

REFLECTING ON YOUR PRACTICE

Every teacher as a teacher of SEND



The EEF's Evidence Review found evidence that teachers could use 5 'adaptive teaching' strategies to support improving outcomes for pupils with SEND.

Use the questions below to reflect on how consistently you embed these 'Five-a-day' strategies into your current teaching practice.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report 'Special Educational Needs in Mainstream Schools'.

<https://eef.li/SEND>



To what extent do I...

Reflections

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1 Explicit instruction 	...use clear and succinct language in my teaching, checking pupils' understanding frequently?	
	...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?	
	...model how to complete a task before expecting pupils to work independently?	
2 Cognitive and metacognitive strategies 	...support all pupils to recall previously learned content, before moving on to new content?	
	...support pupils to plan, monitor and evaluate their own learning?	
	...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?	

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<p>3</p> <p>Scaffolding</p> 	<p>...provide scaffolds (visual, verbal and written) that allow all pupils to access the learning?</p>	
	<p>...use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time?</p>	
	<p>...provide scaffolds in a non-stigmatising way (for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task)?</p>	
<p>4</p> <p>Flexible grouping</p> 	<p>...group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?</p>	
	<p>...promote peer tutoring, placing my pupils in groups in which they learn from one another?</p>	
<p>5</p> <p>Using technology</p> 	<p>...utilise technology such as a visualiser when modelling work for pupils?</p>	
	<p>...utilise technology to support the clear modelling of work for pupils (e.g. using a visualiser)?</p>	