

Hambleton and Richmondshire Locality Board – Adaptive Teaching CPD Progress Report

Name of school / project	Adaptive Teaching Training (two funded places per school)
Current term	Spring 2025
Amount of funding received	Up to £4,680

SEND is a high priority and there has been strong endorsement of the Adaptive Teaching training, which can also feed into the Ordinarily Available Provision within schools. Wider knowledge and skill of adaptive teaching means learning more about the culture of inclusive teaching, what whole class teaching means, alongside targeted intervention work and specialist support. The goal is to support as many pupils as possible through adaptive teaching, knowing that there will be some pupils who require enhanced support beyond this.

Overview of activities, impact and progress to date
Participant total – 24 participants Total funded schools – 13 schools
Aiskew, Leeming Bar CE Primary School
Bedale High School
Forest of Galtres Anglican Methodist Primary School
Hipswell C of E Primary School
Leeming RAF CP School
Northallerton School and Sixth Form
Risedale School
Romanby Primary School
Roseberry Academy
Stokesley School
Sutton on the Forest CE Primary
The BAWB Federation of Primary Schools
Thirsk Community Primary School

Attendance

Session 1 – 100%

Session 2 – 91% - 22/24 participants

Programme aims

- Explore and understand a range of conditions such as dyslexia, autism spectrum condition, ADHD and speech and language communication needs.
- Consider the uniqueness of each condition as well as the commonalities linked to speech and language, executive functioning, and working memory.
- Profile a selected class or pupil(s). Learn more about them, look beyond any labels and work on their learning problems
- Review and implement individually chosen teaching and learning strategies which have a strong evidence base
- Collaborate with colleagues to support each other as teachers embed new practices into their classroom
- Be equipped with the tools and resources to evaluate the impact that this programme has on chosen pupils
- Support your school in becoming a true home for young people with SEND where they are seen, heard, and supported to be ambitious and successful

Sessions include

1. Understanding the role and practice of an inclusive practitioner. Unpicking research around SEND from a cognitive science perspective and knowing more about dyslexia, autism spectrum condition, speech and language conditions and ADHD. **Delivered by Whole School SEND**
2. T&L strategies covering: explicit instruction, literacy fluency for SEND learners, modelling and using hinge questions
3. T&L strategies covering: feedback, guided vs. independent learning (including working with TAs, utilising intervention work and setting appropriate homework), and dual coding
4. Embedding practices over time (to include ways of feeding this into wider school practice and curriculum planning/changes)

What have participants completed so far?

Sessions 1 – 2

2 sessions left – 25.2.25 / 3.6.2025

Interim feedback – Participants responded to each statement via a likert scale 1 (disagree) – 7 (agree). Scores below are an average

1. My knowledge of the subject area has deepened as a result of undertaking this training – 6.6
2. I will likely change or introduce something in my professional practice as a result of undertaking this CPD – 6.8
3. This CPD will likely have some positive impact on pupils' attainment – 6.8
4. The delivery of the training was of a high standard – 7

Key activities/outcomes so far

- Those completing the course as class teachers have generated an assessment of their chosen class/pupil needs in line with the teacher approach to the graduated approach. They have then devised SMART targets to consider what progress will look like for their chosen pupil(s). Following this, they have been trialling a range of T&L strategies from the course to see how this supports learning in the classroom
- Those completing the course as “change makers” in their school have been using the programme to complete a CPD plan for next year and/or have been implementing CPD in their school on adaptive teaching.

Change maker activities

- Building adaptive teaching and inclusion into current and pre-existing CPD e.g. a school that has made literacy a key focus this year – the training on adaptive teaching is being woven into this work by making explicit links between working memory, executive functioning and SLCN and disciplinary literacy.
- Delivering adaptive teaching CPD in small chunks to all staff in between each Pathfinder session
- Training Teaching Assistants/Adult Support in line with content from the course
- Planning staffing for next academic year linked to TA/SA deployment

What next?

- The programme will officially finish by 3rd June 2025. A full programme report will then be generated based on pre and post-programme surveys.