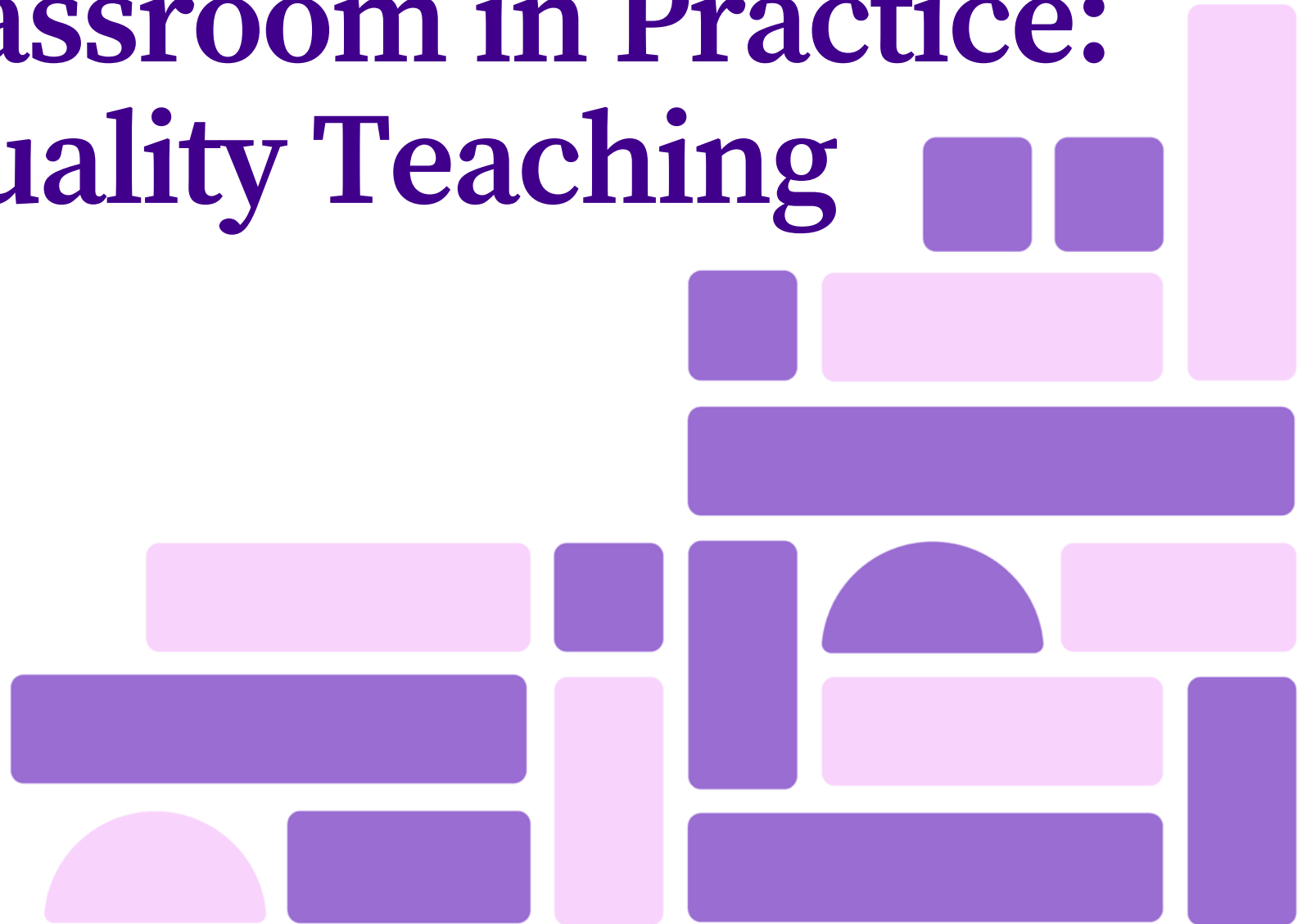
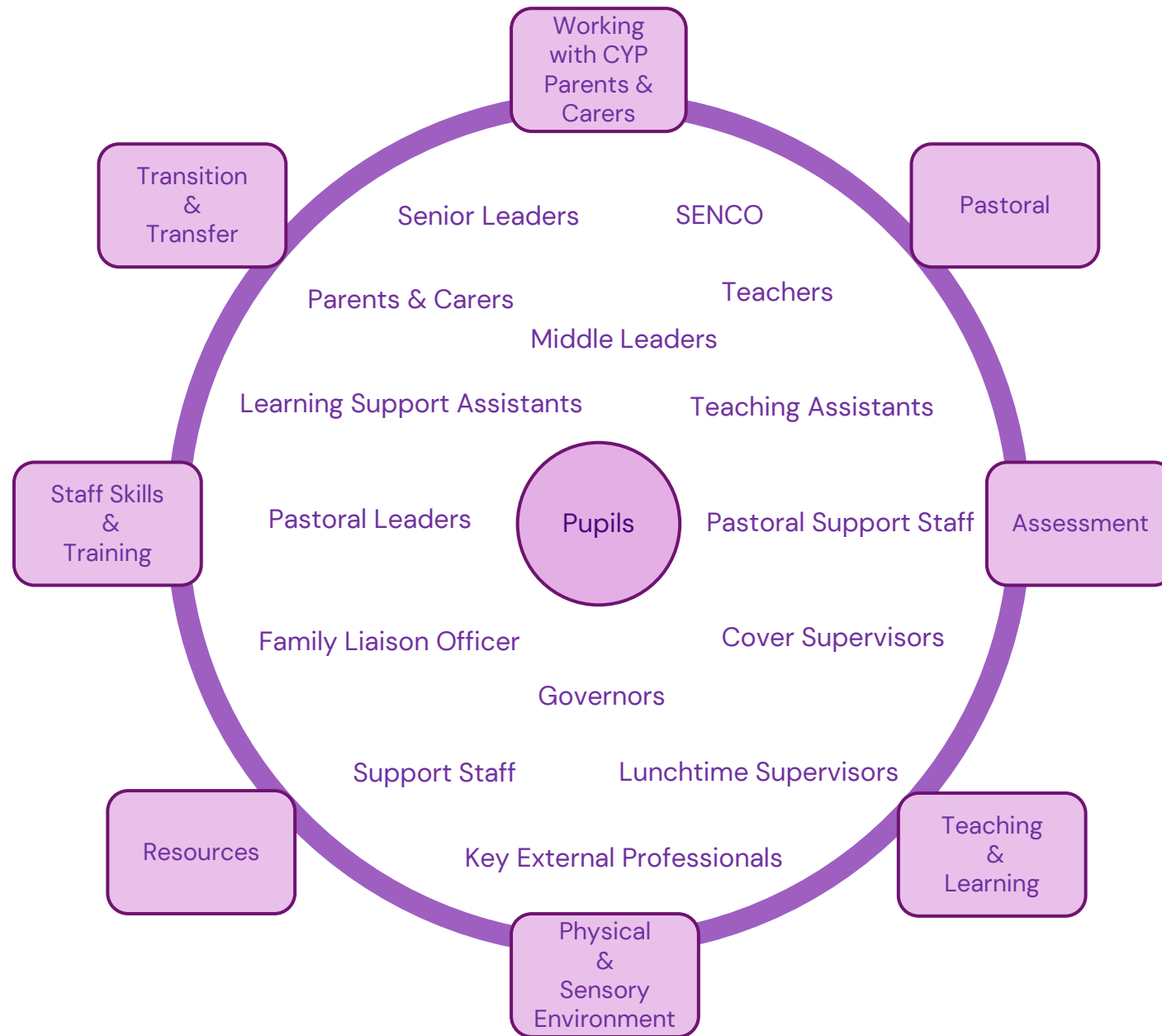


# Inclusive Classroom in Practice: High-quality Teaching

Ruth Gately

Specialist Lead Adviser SEND







# What is the Teacher and TA/LSA Role?

'All teachers are teachers of children with special educational needs. SENCOs will continue to play a vital strategic role and provide much-needed advice and support to teachers, but the responsibility for the learning and progress of all children lies with the class teacher.' (SEND CoP 2015)

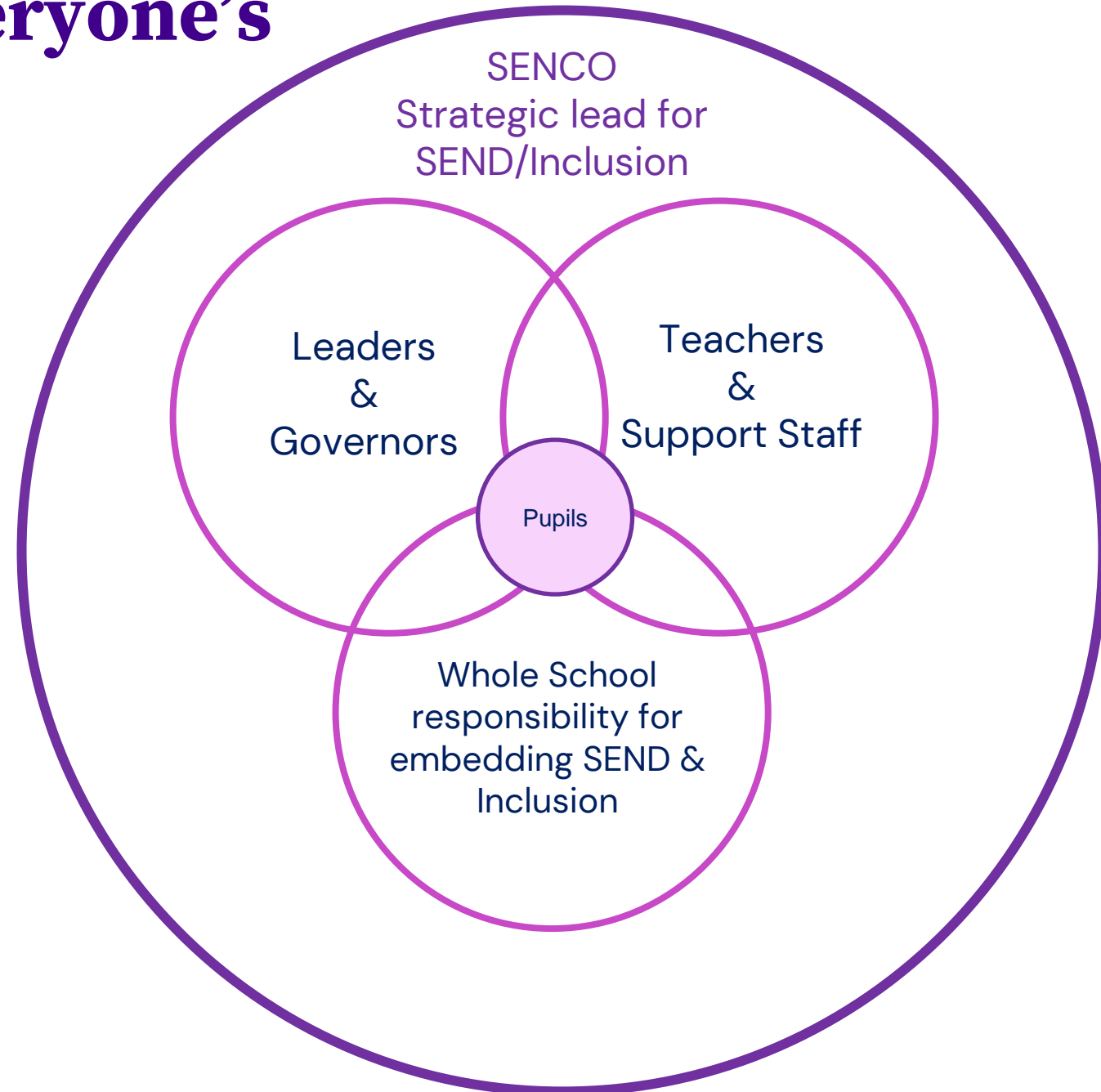
The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Professional Standards for Teaching Assistants 2016 [TA-Standards.pdf](#)

# SEND & Inclusion is everyone's responsibility!

SEND & Inclusion should/must be integral part of every meeting:

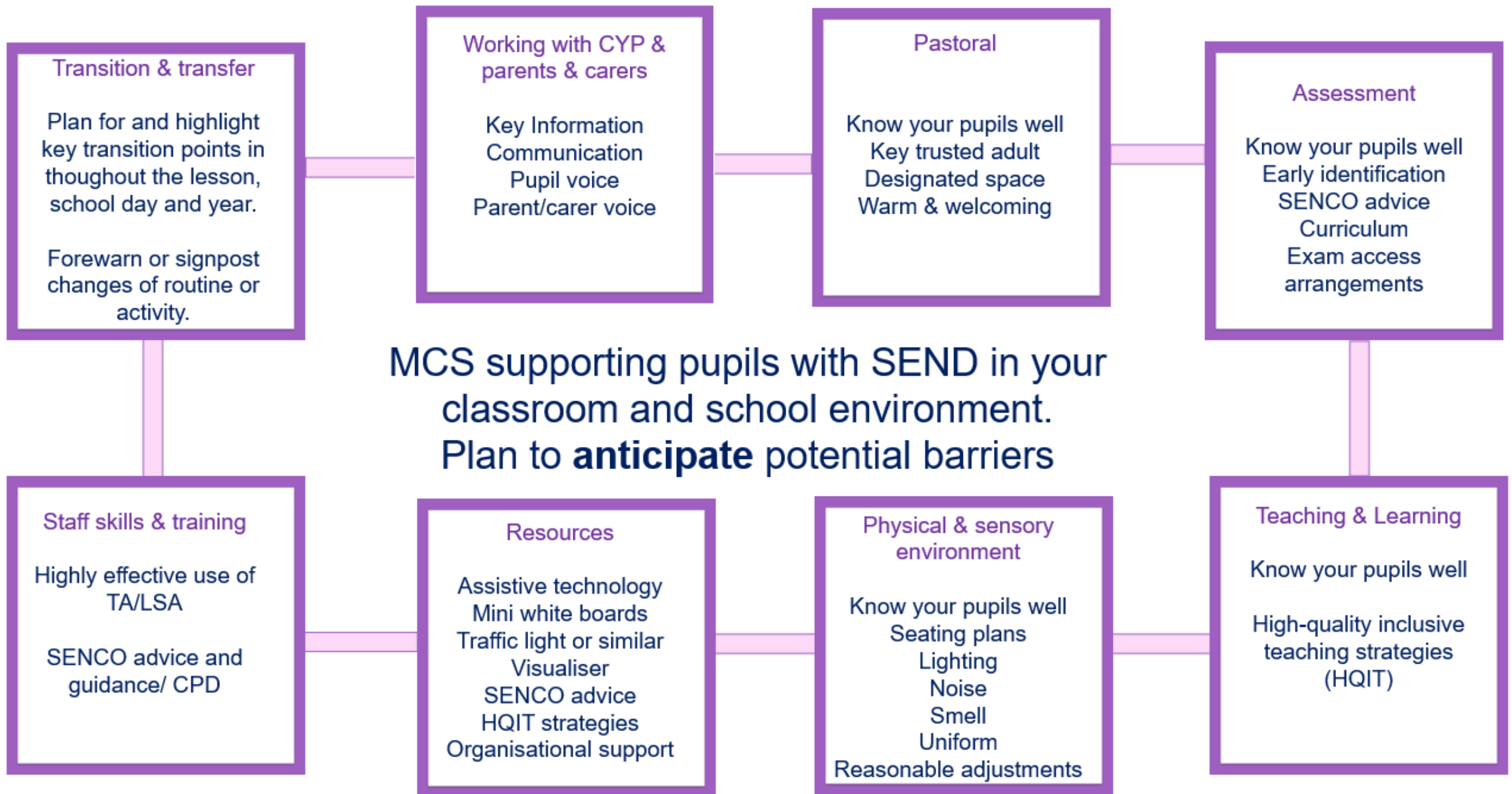
- Senior Leadership
- Curriculum/Department
- Pastoral Meeting
- Governors
- Parent Voice
- Pupil Voice
- Extra curricular, trips & visits



# Supporting Positive Outcomes

Whole class	Individual learners	Teaching Assistants Learning Support Assistants	Liaison with wider support network
<p>Reduce workload by adapting environment and embedding high quality inclusive strategies to support the whole class.</p> <p>Consistent approach – well sequenced and resourced curriculum to support all pupils.</p>	<p>Have short, focused and targeted interventions led by well trained staff that link intrinsically to your high-quality teaching. Think about how these can be in the classroom</p>	<p>Collaboration – teachers and TAs/LSAs work effectively together in the classroom. TAs/LSAs are prepared for every lesson and know how the teacher will deploy them to ensure good outcomes.</p> <p>TAs/LSAs are trained to support the HQIT strategies.</p>	<p>Use the wider team to your advantage: seek their support and use their expertise to inform your high-quality approach – external professional advice, guidance and training.</p>

The SENCO provides advice, guidance and support to colleagues on how they can practically implement inclusive HQIT in the classroom in order to remove barriers to learning.



Two-part process:

Thought process:

What do I want my pupils to learn?

What strategies, resources & support do pupils require?

### Review

Did pupils make progress and understand the lesson?

What strategies worked well?

What further adaptations do I need to make?

What feedback has the TA/LSA provided?

Implementation Process:

How are pupils going to successfully achieve this?

How can I effectively plan for & deploy my TA/LSA to have the greatest impact?

### Assess

What does the curriculum require me to teach – lesson outcome?

What are the pupil's starting points?

What are the needs of the pupils?

Who is supporting the class?

### Plan

What do I want pupils to learn?

What adaptations do I need to make?

What resources am I going to use?

How am I going to deploy my TA/LSA?

How do I communicate the plan to my TA/LSA?

### Do

Deliver high- quality inclusive teaching

Implement the resources & strategies

TA/LSA support & impact

How do I know pupils understand?

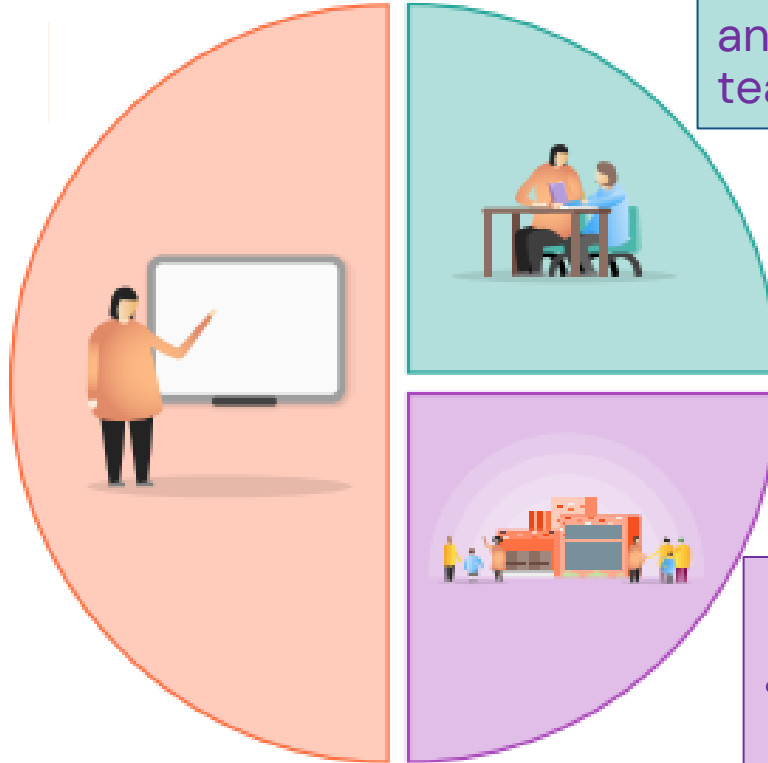
## The Graduated Approach in the Classroom





# The Tiered Model

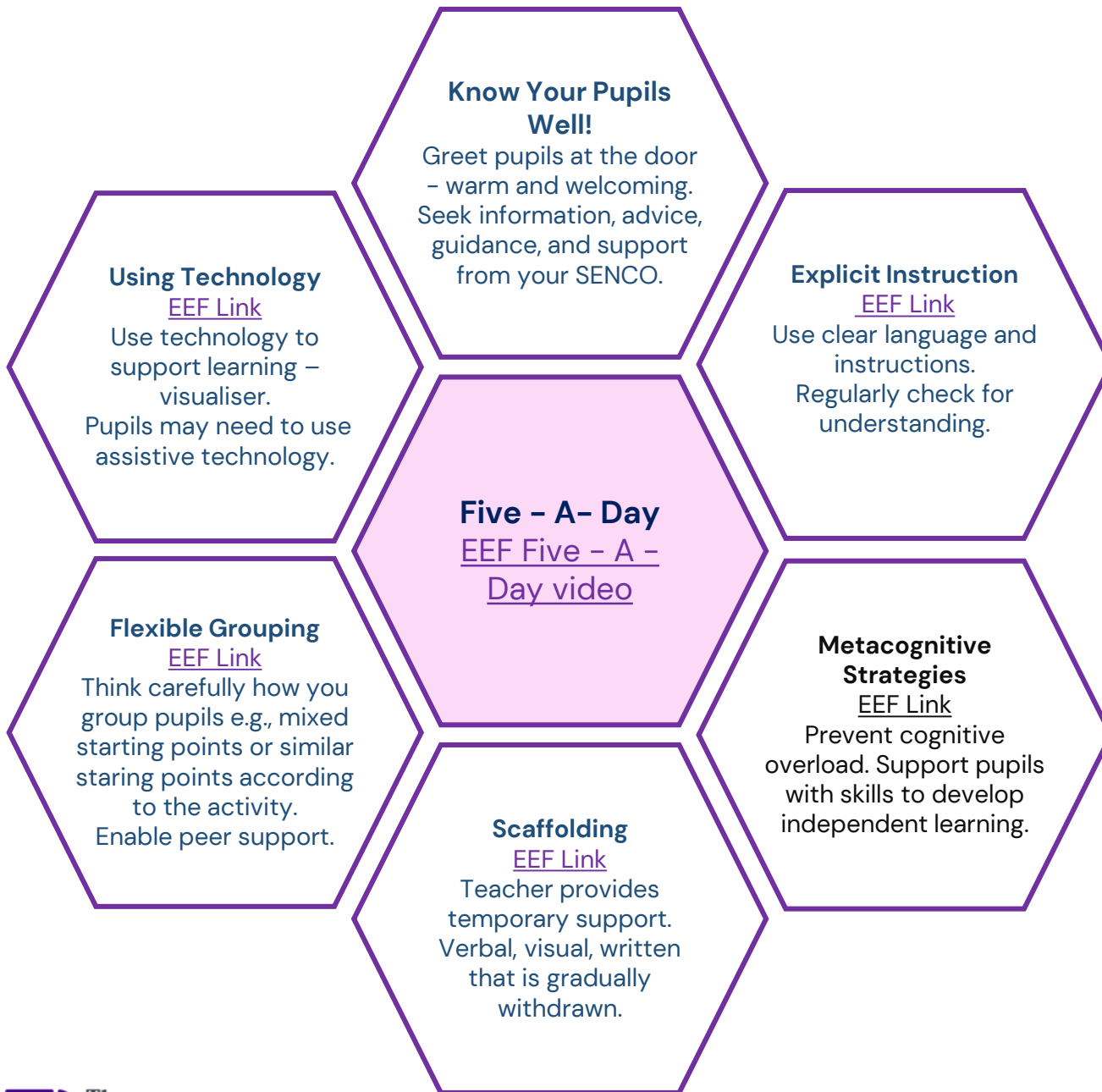
High Quality Teaching



Targeted academic support  
Planning interventions to complement and support high-quality classroom teaching.

Wider strategies

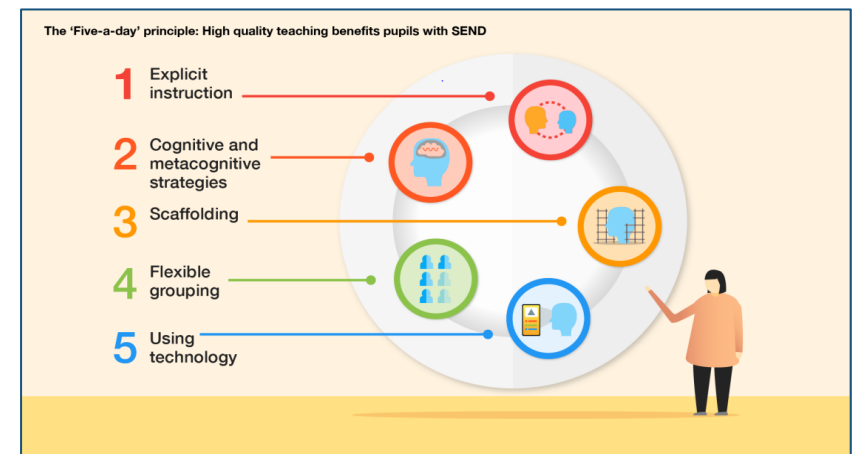
- Improving attendance
- Improving behaviour through re-establishing routines and relationships



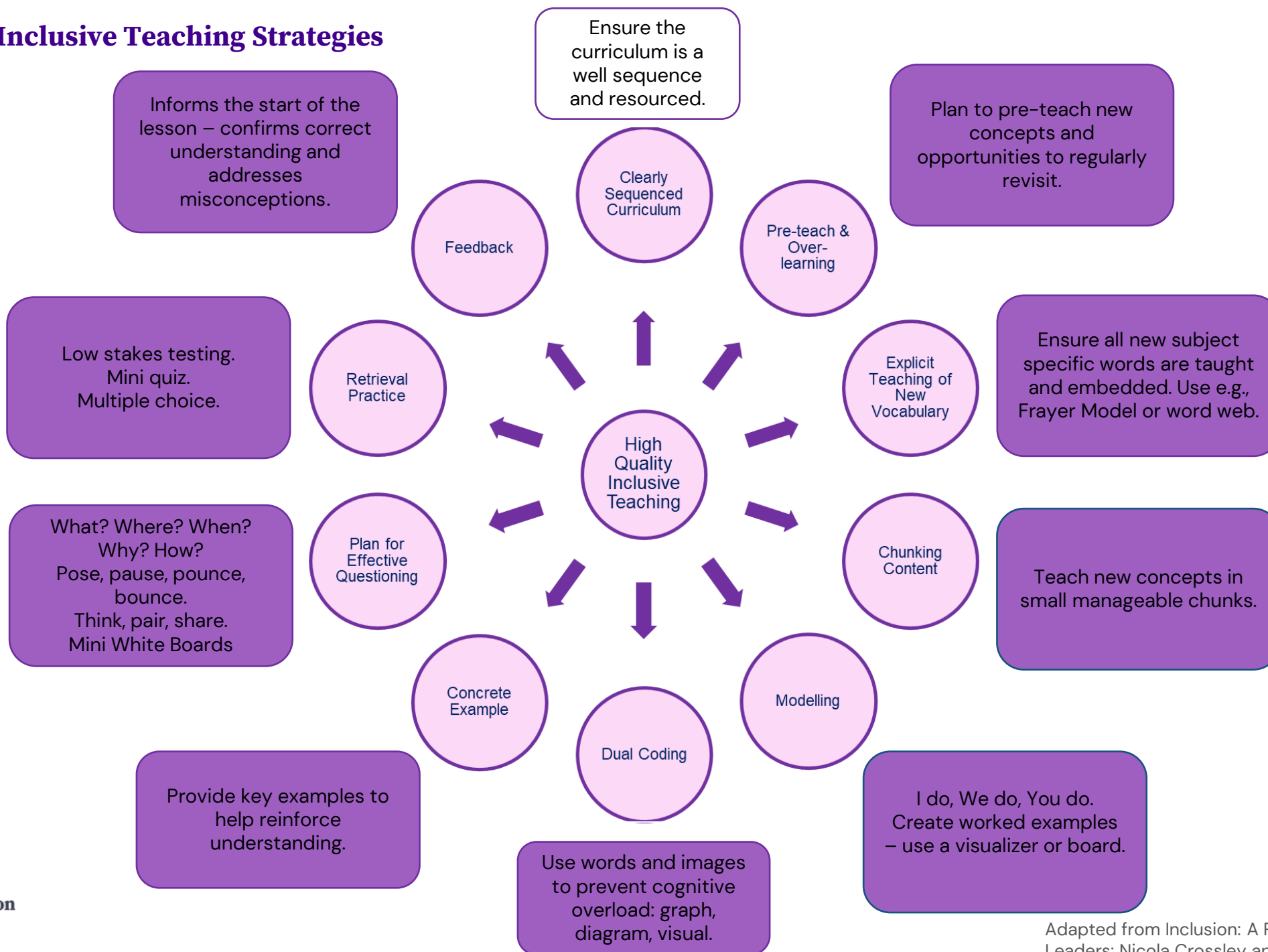
## Education Endowment Foundation: Five - A - Day

“Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.”

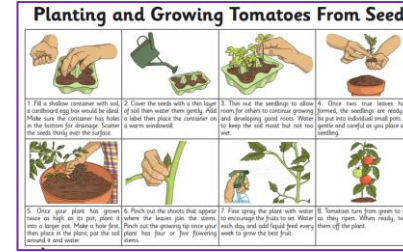
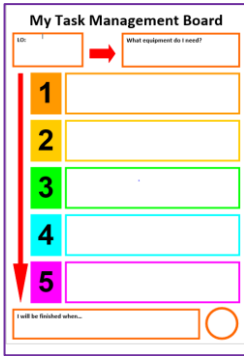
EEF 2020:10



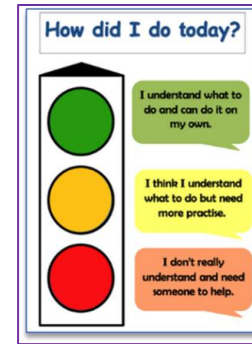
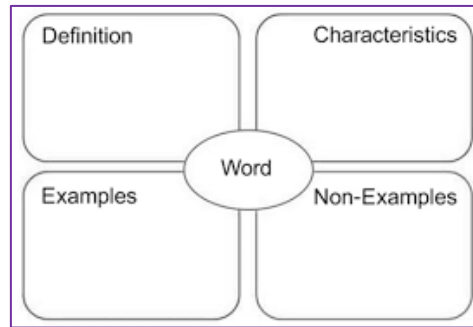
# High-quality Inclusive Teaching Strategies



# What Key Strategies & Resources are your School implementing to Support Pupils in the Classroom?



Now	Next	Then



Mind maps

Writing frames

Model worked examples: I do, we do, you do

Colourful Semantics

Sentence starters

Word Walls/banks

Scaffolding

Video clips and photos

Written instructions / steps on whiteboard

# Time to Reflect and Share

## Strategic Role: Teaching & Learning








- What does HQIT look like in your school?
- What are the challenges?
- How do you communicate key information to all staff?
- How do you ensure that the strategies you are recommending are being implemented in lessons & around the school?
- How do you ensure teachers prepare TAs/LSAs for their lessons?
- How do you monitor the impact and identify areas for development and possible CPD?
- Who supports you with the monitoring process?

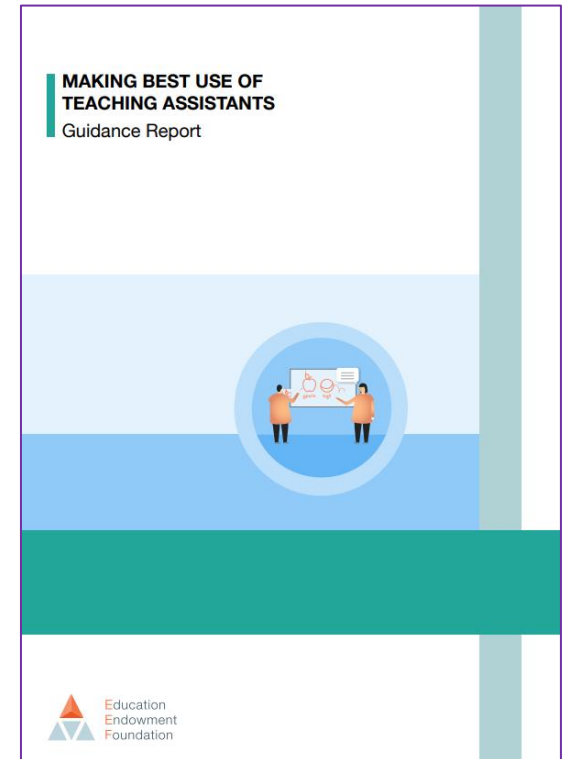
# Maximise the use of key adults

## MAKING BEST USE OF TEACHING ASSISTANTS

Summary of recommendations

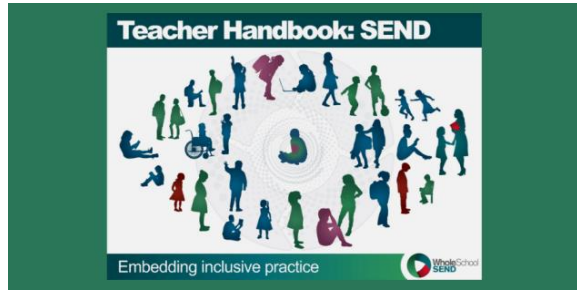
Sections are colour coded for ease of reference

The effective use of TAs under everyday classroom conditions				The effective use of TAs in delivering structured interventions out of class		Integrating learning from work led by teachers and TAs
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
TAs should not be used as an informal teaching resource for low attaining pupils	Use TAs to add value to what teachers do, not replace them	Use TAs to help pupils develop independent learning skills and manage their own learning	Ensure TAs are fully prepared for their role in the classroom	Use TAs to deliver high quality one-to-one and small group support using structured interventions	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction	Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions
 <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.</p> <p>Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p>	 <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).</p>	 <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	 <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p> <p>During lesson preparation time ensure TAs have the essential 'need to know':</p> <ul style="list-style-type: none"> <li>• Concepts, facts, information being taught</li> <li>• Skills to be learned, applied, practised or extended</li> <li>• Intended learning outcomes</li> <li>• Expected/required feedback.</li> </ul>	 <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	 <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none"> <li>• Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery</li> <li>• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)</li> <li>• The intervention has structured supporting resources and lesson plans, with clear objectives</li> <li>• TAs closely follow the plan and structure of the intervention</li> <li>• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child</li> <li>• Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7).</li> </ul>	 <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p>





# NASEN Handbook



[Nasen Teacher Handbook: SEND January 2024.pdf](#)

Ask Subject Leads to reflect on their curriculum area using the Nasen guidance.

## Table of Contents

Understanding your role.....	7	Secondary English.....	79
Your role as the teacher.....	8	Primary Drama.....	82
Relevant legislation.....	9	Secondary Drama.....	84
Ofsted.....	10	Primary Science.....	87
Wider professional responsibilities.....	11	Secondary Science.....	90
Intersectionality.....	12	Primary Music.....	93
Safeguarding.....	13	Secondary Music.....	95
The language we use with colleagues.....	14	Primary Art and Design.....	98
Knowledge of the Learner.....	15	Secondary Art and Design.....	101
How we learn.....	16	Physical Education.....	106
We learn in relationship with others.....	17	Computing.....	109
We learn in interactions with our environment.....	18	Secondary Modern Foreign Languages.....	112
We learn using cognitive and thinking skills - Schema.....	19	Geography.....	114
We learn using cognitive and thinking skills – Working memory.....	21	History.....	121
We learn using cognitive and thinking skills – Cognitive load theory.....	22	Religious Studies.....	126
We learn using cognitive and thinking skills – Attention.....	23	Graduated Approach.....	131
We learn using cognitive and thinking skills – Processing and Mastery Learning.....	24	The graduated approach.....	132
We learn to be learners.....	25	A teacher’s role in identification.....	133
Pupil voice.....	26	Gathering a holistic understanding of a learner.....	135
The language we use with families.....	29	Working with the SENCO.....	141
Working with families.....	30	Working with external agencies and specialist teachers.....	142
Planning inclusive lessons.....	32	The engagement model.....	148
Quality Inclusive Pedagogy.....	34	Strategies to scaffold learning.....	149
Inclusive teaching and learning approaches.....	35	Cognition and learning.....	150
Unconscious and conscious barriers.....	37	Specific learning difficulties.....	161
The language we use with learners.....	38	Communication and interaction.....	165
Working with Teaching Assistants.....	39	Speech, language and communication needs.....	166
Remote education.....	42	Autism spectrum disorder.....	168
Creating an inclusive environment.....	44	Sensory and/or physical needs.....	171
Barriers to learning and reasonable adjustments.....	45	Hearing impairment.....	172
Supporting learners with sensory needs.....	49	Vision impairment.....	176
The language learners use.....	52	Multi-sensory impairment.....	180
Transition.....	54	Physical disability.....	181
Subject-specific Guidance.....	58	Social, emotional and mental health difficulties.....	183
Primary Maths.....	59	Neurodiversity and co-occurrence of need.....	186
Secondary Maths.....	63	Attention Deficit Hyperactivity Disorder.....	187
Phonics.....	66	Teacher wellbeing.....	189
Primary Reading.....	70	References.....	196
Primary Writing.....	76		

Stage	Support required	Support of Provision	Assessment recording & monitoring	Who monitors?
5	EHCP	Stage 1,2,3 & 4 + <ul style="list-style-type: none"> <li>Provision plan</li> <li>Regular contact with key professionals</li> <li>High Quality targeted intervention</li> <li>Daily contact with inclusion team if needed</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress</li> <li>Two in year Provision Plan reviews</li> <li>Annual Review</li> <li>Intervention monitoring</li> <li>Professional intervention</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher</li> <li>TA/LSA</li> <li>DoL/HoD/PL</li> <li>SLT</li> <li>SENCO</li> <li>Inclusion team</li> <li>External professionals</li> <li>County SEND</li> </ul>
4	Targeted intensive additional support	Stage 1, 2 & 3 + <ul style="list-style-type: none"> <li>Multi professional support</li> <li>Provision plan</li> <li>SEN register K</li> <li>Appendix 2 completed if threshold for EHCP is reached.</li> <li>Pupil profile K</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress</li> <li>APDR meetings</li> <li>SENCO monitoring</li> <li>Professional intervention</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher</li> <li>DoL/HoD/PL</li> <li>SLT</li> <li>SENCO</li> <li>Inclusion team</li> <li>TAs interventions</li> </ul>
3	Targeted additional support	Stage 1 & 2 + <ul style="list-style-type: none"> <li>Additional group or individual programmes</li> <li>Provision Plan</li> <li>Evidence based interventions</li> <li>Early identification form completed</li> <li>Pupil profile K</li> </ul>	<ul style="list-style-type: none"> <li>SENCO made aware</li> <li>Review pupil progress with SENCO</li> <li>ADPR begin</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher</li> <li>DoL/HoD/PL</li> <li>SLT</li> <li>SENCO</li> <li>Inclusion team</li> <li>TAs interventions</li> </ul>
2	Early intervention	Stage 1 + <ul style="list-style-type: none"> <li>Support within the class through small groups and individual support</li> <li>Pupil profile - Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress reviewed</li> <li>SLT review progress</li> <li>Progress data</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher</li> <li>TA/LSA</li> <li>DoL/HoD/PL</li> <li>SLT</li> <li>Inclusion team</li> </ul>
1	Universal Approach	<ul style="list-style-type: none"> <li>High quality inclusive teaching</li> <li>Personalised target</li> <li>Planned practice/ scaffolding</li> <li>Assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress reviewed</li> <li>Progress data</li> <li>Parent meeting</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher</li> <li>TA/LSA</li> <li>DoL/HoD/PL</li> <li>SLT</li> </ul>



# Shared responsibility:

Discuss on your table with colleagues:

- What does your School Improvement/Development Plan set out regarding inclusion 24/25?
- Possible whole school MCS audit – SLT, SENCO & SEND/Inclusion Leads, Teachers, TAs/LSAs and Governors. Working together designing, developing & embedding inclusion across the school.
- Who in your school is supporting you in your role?
- What support do you need in your role? How do you seek that support?
- What help do you need to ensure Inclusion is at the heart of everything that happens in your setting?

# Mainstream Core Standard Whole School Audit

Using the MCS expectations as you starting point:

- Bullet point down your perspective as SENCO.
- SLT to complete the process
- Teachers
- TAs/LSAs
- Governors

Compile the feedback to create an overall perspective/overview.

Identify & celebrate strengths.

Identify areas to develop – who is responsible?

- Is there a training need?
- Misconceptions?
- Are they already part of your SIP/SDP?
- Create area to focus on and develop over this academic year.

Teaching & Learning	Strengths - evidence	Areas to Develop
Practitioners are aware of the additional needs of their learners and their barriers to learning and their inclusion in school. They understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.		
Practitioners scaffold to provide suitable learning challenges and cater for different learning needs and styles.		
Individualised and/or small group planning and programmes in more than one curriculum area.		
Use of steps-to-success or similar, to promote independence, scaffold and support learners.		
Practitioners ensure that learners have opportunities to work in different ways, e.g. independently, in a variety of small groups and/or in pairs. Individual and/or small group sessions		
High Quality Inclusive Teaching strategies are used to support pupils.		
Practitioners ensure that collaborative learning and peer support is a feature of lessons.		

# Possible Next Steps:

SEND & Inclusion is Everyone's Responsibility!

Celebrate Success!

Set yourself one key action that you are going to take back to your school and discuss with your team or SLT.

Carryout a MCS audit across the school and Governing Body – celebrate successes and identify next steps for development.

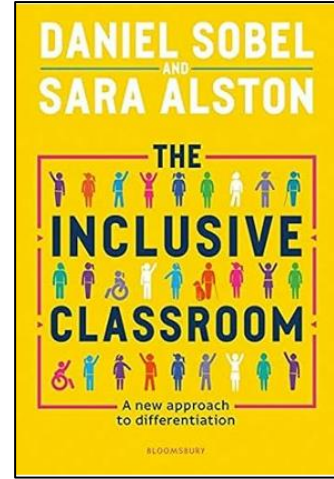
# Training offer 2024/25

Audience	Title	Date/Time	Link to Register
Primary Teachers/TAs/LSAs	Creating an inclusive PRIMARY classroom: The power of the Mainstream Core Standards to support high quality teaching	24 <sup>th</sup> October 2024 - 16:00– 8:00	<a href="https://theeducationpeople.org">Creating an Inclusive Primary Classroom (theeducationpeople.org)</a>
		16th January 2025 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive Primary Classroom (theeducationpeople.org)</a>
Secondary Teachers/TAs/LSAs	Creating an inclusive SECONDARY classroom: The power of the Mainstream Core Standards to support high quality teaching	23 <sup>rd</sup> October 2024 - 16:00–18:00	<a href="https://theeducationpeople.org">Creating an Inclusive Secondary Classroom (theeducationpeople.org)</a>
		15th January 2025 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive Secondary Classroom (theeducationpeople.org)</a>
Primary Pastoral Staff	Creating an inclusive PRIMARY environment: Supporting pupils' social and emotional wellbeing using the Mainstream Core Standards	14th November 2024 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive Environment (Primary) (theeducationpeople.org)</a>
Secondary Pastoral Staff	Creating an inclusive SECONDARY environment: Supporting pupils' social and emotional wellbeing using the Mainstream Core Standards	13th November 2024 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive Environment (Secondary) (theeducationpeople.org)</a>
Primary School Leaders	Creating an inclusive PRIMARY school: Leading a whole school approach to embed the Mainstream Core Standards	21st November 2024 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive School for Primary School Leaders (theeducationpeople.org)</a>
		6th February 2025 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive School for Primary School Leaders (theeducationpeople.org)</a>
Secondary School Leaders	Creating an inclusive SECONDARY school: Leading a whole school approach to embed the Mainstream Core Standards	20th November 2024 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive School for Secondary School Leaders (theeducationpeople.org)</a>
		5th February 2025 - 16:00-18:00	<a href="https://theeducationpeople.org">Creating an Inclusive School for Secondary School Leaders (theeducationpeople.org)</a>

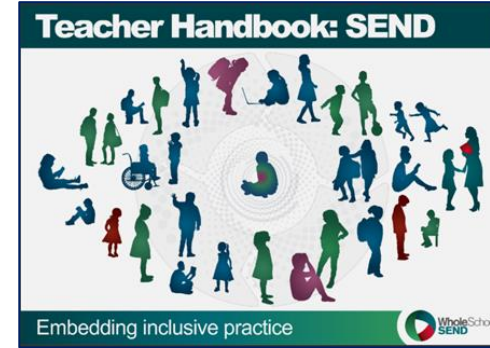
# Supporting Resources



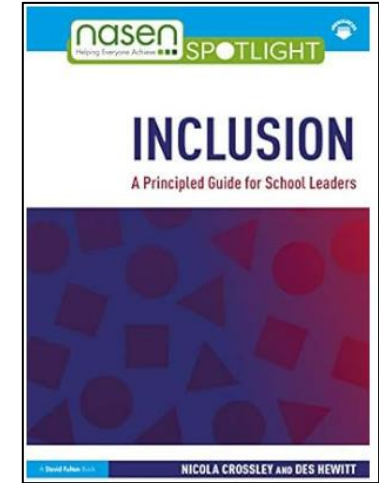
[KCC Send Mainstream Core Standards](#)



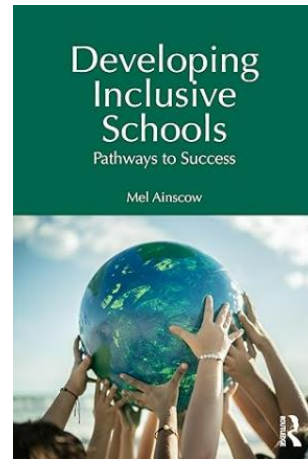
Sobel, D and Alston, S (2021), 'The Inclusive Classroom: an approach to differentiation'. Bloomsbury.



[Nasen Teacher Handbook: SEND January 2024.pdf](#)



Nasen Inclusion: Crossley, N., Hewitt, D. (2021), 'A Principled Guide for School Leaders' David Fulton Publication.



Ainscow, M (2024) 'Developing Inclusive Schools Pathways to Success' Routledge

Education Endowment Foundation (2021), 'Special Educational Needs in Mainstream Schools'  
[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#)

Education Endowment Foundation (2021), 'Making Best Use of Teaching Assistants': <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Kent Resilience Hub: <https://kentresiliencehub.org.uk/>

Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools  
[EEF Social and Emotional Learning.pdf](#)

# Thank you!

[SENDandInclusion@theeducationpeople.org](mailto:SENDandInclusion@theeducationpeople.org)

Ruth Gately

Specialist Lead Adviser SEND

