

High-Quality Teaching for All: Our Inclusive Classroom Offer

Our starting point: great teaching for every child

High-quality teaching is the first and most important layer of support for every pupil, including those with SEND. The Education Endowment Foundation (EEF) is clear that what helps pupils with SEND helps everyone, so these strategies are part of every lesson, every day, not an add-on. Every teacher is a teacher of pupils with SEND.

The EEF 'five-a-day'

These five approaches are the best-evidenced ways to raise attainment for pupils with SEND in mainstream classrooms. Teachers use them flexibly, every day, in response to what each child needs.

Strategy	What you would see in our classrooms
Explicit instruction	Clear, step-by-step explanations; teachers modelling and "thinking aloud"; worked examples; frequent checks for understanding; guided practice before independent work ("I do, we do, you do").
Cognitive and metacognitive strategies	Learning broken into small chunks to avoid overload; regular recap and retrieval practice; pupils taught to plan, monitor and evaluate their own learning; memory aids and mnemonics.
Scaffolding	Writing frames, sentence stems, word banks, partially completed examples, concrete resources and visual prompts, gradually removed as pupils grow in confidence.
Flexible grouping	Short-term groups based on current need (e.g. a quick pre-teach or catch-up group), mixed pairings and talk partners. No fixed "ability" tables.
Using technology	Visualisers and interactive whiteboards for modelling; tools such as text-to-speech, typing or recording to help pupils show what they know.

A positive, inclusive learning environment

Children learn best when they feel safe, valued and understood.

- Warm, consistent relationships, with high expectations for every child
- Predictable routines, visual timetables and clear warnings before changes
- Calm, organised, low-clutter classrooms with clearly labelled resources
- Consistent, positive behaviour approaches that are taught and modelled, with reasonable adjustments where needed
- Emotional literacy built into the day, such as check-ins and calm or regulation spaces
- Seating and movement breaks planned around children's sensory and attention needs

Knowing every child well

Teachers build an ongoing, holistic picture of each pupil's strengths and needs, and adapt their teaching in the moment.

- Assessment for learning in every lesson: questioning, mini-whiteboards and live feedback
- Misconceptions picked up and addressed quickly, the same day where possible
- Tasks adapted so all pupils can access the same ambitious learning, rather than a separate curriculum
- Pupils' and parents' views used to understand what helps each child
- Clear, specific and timely feedback, given verbally where that works better

Language, reading and well-deployed adults

- **Talk and vocabulary:** key words taught explicitly and displayed with visuals; structured talk partners; adults model rich, clear language
- **Reading:** systematic synthetic phonics and support to read fluently, so every child can access the curriculum
- **Clear instructions:** given one step at a time, backed up visually, with time to process
- **Teaching assistants:** they add to great teaching rather than replace it; pupils with SEND get high-quality time with their class teacher, and TAs are trained to scaffold and build independence rather than over-support

When a child needs more

If a child is not making the progress we would expect despite high-quality teaching, we follow the graduated approach: **assess, plan, do, review**. This may lead to targeted interventions, involving parents and, where needed, specialist advice from outside agencies. Please speak to your child's class teacher or our SENCo if you have any concerns.

Sources

- EEF, [Special Educational Needs in Mainstream Schools guidance report](#) (2020)
- EEF, ['Five-a-day' to improve SEND outcomes](#)
- Also informed by related EEF guidance: Making Best Use of Teaching Assistants, Metacognition and Self-Regulated Learning, Improving Behaviour in Schools, and Improving Literacy