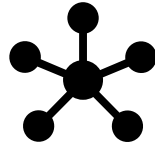


Inclusive teaching & SEND : Moving beyond labels



Adaptive teaching is expected to do the heavy lifting for the SEND reforms



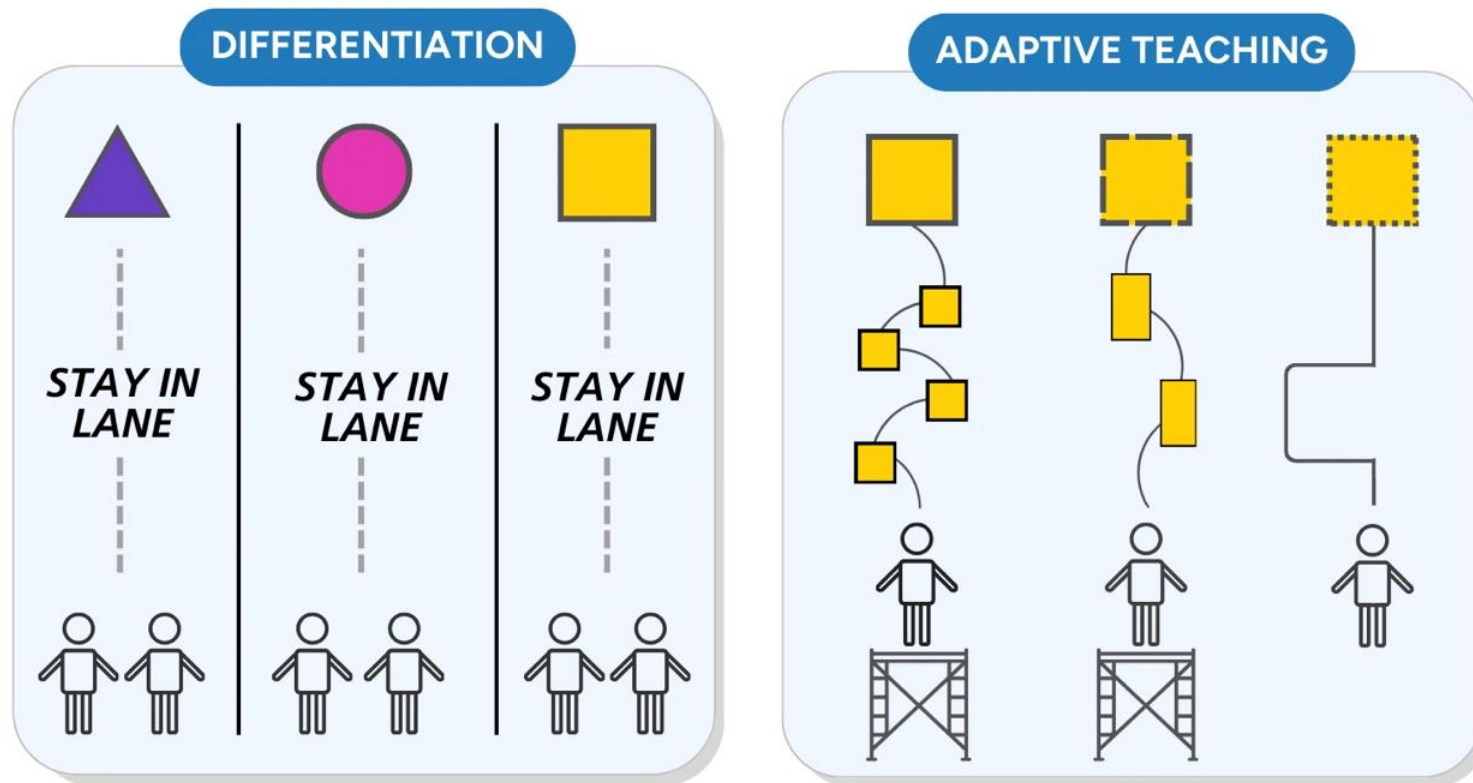
Teachers' Standards

1	Set high expectations which inspire, motivate and challenge pupils	5	Adapt teaching to the strengths and needs of all pupils
2	Promote good progress and outcomes by pupils	6	Make accurate and productive use of assessment
3	Demonstrate good subject and curriculum knowledge	7	Manage behaviour effectively to ensure a good and safe learning environment
4	Plan and teach well structured lessons	8	Fulfil wider professional responsibilities

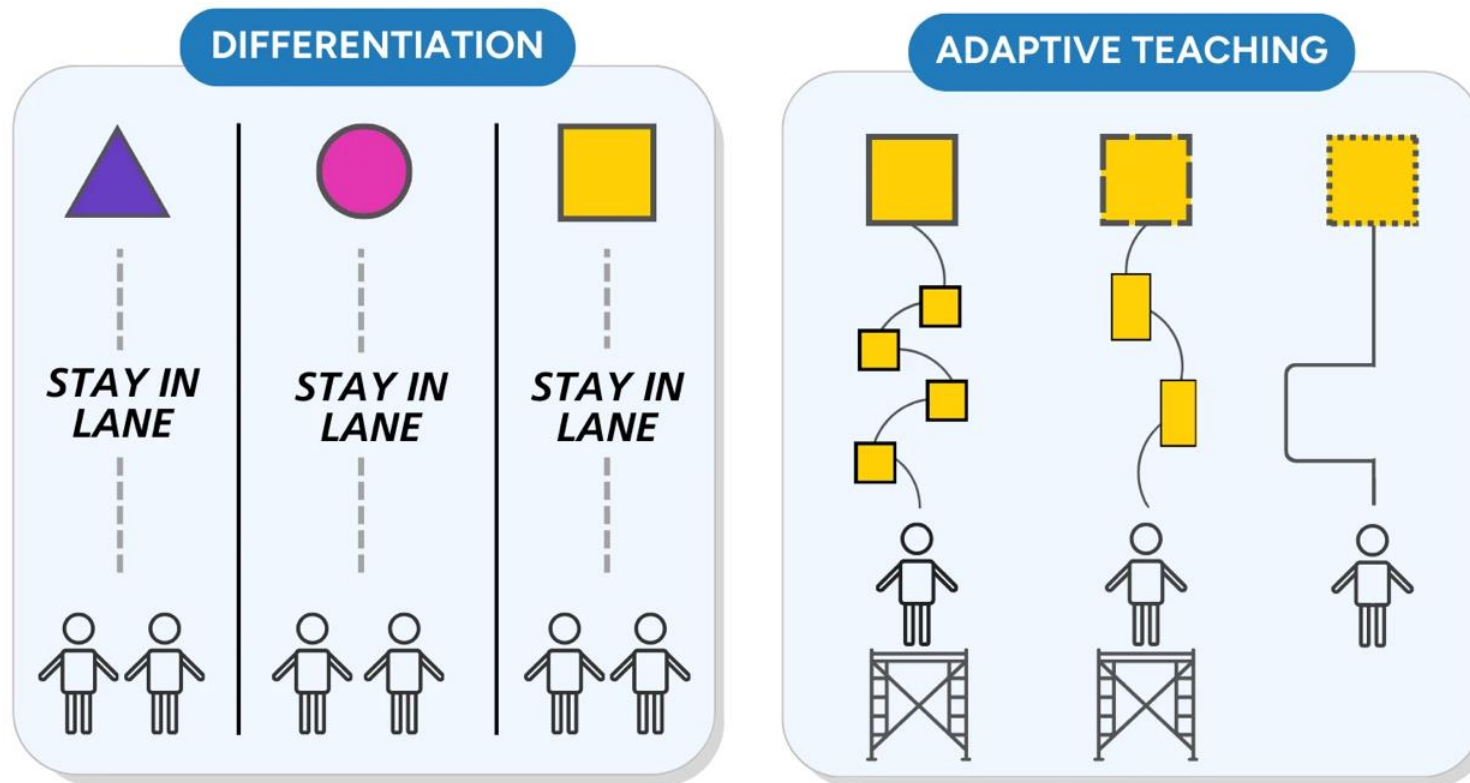
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4	Plan and teach well structured lessons	8	Fulfil wider professional responsibilities

Adaptive teaching provides a positive shift away from poorly executed differentiation



Adaptive teaching provides a positive shift away from poorly executed differentiation, **within a strengths-based culture of inclusive pedagogy**



EEF Guide to Inclusive Teaching

Myth 1 “Inclusive teaching is all about what schools do differently for pupils with additional needs”

Myth 2 “The more adaptations teachers make, the more pupils will learn”

Myth 3 “Interventions are the most important way to support pupils with additional needs”

Myth 4 “If a pupil has a diagnosis, we automatically know the best way to support them”

Myth 5 “Teachers need specialist expertise before they can effectively support pupils with additional needs”

Inclusive Pedagogy

Everyone learning

- Focus on what is to be taught & how
- Not focusing on who

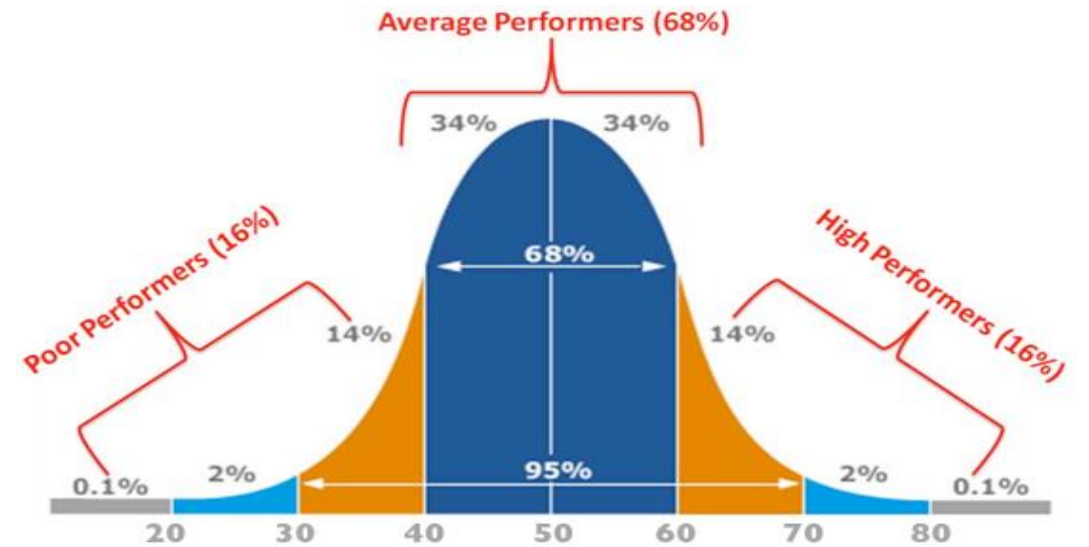
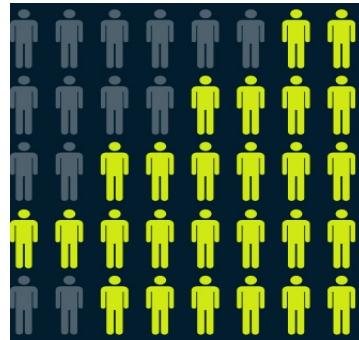
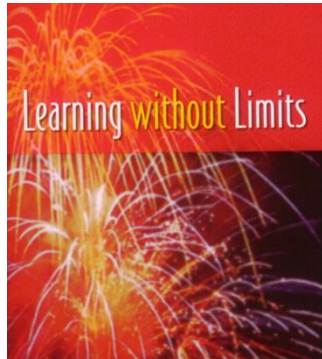
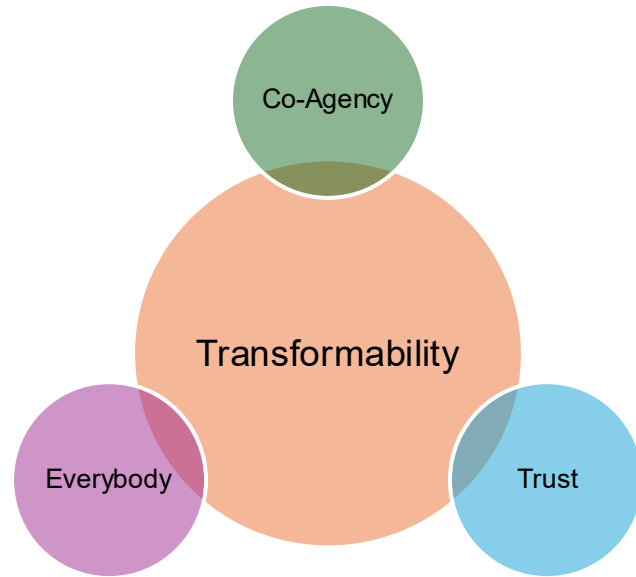
Reject deterministic thinking

- Transformative belief
- Rejects fixed ability or 'bell curve' thinking

See difficulty as opportunity not deficit

- Respect dignity of learners
- Being a learner of your own pupils

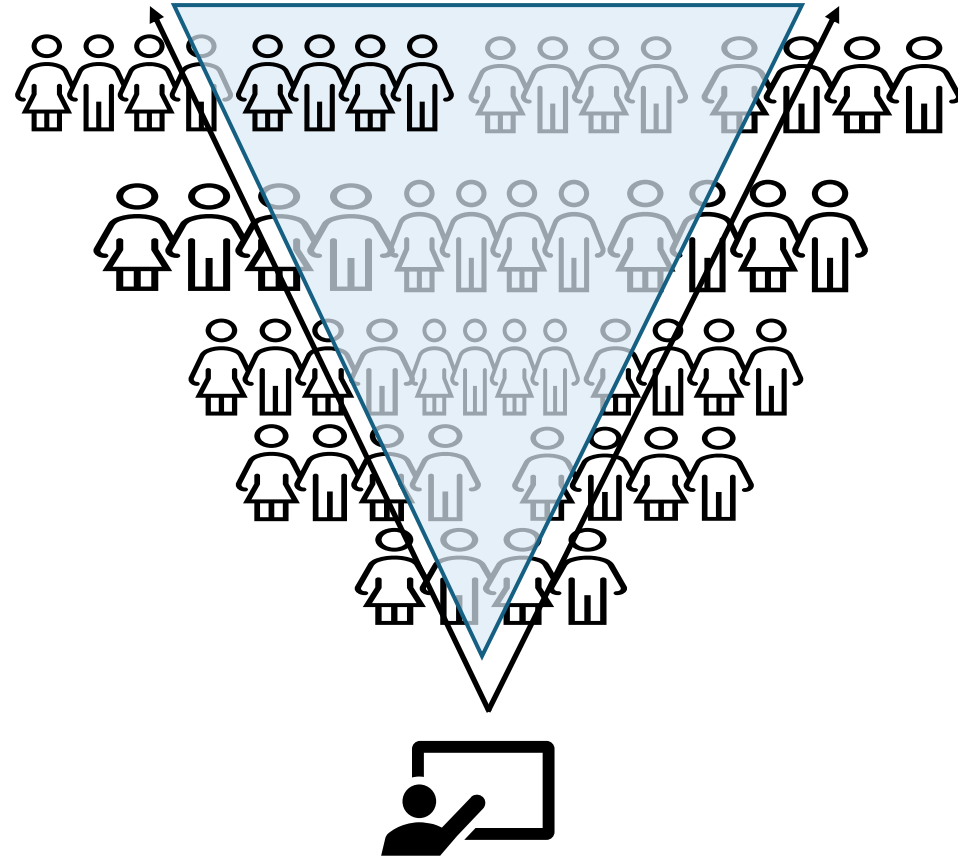
It's not just diagnostic labels that limit but
'most' and 'some' thinking



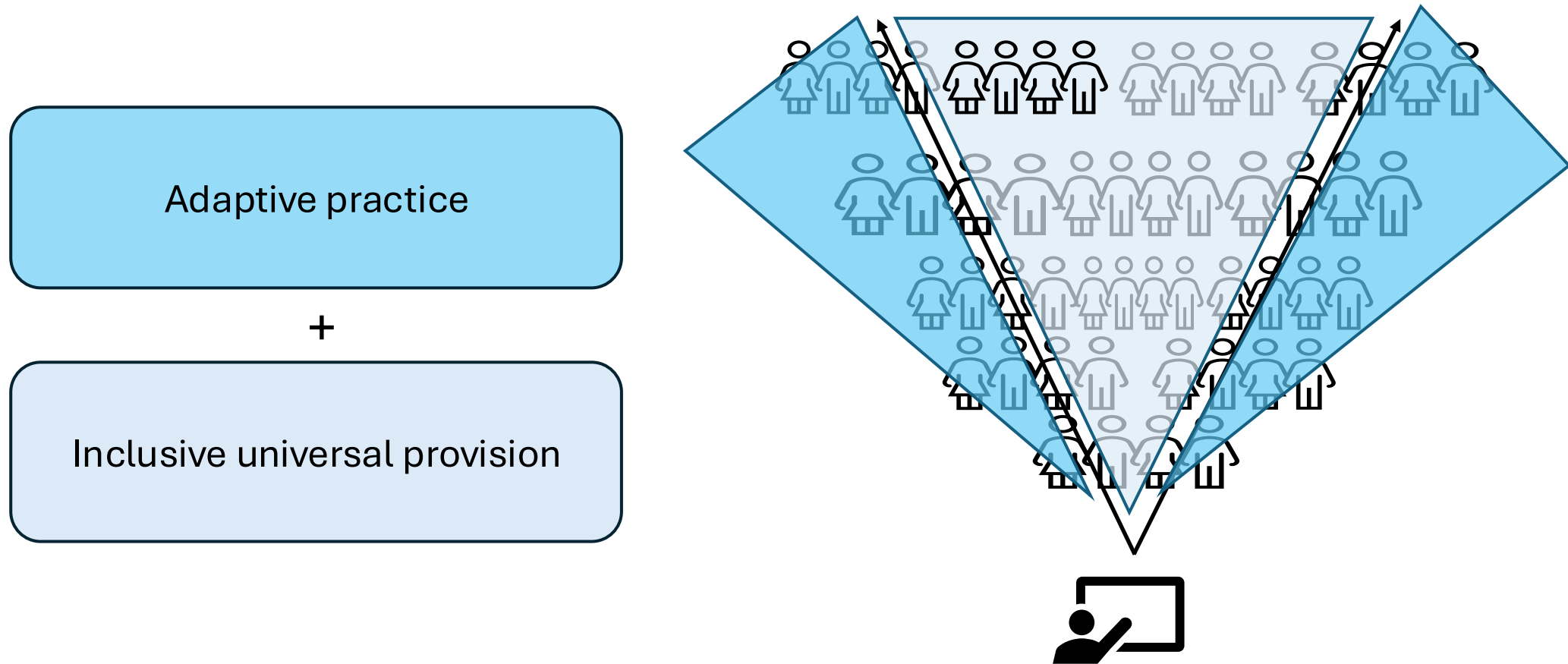
FENDLER, L. and MUZAFFAR, I., 2008. The History of the Bell Curve: Sorting and the Idea of Normal. *Educational Theory*, 58(1), pp. 63-83.

What the two part model is NOT

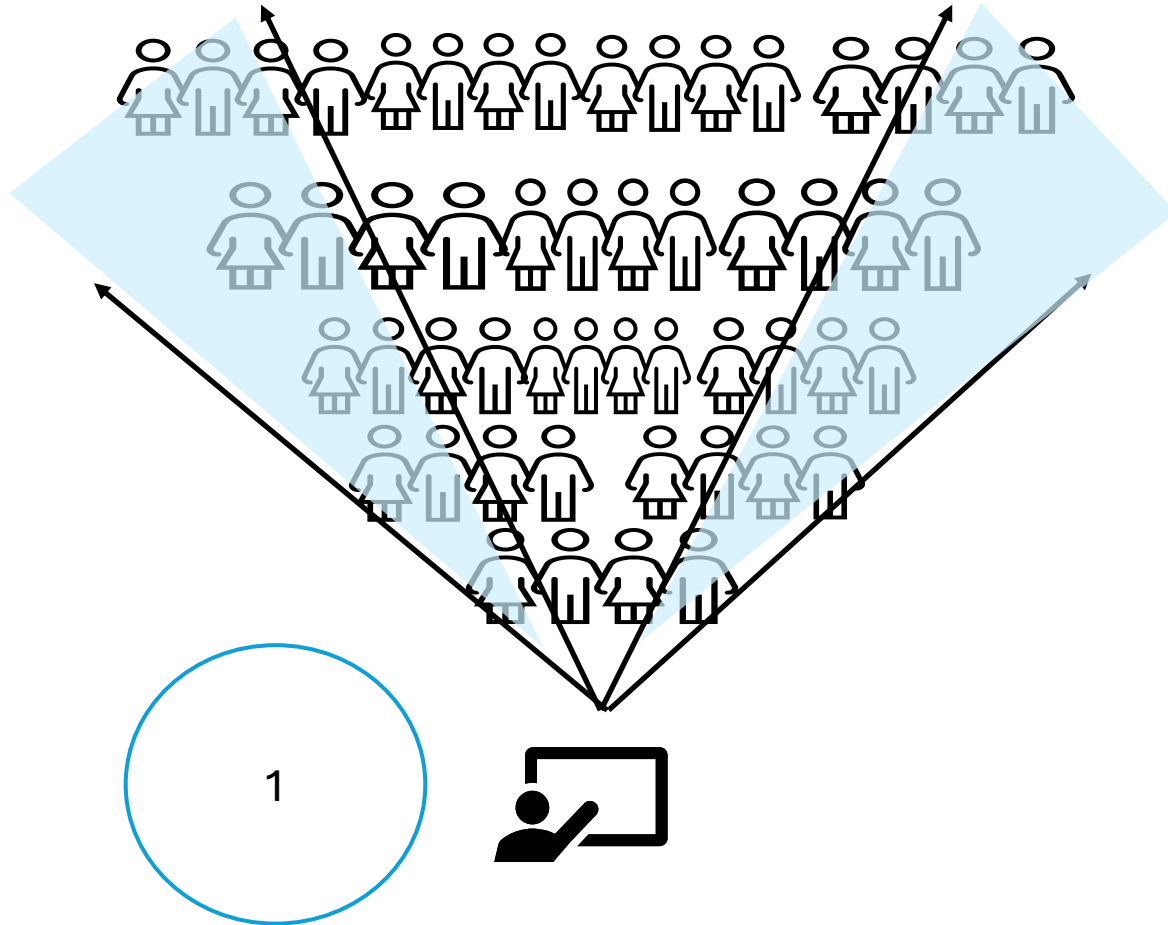
Inclusive universal provision



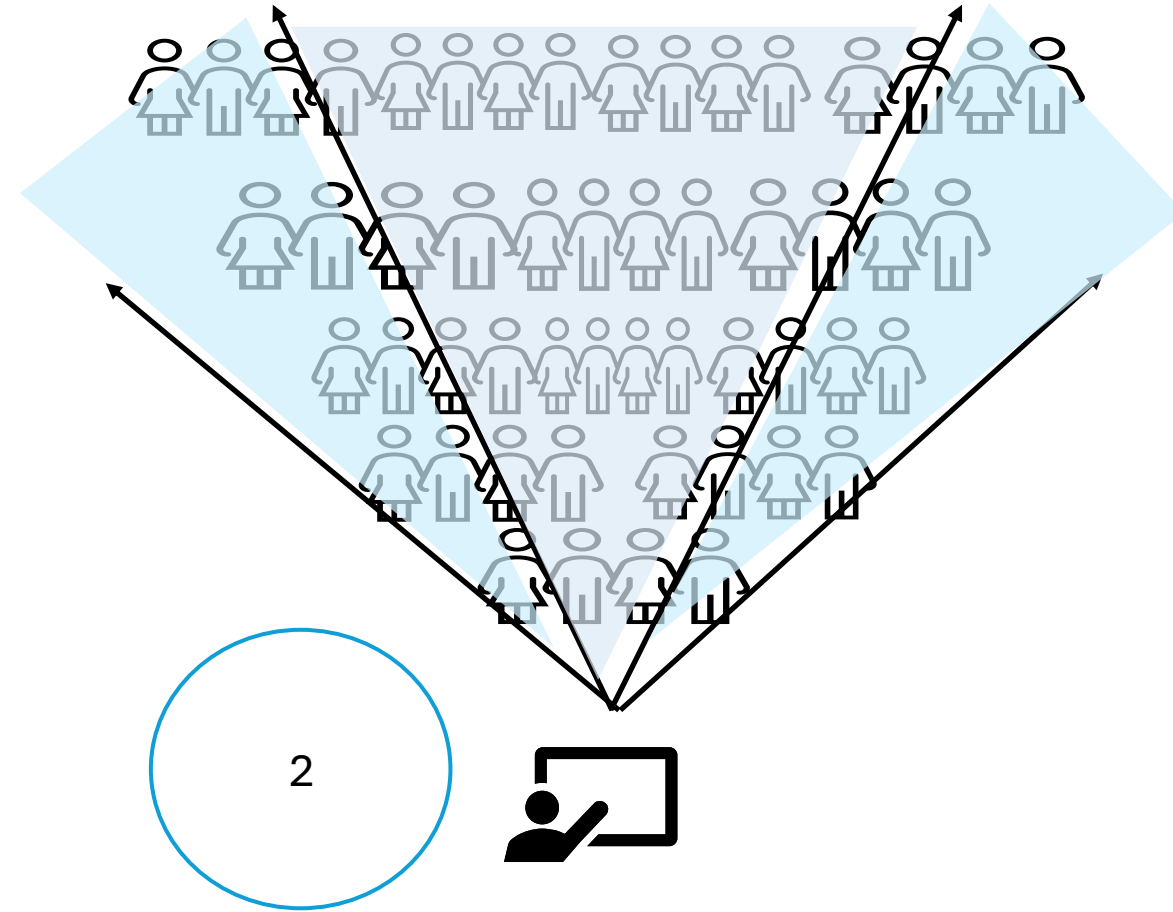
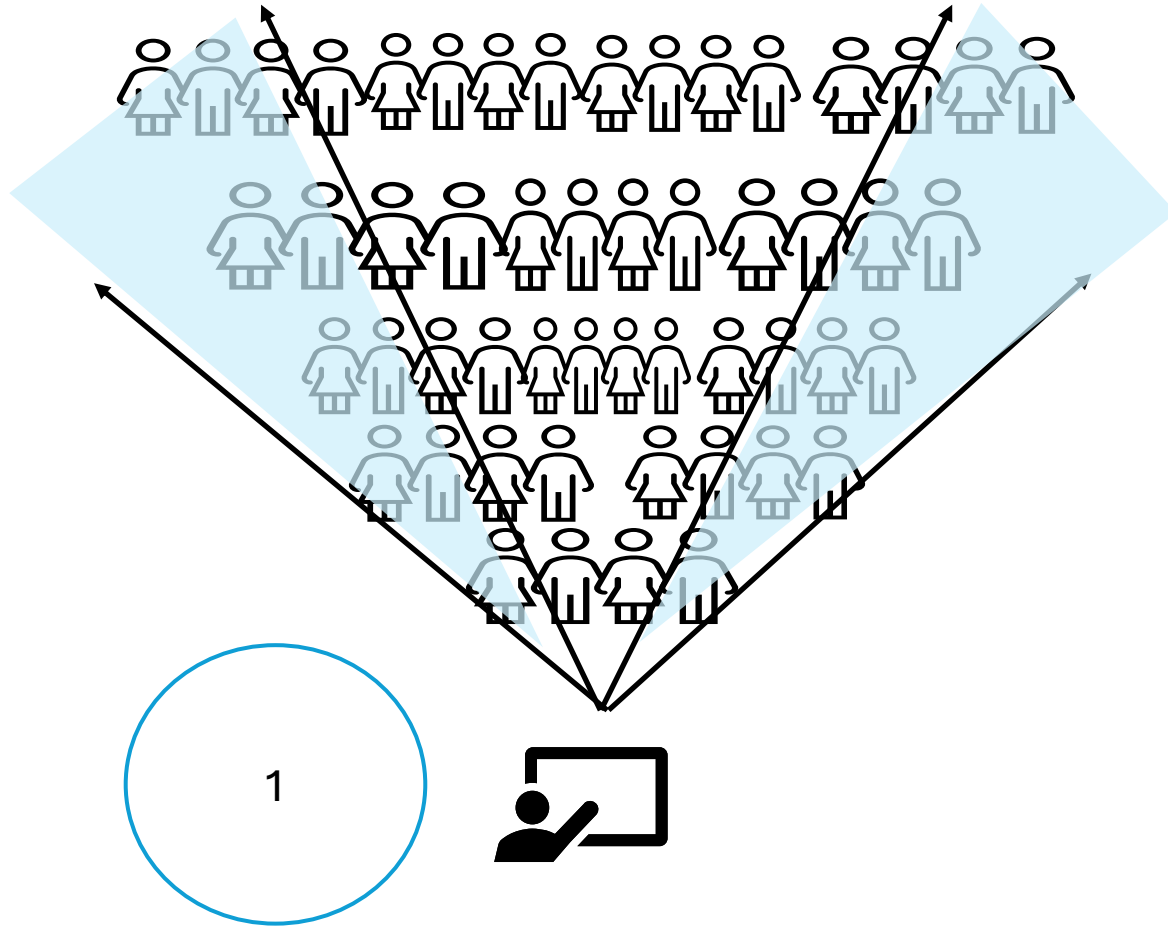
What the two part model is NOT – a bolt on



Pivot the lens – to ensure we are **teaching** everyone

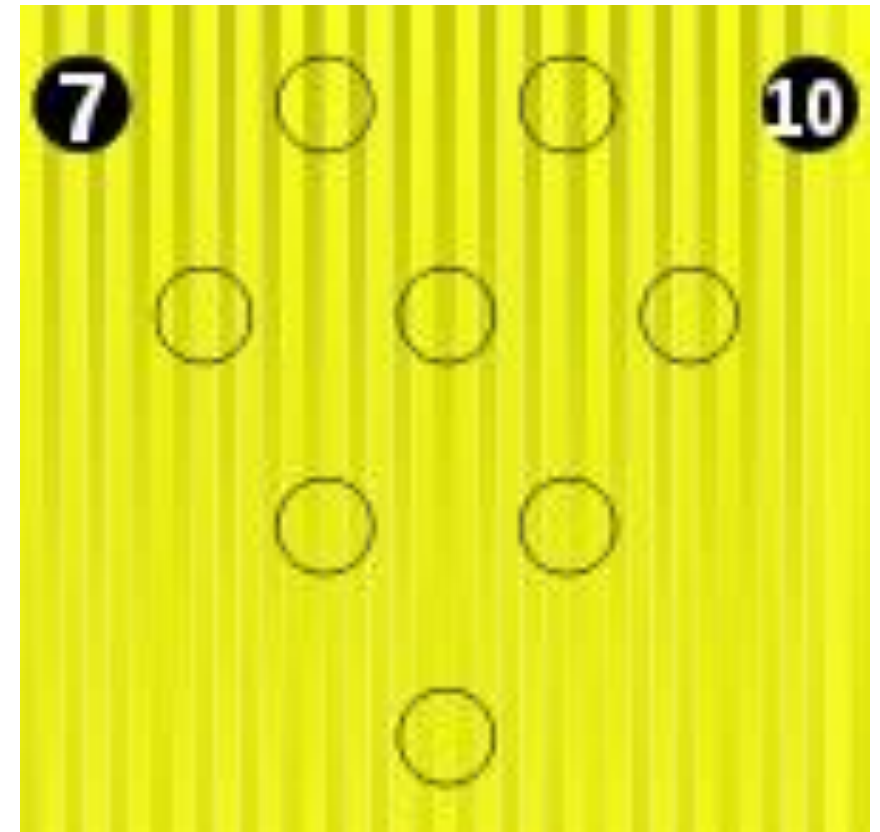


Pivot the lens – to ensure we are **considering everyone**

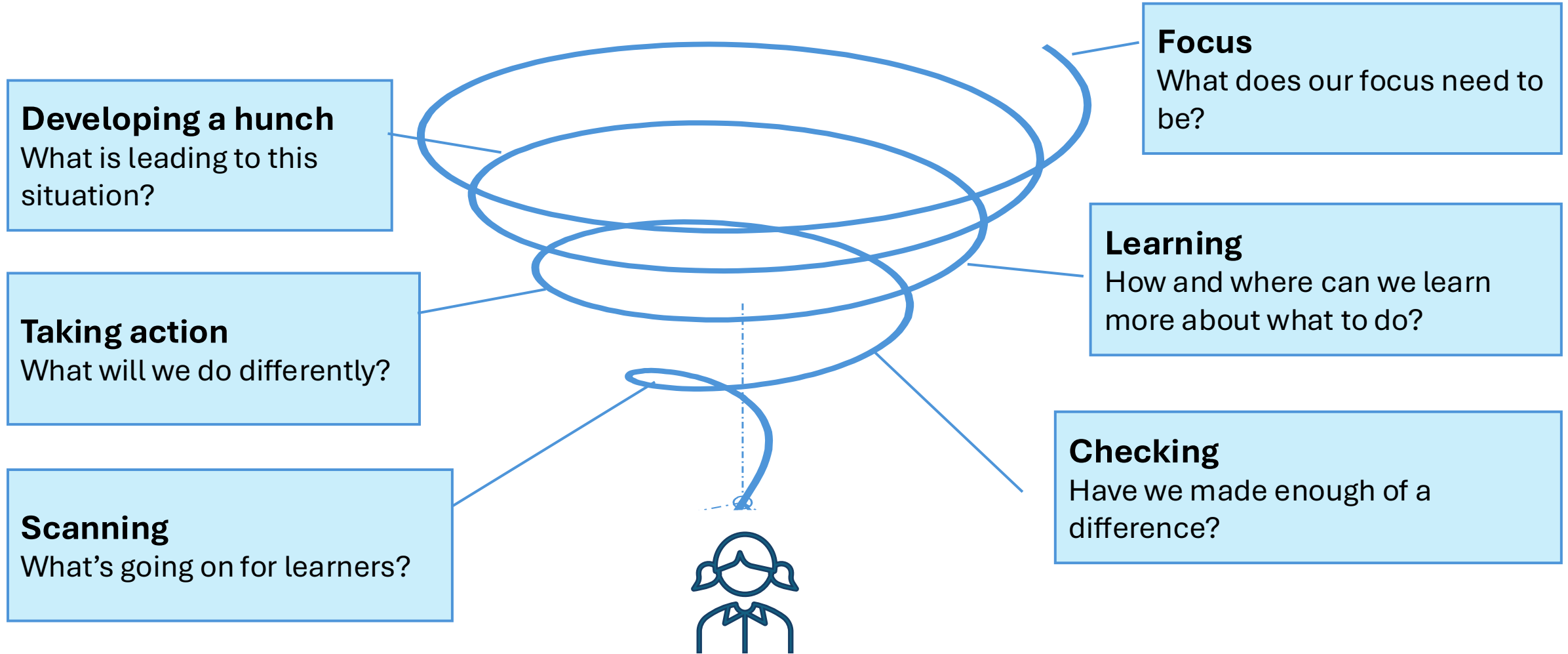


Pins are the pupils, ball is the lesson plan – if we bowl to the middle we are left with the outliers still standing (we didn't reach them).

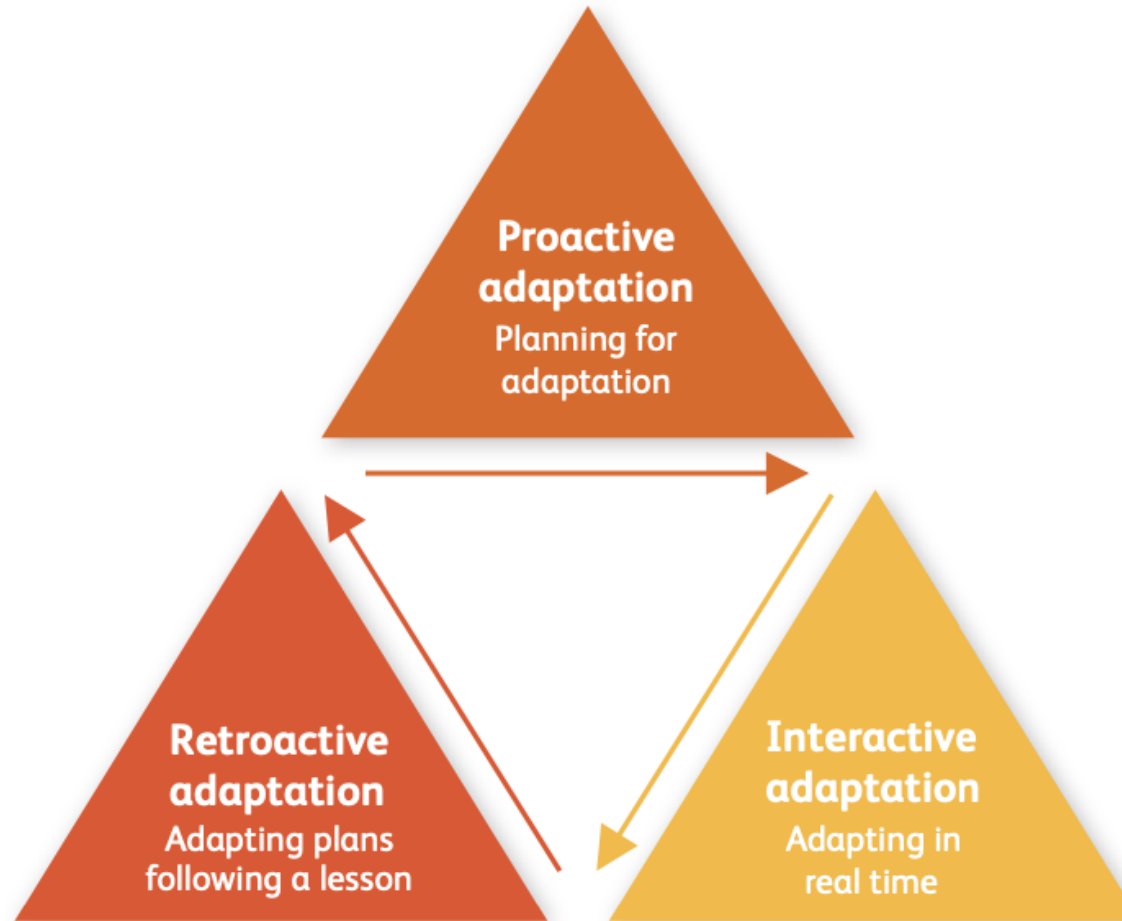
7-10 split is the hardest shot in bowling! The bowler uses the outliers as the focus to determine the direction



An inquiry around each learner



Adaptive teaching - **what are we adapting to and why?**



Dylan Wiliam: Better evidence, better decisions, better learning



The More House Context

- 510 boys across years 4 to 13
- 100% SEN 67% EHCP
- Above national average at GCSE, A Level and BTEC L2/3
- 12-14 in a classroom
- No TAs - develop independence
- 4-6 in LDC timetabled for all
- Teachers identify as 'specialist'
- Largest school of its type in UK





From Labels to LAMP

We do not teach
to the diagnosis

We recognise that all
diagnoses share
difficulties with Language,
Attention, Working
Memory and Processing

We use a range of
basic but highly
effective strategies to
support our pupils

	Language	Working Memory	Processing	Attention
Dyslexia	✓	✓	✓	✓
ADHD	✓	✓	✓	✓
Autism	✓	✓	✓	✓
DCD	✓	✓	✓	✓
DLD	✓	✓	✓	✓

12 Behaviours for Learning within LAMP



More House School



MoreInclusive



Class:		Class Mapping Tool							Supporting Cognitive Functions			
What can each pupil do easily? What do they struggle with? Use a colour or other indicator to identify their strengths or struggles for each column...												
Enter the names of your pupils in the rows below	Understands and uses new subject vocabulary	Works with abstract concepts	Understands inferential meanings	Listens and responds to instructions	Gives attention to a task for its duration	Ignores irrelevant stimuli	Follows and responds to more than one idea at a time	Makes links to previous knowledge and skills	Switches (as directed) between ideas, tasks or contexts	Keeps up when given directions and follows them without support	Reflects on and applies new content at a reasonable pace	Generates and shares their conclusions and ideas with others
	Language			Attention			Working Memory			Processing		
1												

Language

Understands and uses new subject vocabulary

Works with abstract concepts

Understands inferential meanings

Attention

Listens and responds to instructions

Gives attention to a task for its duration

Ignores irrelevant stimuli

Working Memory

Follows and responds to more than one idea at a time

Makes links to previous knowledge and skills

Switches (as directed) between ideas, tasks or contexts

Processing

Keeps up when given directions

Reflects on and applies new content

Generates and shares their conclusions and ideas

12 Behaviours for Learning within LAMP



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		Language			Attention			Working Memory			Processing		
1													

From EYFS to Year 13

Across the whole academic curriculum

Pastoral application

Boarding and extra-curricular

Socio-emotional links



Class:

Class Mapping Tool

Supporting Cognitive Functions

What can each pupil do easily? What do they struggle with? Use a colour or other indicator to identify their strengths or struggles for each column...

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	Language			Attention			Working Memory			Processing		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
How strong or weak would you describe the group overall for each column?												
How can you get the cognitively stronger pupils to make the most of their strengths while you support the others?	Self-check meanings and correct use of words. Find another couple of words that link to each new word or that expand its meaning.	After completing the task containing the abstract concept, consider how they could develop it in two new directions. How could they explain it in a visual or concrete way to others?	Ask them to choose or draw an image or diagram to represent the idea. Label elements to show the development or expansion of meaning within it.	Pupils whose attention, inhibition and salience are strong are likely to work at a quicker pace than others. Ensure that they can check their answers independently. Make sure that the next step of work is clearly signposted eg on the board/ on your resources. Try to enable them to consolidate their learning at increasingly higher levels rather than moving them onto new topics ahead of others in the group.			Increase the number of ideas/ variables/ contexts involved in a task. Give activities to get them developing more complex patterns and sequences where relevant.	Ask for 'info dumps' of information from previous lessons using different categories to expand scope of recall. Get them to create links to new information and ask for predictions or research for next stage.	Create main takeaways or priorities are identified to sum up and consolidate each area before moving to the next. Create action points for revision to prompt recall.	After giving the instruction, ask those who know what to do to get on while you support those who need repetition and worked examples from the front of the class.	Ensure that the tasks and questions they are working through are developing higher order thinking skills of application, evaluation and synthesis.	Make it clear when the moment will come for them to read out/ share results and identify positive aspects to work on.
How can you support the cognitively weaker pupils? Here are some strategies to use during the lesson as well as in your planning.	Beginner them to new vocabulary before task containing it continues. Find ways of playing with words and using tools before them as a group. Give verbal opportunities to use words before pressure of spelling them.	Consider a visual or concrete version of the abstract concept, the movement and physical positioning where possible. Manipulatives and objects at KS4 and KS5 don't assume understanding. Ask questions to ensure the right context for words used in different ways in other contexts.	Use literal language as much as possible. Explain the different meanings of inferential language. Listen to their wrong responses to see if there is an inferential misunderstanding. Ask them what they think when they get it wrong rather than saying it is wrong.	Give simple and clear instructions, repeating and giving time to respond. Make it as easy as possible for them to follow the instruction. Make the consequence of not following the instruction clear and consistent. Ask them to repeat the instruction back to you.	Make the purpose, action and duration of each task very obvious. Give sentence starters, clear directions, visually supported as board. Return to a comfort zone activity if misunderstood before moving on. Allow pre-arranged movement breaks. Use instructional rewards.	Use resources with lots of white space, big text, fewer coloured graphics etc. Place absorbing and reliable links. Make exact expectations clear. To what to aim, write the board/ extend if appropriate/ repeat and then move on. When giving attention during lesson, give clear, clear instruction and ask before repeating.	Get them working on one idea at a time. When introducing another idea and ask how it links/ changes/ what it has in common with the first one. Help them to spot patterns and to generate the next element themselves. Allow them to make notes/ doodles to 'fix' ideas. Use formulae charts/ boxes table equality/ reference charts etc.	Allow time to recall previous learning. Give prompts as appropriate. Show previous ideas/ examples of work. Identify main takeaways learning using necessary images/ phrases.	Make the duration of a task clear before starting. Refer to a visual prompt of time eg egg timer. Prepare for end '5 mins left... 10 seconds'. Make clear break between one task and the next eg refer to list of lesson tasks on board. Ask them to verbalise takeaways from task before moving on to next one.	Use one instruction at a time. Consider how much you are saying. Use the obvious instruction too, avoiding unnecessary words eg 'good', 'well done' etc. Write page 1 of 4. Write short instructions on board. Don't ask them to copy from the board as a gap filler.	Consider how to link the amount they need to read and write to evidence their learning. Use short texts rather than longer texts. Allow them to write notes on worksheets rather than full sentences. Avoid focusing on spelling and handwriting/ presentation. Knowledge verbal discussion before writing.	Use sentence starters to get them going. Ask for one main point and three details. Use 1/2 options of ideas to choose from. Ask them to share with one person, then a bigger group, before whole class participation.
Ideas of ways in which I could adapt my verbal delivery, resources, expectations and groupings when teaching this class...	To support language			To support attention			To support working memory...			To support processing		



Class: X		Class Mapping Tool						Supporting Cognitive Functions				
What can each pupil do easily? What do they struggle with? Use a colour or other indicator to identify their strengths or struggles for each column...												
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	Language			Attention			Working Memory			Processing		
1. A												
2. B												
3. C												
4. D												
5. E												
6. F												
7. G												
8. H												
9. I												
10. J												
11. K												
12. L												
13. M												
14. N												
15. O												
How strong or weak would you describe the group overall for each column?												
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How can you support the cognitively weaker pupils? Here are some strategies to use during the lesson as well as in your planning.	Exposing them to new vocabulary before task containing it commences. Find ways of playing with words and seeing links between them as a group. Give verbal opportunities to use words before pressure of spelling them.	Consider a visual or concrete version of the abstract concept. Use movement and physical positioning where possible. Manipulatives and objects at KS4 and S1. Don't assume understanding. Ask questions to ensure the right context for words used in different ways in other contexts.	Use literal language as much as possible. Explain the different meanings of inferential language. Listen to their wrong responses to see if there is an inferential misunderstanding. Ask them what they mean when they get it wrong rather than saying it is wrong.	Give simple and clear instructions, repeating and giving time to respond. Make it as easy as possible for them to follow the instruction. Make the consequence of not following the instruction clear and consistent. Ask them to repeat the instruction back to you.	Make the purpose, actions and duration of each task very obvious. Give sentence starters, clear directions, visually supported on board. Return to a comfort zone activity if unconfident before moving on. Allow pre-arranged movement breaks. Give motivational rewards.	Use resources with lots of white space, less text, fewer irrelevant graphics etc. Plan absorbing and reliable tasks. Make exact expectations clear: 'In next 10 mins, write five lines/ answer 2 questions/ repeat drill three times'. When gaining attention during lesson, give short, clear instruction and wait before repeating.	Get them working on one idea at a time. Then introduce another idea and ask how it links/ changes/ what it has in common with the first one. Help them to spot patterns and to generate the next element themselves. Allow them to make notes/ doodles to 'fix' ideas. Use formulae sheets/ times table squares/ reference charts etc.	Allow time to recall previous learning. Give prompts as appropriate. Show previous slides/ samples of work. Identify main takeaway learning using summary images/ phrases.	Make the duration of a task clear before starting. Refer to a visual passing of time eg egg timer. Prepare for end '3 mins left...30 seconds'. Make clear break between one task and the next eg refer to list of lesson tasks on board. Ask them to verbalise takeaway from task before moving on to next one.	Give one instruction at a time. Consider how much you are saying. Give the obvious instructions too, avoiding unnecessary words eg 'pencil case out' then wait, then 'page 143' Write short instructions on board. Don't ask them to copy from the board or a ppt slide.	Consider how to limit the amount they need to read and write to evidence their learning. Use short texts rather than easier texts. Allow them to write notes on worksheets rather than full sentences. Avoid focusing on spelling and handwriting/ presentation. Encourage verbal discussion before writing.	Give sentence starters to get them going. Ask for one main point and three details. Give 2/3 options of ideas to choose from. Ask them to share with one person, then a bigger group, before whole class participation.
Ideas of ways in which I could adapt my verbal delivery, resources, expectations and routines when teaching this	To support language			To support attention			To support working memory...			To support processing		

Needs are common to more than one individual

[illegible]

The Class Mapping Tool is a shortcut to *supporting your pupils'* needs

Strategies can be applied
across a number of pupils

Planning ahead can
anticipate whole class
barriers and play to
strengths

How can you get the cognitively stronger pupils to make the most of their strengths while you support the others?	Self-check meanings and correct use of words. Find another couple of words that link to each new word or that expand its meaning.	After completing the task containing the abstract concept, consider how they could develop it in two new directions. How could they explain it in a visual or concrete way to others?
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The Class Mapping Tool supports 'reading' pupil behaviour and seeing the reasons behind it

- Less reliance on strategy lists for each pupil
- Throughout-school learning support
- Increased confidence for all staff involved



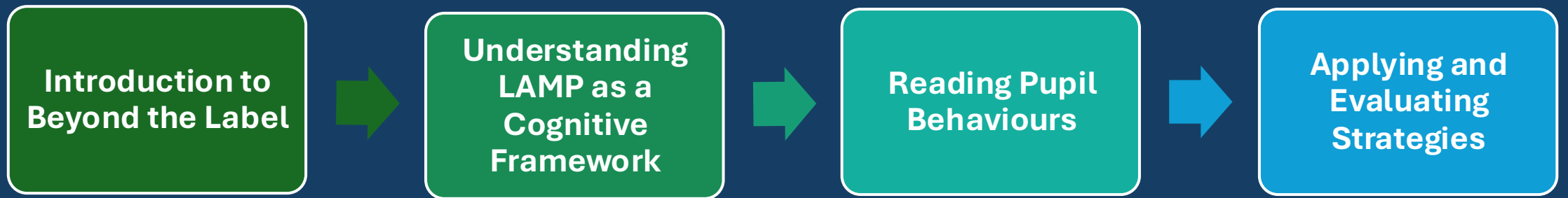
The Class Mapping Tool supports teachers' reflective practice

- Reflecting on what already works well
- Linking personal experience with assessment data
- Setting objectives for development

Ideas of ways in which I could adapt my verbal delivery, resources, expectations and groupings when teaching this class...	To support attention... This class struggles a great deal with attention, both when giving instructions and staying on task. They are distracted very easily, too. I need to make instructions and resources blindingly obvious, without dumbing the tasks down, since they are able to do the work. I need to indicate consequences without distracting from the flow of the lesson. The stimuli and resources I use need to be interesting, relevant and clear. I also need to make self-checking resources available to the few who might be concentrating well.
---	--

To support language... Although there are a few who are able to work effectively with new vocabulary, they are generally weak with their understanding of language and its meanings, particularly with abstract concepts and inference. There is loads of this in this term's work, so I need to begin with literal approaches before developing the inferential ideas and explaining them. I have noticed that one or two come up with wacky interpretations without realising it so I need to ask them what they mean before marking them as wrong.
--

Steps to Implementation



1. Trailblazer
2. Pilot Group
3. Wider staff

Steps to Implementation

Introduction to
Beyond the Label



Understanding
LAMP as a
Cognitive
Framework



Reading Pupil
Behaviours



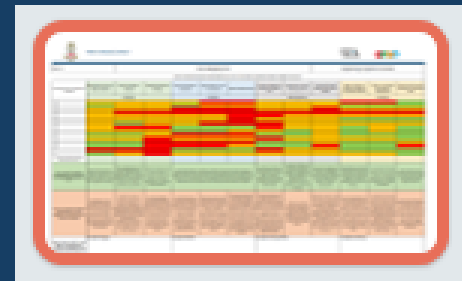
Applying and
Evaluating
Strategies



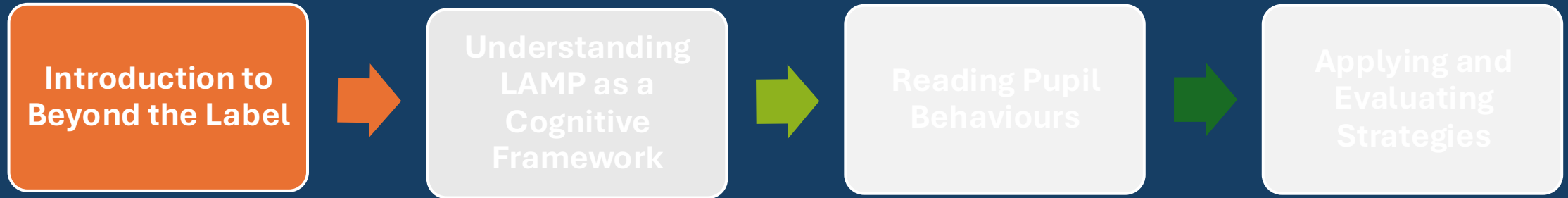
Learning Beyond the Label: A 90 minute Introduction to Transdiagnostic SEN Suppo...

 Course

With an increase in pupils with dyslexia, autism and ADHD in many schools, how should the school...



To support attention... This class struggles a great deal with attention, both when giving instructions and staying on task. They are distracted very easily, too. I need to make instructions and resources blindingly obvious, without dumbing the tasks down, since they are able to do the work. I need to indicate consequences without distracting from the flow of the lesson. The stimuli and resources I use need to be interesting, relevant and clear. I also need to make self-checking resources available to the few who might be concentrating well.



From
‘What does this
child have?’

To
Understanding
what pupils’
learning needs
really are

Staff reflections:

“Understanding that one neurodiverse person is not the same as another is so key”

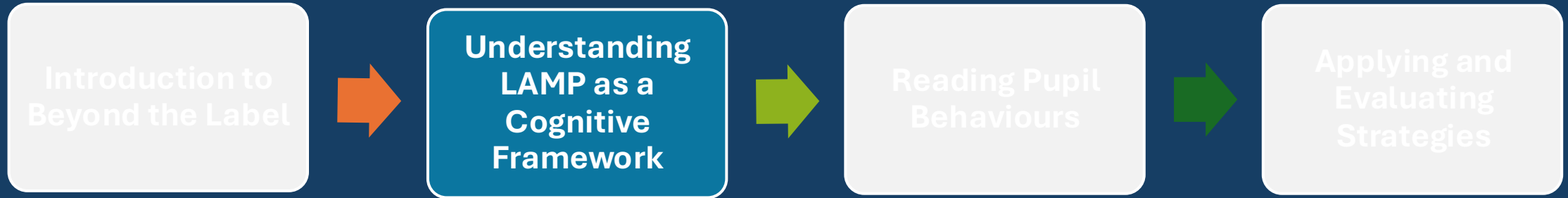
“All autistic children are different – meeting one is meeting one”



Learning Beyond the Label: A 90 minute Introduction to Transdiagnostic SEN Suppo...

 Course

With an increase in pupils with dyslexia, autism and ADHD in many schools, how should the school...



Developing

A **shared** framework:

- Language
- Attention
- Working Memory
- Processing

A **shared** way of thinking:

- What might be making learning hard?

A **shared** language:

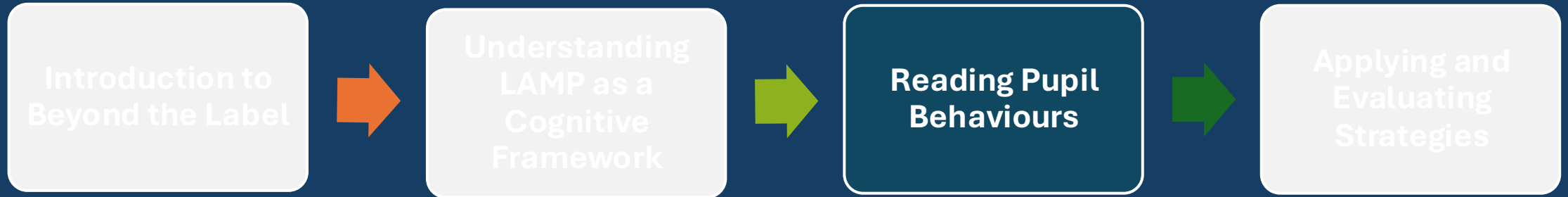
- They need support with...
- They do better when...

Staff reflection:

“I have used the acronym (LAMP) to identify specific weaknesses in children so teachers can target their teaching more effectively.”

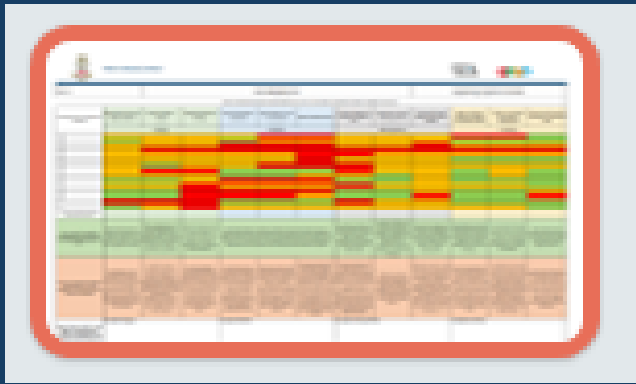
“Conversations with staff have been more focussed as teachers are more often recognising for example, how their language is impacting classroom learning.”





How do we use this in real classrooms?

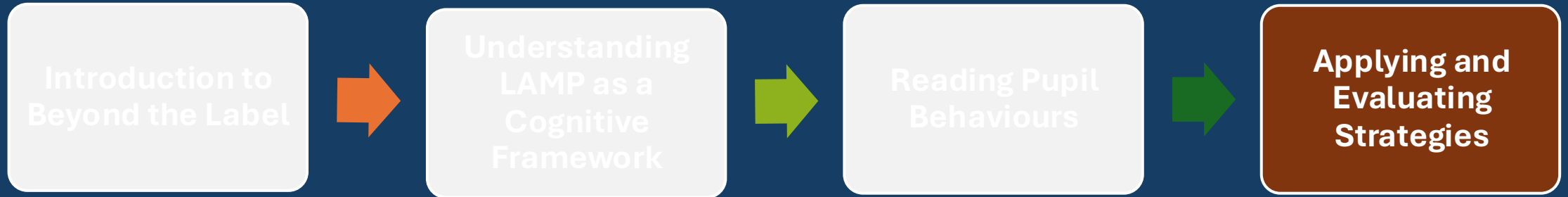
- **Map patterns across a class**
- **Identify shared barriers**
- **Apply inclusive strategies**



“Teachers have a better understanding of the reasons why some children struggle with aspects of learning.”

“It helps you anticipate... scaffolds, stretch tasks, or alternative approaches”

“The tool is also being used to ensure best practice of teaching in the classrooms.”



Evidence-led teaching

- Trial strategies
- Reflect on impact
- Refine teaching

To support attention... This class struggles a great deal with attention, both when giving instructions and staying on task. They are distracted very easily, too. I need to make instructions and resources blindingly obvious, without dumbing the tasks down, since they are able to do the work. I need to indicate consequences without distracting from the flow of the lesson. The stimuli and resources I use need to be interesting, relevant and clear. I also need to make self-checking resources available to the few who might be concentrating well.

“This makes me sit back and think about strategies that work for everyone, not just focusing on a few”

“Specific strategies are given... so that I can link them to actual needs”

“I am seeing individual students really benefit”

What changes for pupils?

- Not just SEND pupils benefit
- ‘Middle’ pupils become visible
- Needs are addressed earlier

“Children who currently ‘fly under the radar’... are noticed and supported”

“Strategies are for the whole class rather than focusing on individual children with a diagnosis”

“Some of these small changes benefit all”

Whole School Impact

Teacher understanding of needs evolves

- “Earlier, more accurate support, without having to have a diagnosis.”
- “More precisely targeted teaching adjustments, rather than generic ‘SEN support’.”
- “The concept of nuance behind the labels.”
- “The idea of focusing on core cognitive skills rather than labels when trying to understand and support students.”
- “Language barriers and how the impact of these is much broader than just vocabulary and written work.”
- “Thinking about how language underpins so many of the difficulties that learners experience.”

Geography Teacher using the CMT with Year 7

- in their own words

- 'We want answers and solutions' for SEND support.
- This needs-led solution 'is more useful'.
- The behaviours 'are easy to digest'.
- 'One had a pupil passport from being on the SEN register but was 100% green'.
- The 'one with the diagnosis is not the one needing support'.
- 'The most orange and red was in attention and processing'.
- 'I double-checked with the SENCO after completing the heatmap to check if there was anything I was missing'.
- Had two lessons afterwards on landscapes and 'used strategies' from the CMT and 'applied them, making lots of changes'.
- 'It made it more accessible eg using visual prompts, reducing wording that didn't need to be there, streamlining the lesson'.
- They reflected on other parts of the SOW and how they 'need to change parts of it' for this class.
- 'Adjusting the lesson is the most time-consuming part but it is work that I would need to do anyway'.
- 'I've recommended the course and the CMT to other teachers, LSAs and the SENCO'.

Academic Yr 10 group - generating reflective practice

Class: 4CA English 2025-26		Class Mapping Tool							Supporting Cognitive Functions			
What can each pupil do easily? What do they struggle with? Use a colour or other indicator to identify their strengths or struggles for each column...												
Enter the names of your pupils in the rows below	Understands and uses new subject vocabulary	Works with abstract concepts	Understands inferential meanings	Listens and responds to instructions	Gives attention to a task for its duration	Ignores irrelevant stimuli	Follows and responds to more than one idea at a time	Makes links to previous knowledge and skills	Switches (as directed) between ideas, tasks or contexts	Keeps up when given directions and follows them without support	Reflects on and applies new content at a reasonable pace	Generates and shares their conclusions and ideas with others
	Language			Attention			Working Memory			Processing		
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To support language: reinforce technical terminology, explanatory questioning to help them find clear and appropriate means of expression. For stronger pupils creating and labelling visual representations of ideas might work, well as several of them are able in this department too.

To support attention: try to simplify instructions, both spoken and written, time-focused exercises, don't speak too much during these exercises to allow pupils to focus on task in front of them. For stronger pupils encourage them to check and edit work independently as this is a skill we have also practised together. Offer further reading or examples to explore.

To support working memory: build logically through ideas in the way that handwriting lessons are structured, including links to previous knowledge and material, where possible, to aid memory retrieval and, hopefully, to engender confidence. For stronger pupils encourage them to take the lead in creation of spider diagrams that are used as retrieval exercises at the start of lessons.

To support processing: say less, more precisely use extracts where possible short answer tasks, especially at the outset. For stronger pupils give digressed opportunities to share ideas and work.



To support language evidence to check terminology, explanatory questioning to help them find clear and appropriate means of expression. For stronger pupils creating and labelling visual representations of ideas might work well as several of them are able in this department too.

To support attention try to simplify instructions - both spoken and written, time-based exercises don't speak too much during these exercises to allow pupils to focus on task in front of them. For stronger pupils encourage them to check and edit work independently as this is a skill we have also practised together. Offer further reading or examples to explore.

To support working memory build leg early through ideas in the way that handouts/lessons are structured, including links to previous knowledge and material, where possible, to aid memory retrieval and, hopefully, to engender confidence. For stronger pupils encourage them to take the lead in creation of spider diagrams that are used as retrieval exercises at the start of lessons.

To support processing say less, more precisely use extracts where possible short answers, especially at the outset. For stronger pupils give signposted opportunities to share ideas and work.

Getting over the line – Year 11 English

- Group of 15 Year 11s - 12 EHCPs
- 7 x Grade 4-6 for English Lang
- Highly distracted group lacking confidence
- CMT showed abstract concepts and inference as a key area of need alongside attention
- Mark analysis of GCSE scripts showed lower marks in evaluation skills

[illegible]

Reinforcing inference support in the hub

- An intervention group for 12 Year 9 pupils struggling with access to the curriculum were tracked using a CMT
- Inference came up as the biggest alert on the heatmap
- Their teacher changed the lesson plan to enable her to explore their grasp of inference

Use literal language as much as possible. Explain the different meanings of inferential language. Listen to their wrong responses to see if there is an inferential misunderstanding. Ask them what they mean when they get it wrong rather than saying it is wrong.

Implementation Experiences in a Range of School Contexts

State Maintained Primary

- Increased SEN needs KS1 to KS2 unsustainable
- Seeking innovative approaches to whole groups
- Team engagement sessions = shared vision
- 'Looking in the wrong place' – refocus
- Initial data very positive

Independent Prep

- Increasing SEND across the sector
- Individual approach doesn't catch everyone
- Lone SENCOs need whole school backing
- Supporting teachers to read pupil behaviour
- Language change beyond labels is working

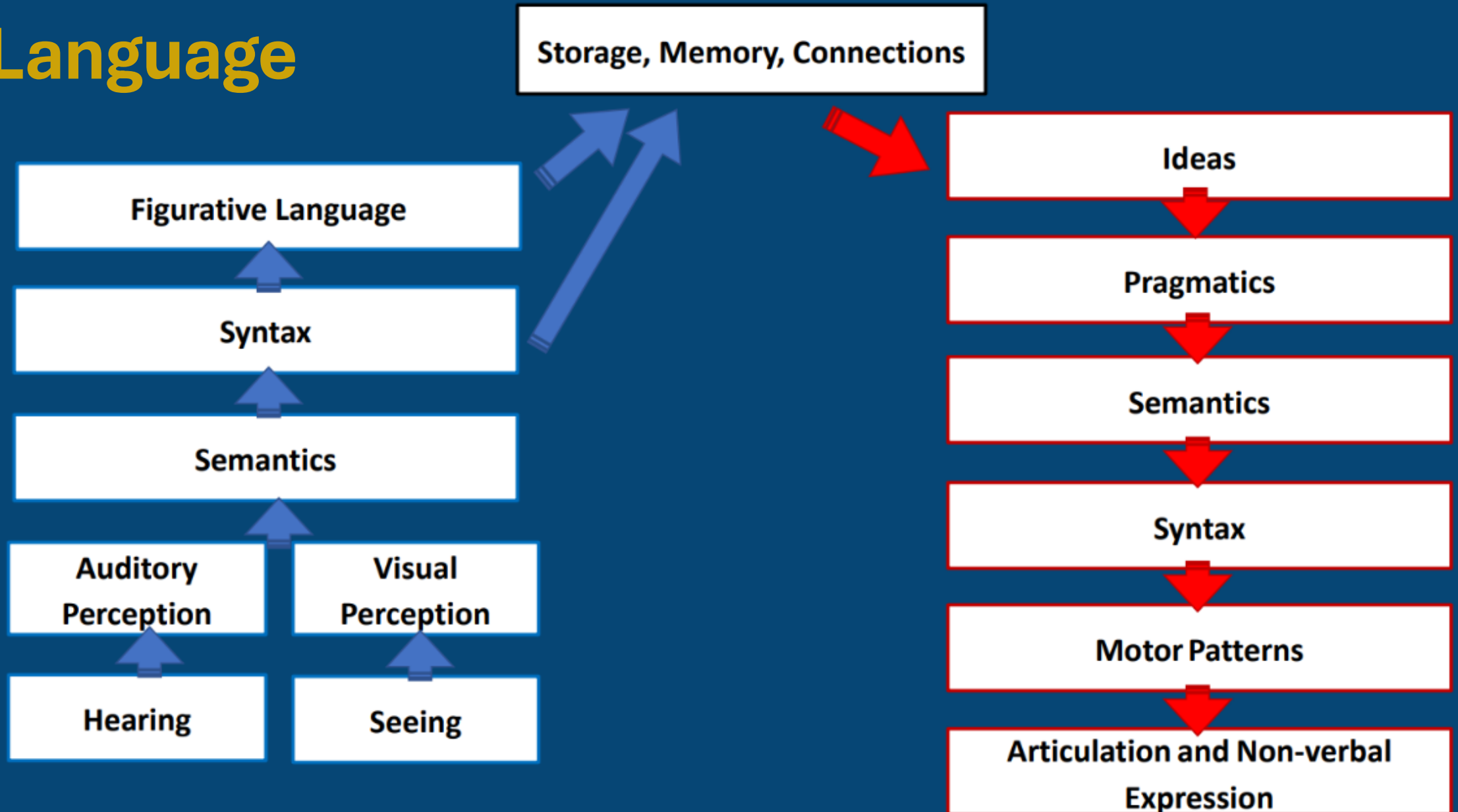
State Maintained Secondary

- Executive Function challenges for behaviour
- MAT engagement with alternative approaches
- Training and implementation through MAT/ DfE decision making
- Excitement around initial small-scale trials
- Working out how hubs can serve wider school

Independent Senior

- Strong desire for research/evidence-led practice
- Gaining SLT support is a key part of success
- Training clash with teacher workload
- Champions group highly rewarding for all
- Big messages around joy of learning and making learning visible

Language



Attention



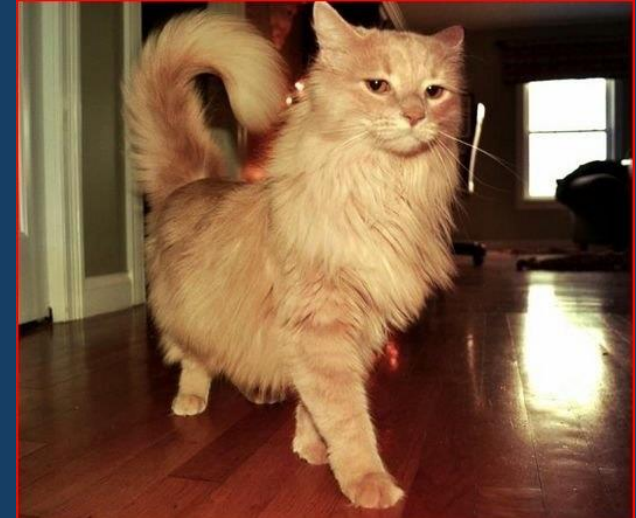
Inhibition



Saliency

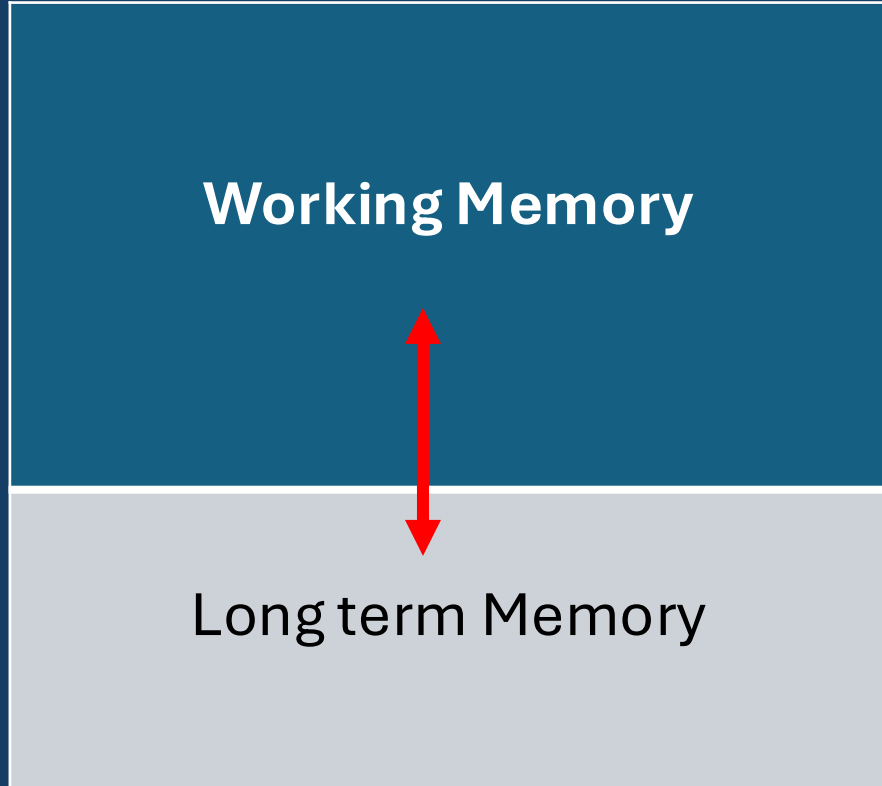


Motivation



Confidence

Working Memory

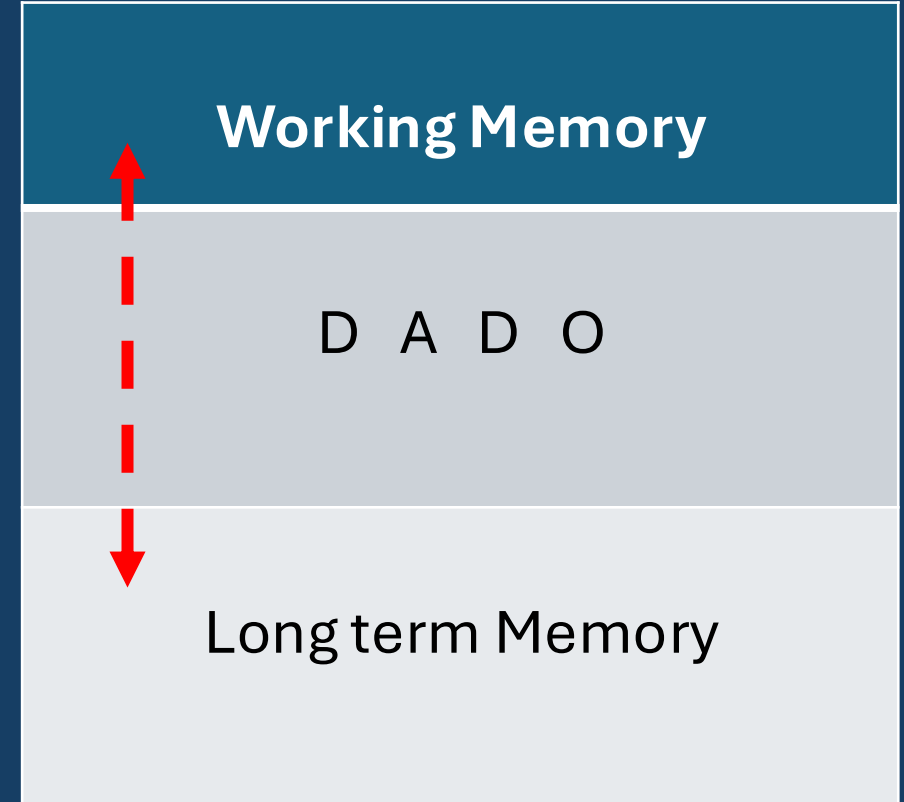


D: Distraction

A: Anxiety

D: Difficulty

**O:
Overwhelmed**



Processing





A cycle of planning, actions, reflection that drives inclusive teaching

Pro-active adaptation	Inter-active adaptation	Retro-active adaptation
□ What do I know about the needs of learners? • What 'quality evidence' do I have based on prior learning? • Am I confident that my judgements are based on sound evidence, rather than assumptions, stereotypes or generalisations? • Are there any predictable difficulties (challenging concepts, misunderstandings, misconceptions)? • How will I plan and sequence learning to account for predictable difficulties? • Where in the lesson might there be opportunities to reteach aspects of learning from previous lessons? • What learning and content do I consider <i>essential</i> or <i>desirable</i>? Why?	□ How will I elicit 'quality evidence' to inform teaching, and limit the risk of assuming that pupils know something when they don't? • How will I make better decisions based on the evidence collected? • Have all learners understood the essential learning? Who has/has not? • Where in the lesson might there be opportunities to reteach aspects of learning from the lesson, should this be necessary? • What 'in flight' actions and adaptations might be needed as new, or better, evidence of learning emerges? • How can I make the most of learning resources available (adults, learners, peers)?	□ What new evidence have I gathered to better inform my understanding of learner needs? • What assumptions have been challenged? • Do any pupils have gaps in essential learning? How can I address that? • How will I ensure that learning is consolidated and retrieval is possible? • Can learning be applied successfully and transferred to new contexts? • What adaptations might be necessary to future planned activities?



**More
Inclusive**



Connect

Orientation

Implementation

Sustain

Training@morehouseschool.co.uk