

## Q6 – How do I adapt teaching to meet the diverse needs of all pupils without creating unnecessary workload or lowering expectations?

| Components                              | Pre-enrolment                                                                                                                         | Phase 1                                                                                                                                                                                                                                                                                                                              | Phase 2                                                                                                                                                                                                                                                                                                                                   | Phase 3                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Adaptation strategies</b>            | I am aware that pupils have different learning needs and that teachers must adapt their approach while maintaining high expectations. | I have observed and can articulate how experienced teachers adapt their lessons for different pupils. I am beginning to understand the different needs of the pupils I work with. I can deliver targeted support for one or a small group of pupils in a lesson.                                                                     | I can design and deliver targeted support for pupils with different needs. I can scaffold content further for pupils who need additional support. I use formative assessment to identify pupils who need additional help. I can begin to direct the work of teaching assistants to support learning.                                      | I adapt lessons while maintaining high expectations, ensuring all pupils have access to a rich curriculum. I can make effective judgements about when to intervene within lessons rather than planning different lessons. I can balance new content with revisiting prior learning so that all pupils master important concepts. I evaluate the impact of my adaptations on pupil progress. |
| <b>Inclusive approaches to teaching</b> |                                                                                                                                       | I have observed and can articulate how experienced teachers create inclusive classroom environments. I understand and know how to use the SEND Code of Practice, the role of the SENDCO and the types of needs pupils may have. I work with my mentor to identify appropriate strategies for supporting pupils with different needs. | I apply high expectations to all groups of pupils. I adapt resources rather than tasks to support inclusion. I use well-designed resources (e.g., textbooks, manipulatives) effectively. I consciously avoid lowering expectations for any pupil. I reframe questions to provide greater scaffolding or stretch.                          | I work with the SENDCO and other specialists to understand barriers to learning and identify effective strategies. I make use of specialist technology to support pupils with SEND when appropriate. I can adapt my teaching to respond to a range of different needs. I intentionally group pupils to support inclusion, regularly reviewing those groupings.                              |
| <b>Supporting EAL pupils</b>            |                                                                                                                                       | I have observed experienced teachers supporting pupils with EAL. I recognise some of the challenges pupils with EAL may have in the classroom. I know who to ask for supporting pupils with EAL in the school.                                                                                                                       | I use visual supports, glossaries, and language scaffolds to support EAL pupils as required. I provide appropriate opportunities for EAL pupils to demonstrate understanding and can assess their learning. I plan activities to connect new content with pupils' existing knowledge. I use pre-teaching of vocabulary where appropriate. | I design lessons with an awareness of the language demands and scaffold these appropriately for EAL pupils. I collaborate with EAL specialists to develop effective strategies. I balance support with challenge to ensure high expectations for EAL pupils. I can identify when language is a barrier to learning rather than subject understanding.                                       |