil sits • Giving students specific strategies to help them gain social skills.
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Sensory Needs

What might we see?	Strategies that may be helpful
<ul style="list-style-type: none"> • Reactions to touch, sounds, sights, movement, tastes, or smells, including: • Bothered by clothing fabrics, labels, tags, etc. • Distressed by light touch or unexpected touch • Dislikes getting messy • Resist self-care activities • Very sensitive to sounds (volume or frequency) • Squints, blinks, or rubs eyes frequently • Bothered by lights or patterns • High activity level or very sedentary • Unusually high or low pain threshold 	<ul style="list-style-type: none"> • Walking. Taking a brief walk at specified intervals • Fidgeting with objects. • Objects for chewing. Objects to chew on such as a Pencil Topper, ChewEase, or Chewable Jewel can provide soothing oral input to keep a pupil focused on learning rather than sensory cravings. • Stretching. Stretching wakes up the body after a quiet activity. Everyone can benefit from stretching after sitting, but it's even more important for a pupil with sensory issues.

<ul style="list-style-type: none"> • Unusual reaction to smells <p>Motor skill and body awareness difficulties, including:</p> <ul style="list-style-type: none"> • Fine motor delays (e.g., pens, buttons/snaps, beading, scissors) • Gross motor delays (e.g., walking, running, climbing stairs, catching a ball) Illegible handwriting • Moves awkwardly or seems clumsy • Low or high muscle tone <p>Oral motor and feeding problems, including:</p> <ul style="list-style-type: none"> • Oral hypersensitivity • Frequent drooling or gagging • Picky eating" • Speech and language delays • Poor attention and focus: often "tunes out" or "acts up" • Uncomfortable/easily overstimulated in group settings • Difficulty with self-confidence and independence 	<ul style="list-style-type: none"> • Appropriate demand for eye contact. A pupil with sensory issues may need to "block off" their visual sense in order to listen more effectively. They should not be required to maintain eye contact when answering a question requiring concentration. • Prepare for intense sensory experiences. The pupil should be warned in advance about lessons are practical • A well-considered seat location in the classroom and other rooms such as art, music, and computer suite. Talk to the students and work with them to develop seating plans. If the student has a passport use this to have conversations about your classroom.
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