

This summary is part of a suite of scenario-based training resources designed to support reflection and group discussion related to aspects of inclusive teaching.



This summary is linked to the "Nadia and Kai" scenario.

Three ideas from evidence

Effective adaptations support thinking rather than reduce it

Effective adaptations help pupils think hard about what they are learning. Adaptations that remove too much challenge or encourage over-reliance on support can unintentionally reduce learning and independence.

1

What this can look like:

- Use prompts, cues e.g. sentence starters instead of giving answers.
- Give pupils time to think and explain their thinking before helping.
- Keep the learning intention the same, while adapting the level of support.

Enhance elements of high-quality teaching

Our guidance on [supporting pupils with SEND in mainstream settings](#) highlights that good teaching for pupils with SEND often contains the same elements as good teaching for all. Effective adaptations often provide more support, guidance, and practice around the same learning goal, rather than entirely different tasks.

2

What this can look like:

- Break longer tasks into smaller steps.
- Model an additional example.
- Provide more opportunities for guided practice with feedback.

Effective adaptations often look small

Small adaptations can be inclusive and effective. Helping pupils to access high-quality teaching without unnecessarily creating separate tasks or lowering expectations.

3

What this can look like:

- Pre-teach vocabulary or concepts.
- Adjust levels of scaffolding before adapting the task itself.
- Use temporary flexible grouping or additional practice.

Evidence Base

These ideas draw on:

- [SEND in Mainstream Schools Guidance Report](#)
- [Metacognition and Self-Regulated Learning Guidance Report](#)



Resources

- [Teacher feedback to improve pupil learning: Check. Adapt.](#)



Blogs

- [Adaptive teaching in practice](#)
- [Checking for understanding that leads to action](#)

