

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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Adaptation strategies	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 begin to articulate how experienced teachers adapt their lessons for different pupils. I am beginning to understand the four broad areas of need. I can develop and apply inclusive teaching strategies. I understand the principles of Quality First Teaching.	I can apply the graduated approach (assess, plan, do, review) to identify and respond to pupils with SEND. I can use formative assessment to identify pupils who need additional help. I am beginning to design and deliver targeted support for pupils with different needs. I break down content further for pupils who need additional support. With the support of my mentor, I am beginning to direct the work of teaching assistants to support learning. I use scaffolding strategies to teach potentially difficult concepts or techniques.	I can evaluate the impact of adaptations using pupil data and reflect on their effectiveness in line with EHCP targets where applicable. 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 am beginning to evaluate the impact of my adaptations on pupil progress. I can effectively deploy teaching assistants.
Inclusive approaches to teaching		I have observed and can begin to articulate how experienced teachers create inclusive classroom environments. I can describe the four broad areas of need. I am beginning to understand the role of the SENDCO and develop an awareness of the types of needs pupils may have.	I apply high expectations to all groups of pupils. 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 my mentor to identify appropriate strategies for supporting pupils with different needs. My planning takes account of cognitive overload by introducing new knowledge in steps.	I can work effectively with the SENCO and other specialists to understand barriers to learning and identify effective strategies. I make appropriate use of specialist technology to support pupils with SEND. I am confident in adapting my teaching to respond to a range of different needs. I can intentionally group pupils to support inclusion, regularly reviewing those groupings. I can evaluate teaching strategies for inclusion and make changes to inform future practice.
Supporting all pupils (focus on EAL, PP, CIC)		I understand the overlapping needs of pupils with SEND, EAL, PP, and those who are looked after, and the importance of a whole school approach. I am beginning to understand the experiences of pupils with different needs in mainstream settings (such as PP, EAL, CIC etc), and the challenges they face in the classroom. I have observed and can begin to articulate how experienced teachers support pupils with different needs.	I can implement targeted interventions for pupils with different needs, supported by my mentor. I can specifically monitor the progress of pupils with different needs and adapt my teaching accordingly.	I design lessons with an awareness of the specific needs of my pupils. I can collaborate with specialist colleagues to understand how to deploy interventions that bridge attainment gaps for pupils with specific needs.