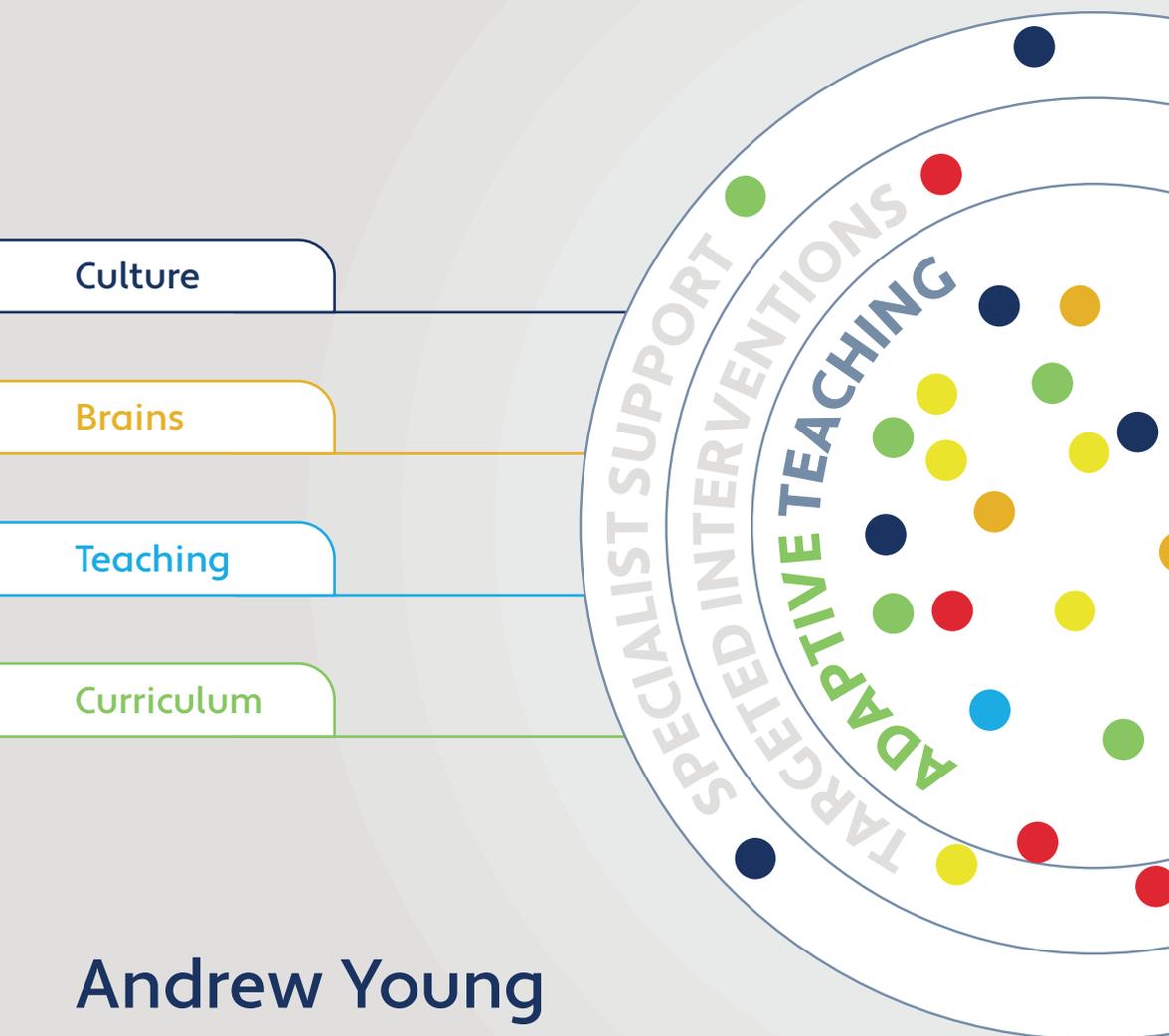


# ADAPTIVE TEACHING

## Culture to Classroom



Andrew Young

## Praise for *Adaptive Teaching*

A must-read for every classroom practitioner. An easy read which explores the issues that are relevant in every classroom today. Young encourages us to 'tackle the barrier not the child' whilst totally accepting the systemic problems that are in existence and acknowledges that issues won't be solved quickly.

The encouragement to become 'detectives' beyond a label or diagnosis (which he argues are necessary but not sufficient) enables staff to identify underlying barriers of the big three cognitive areas, providing understanding to empower teachers to put provision in place sooner rather than later.

I recommend all teachers, at whatever level of experience they are, to dive in – and if we can all achieve the culture of barrier removal in every classroom then we can be optimistic about the achievement of all children.

**Gail Brown, CEO, Ebor Academy Trust**

Andrew Young's *Adaptive Teaching: Culture to Classroom* is the practical SEND handbook education has been waiting for.

Writing from genuine classroom experience, Young cuts through overwhelming complexity with his 'big three' framework – working memory, executive function and cognitive load – giving teachers a unified lens for understanding diverse needs without requiring expertise in every condition.

The book dismantles the damaging myth that 'adaptive teaching is just good teaching', validating teachers' experiences while providing the sophisticated knowledge they've been missing.

Immediately applicable frameworks (the Four S's, Three-Pronged Approach, Graduated Response) offer concrete solutions that work within current constraints and where no unlimited budgets are required.

What distinguishes this from theoretical texts is Young's realistic optimism.

He acknowledges systemic failures while refusing to accept them as excuses for inaction, positioning inclusion as a collective responsibility rather than a specialist domain. Evidence-based without being academic, the guidance on curriculum design, cognitive science and teaching assistant deployment connects research to Monday-morning practice.

Essential reading for teachers, SENDCos, senior leaders and local authorities facing the SEND crisis. This is hope grounded in evidence and genuinely workable solutions for inclusive excellence.

**Narinder Gill, DfE RISE Adviser and Director of Leadership and Transformation at Inspiring Generations**

This manuscript is a timely and important contribution to the ongoing conversation about how schools can better support children and young people with SEND. It combines robust research with a deep awareness of the practical challenges faced daily by teachers, leaders and support staff. It is easy to write about adaptive teaching in an abstract way, but one of the book's greatest strengths is how it connects theory to the lived realities of classrooms. At a time when many schools are grappling with limited resources, increasing complexity of need and growing pressures on inclusion, the insights offered here feel both authentic and achievable. Crucially, the work does not shy away from addressing systemic issues, such as staff capacity and the barriers families often encounter. Instead, it offers practical strategies and hopeful perspectives that can help schools foster resilience and inclusion, even in challenging circumstances. I would strongly recommend it.

**Professor Haili Hughes, EdD, Director of PD at All Saints MAT and Professor of Instructional Coaching at Academica University of Applied Sciences**

This is a terrific book. The author enables a step change in our discussions about adaptive teaching; it's so important to consider inclusive practice in context and connect teacher behaviours to the inclusive culture of every classroom. Great diagrams and succinct explanations will help teachers to apply the strategies and the principles so sharply articulated here. This is a book that busy teachers can access easily and use to build on current expertise, rapidly enhancing their inclusive practice to meet diverse needs.

**Margaret Mulholland, SEN and Inclusion Specialist at the Association of Schools and College Leaders**

In a context of increasingly diverse classrooms, this book is both a timely resource and a necessary provocation for educators.

This book provides approaches that are underpinned by current theory and reflect a deeper understanding of special educational needs, picking at the complexities inherent in supporting all pupils, whilst also supporting teachers with concrete pathways forward.

The writing style is both accessible and engaging, with the author speaking directly to the reader in a way that feels personal and conversational. This candid, open tone makes the book particularly effective as a tool for

reflection and change, with the author inviting readers to question their own assumptions and consider different approaches to maximise pupil engagement and achievement.

At the heart of the book is the interconnected goals of enabling pupils with additional needs to achieve their full potential, whilst simultaneously fostering a genuine sense of belonging in the classroom.

This is an important contribution to the field that will undoubtedly support teachers and teacher educators in their vital work of helping all pupils learn, develop, and flourish.

**Dr Keither Parker, Head of Initial Teacher Education, York St John University**

I absolutely loved this book. What sets it apart is how down to earth it is – no jargon, no over-complication, just clear, practical advice rooted in real classrooms. The use of examples, and particularly non-examples, is brilliant. Too often, teachers think they are applying a strategy effectively but have actually picked up the wrong end of the stick; this book makes it crystal clear what good adaptive teaching looks like and how to avoid common pitfalls.

Andy writes with both authority and authenticity, drawing not only on theory but on genuine experience from working in schools. That balance makes the book incredibly readable as well as useful – it feels like guidance from someone who has been there, understands the challenges and knows what works.

**Kay Shepherd, Development Specialist and  
Director of Professional Learning at E-ACT**

This is a timely and perfectly pitched book for all those dealing with the challenges and rewards of making their practice as inclusive as possible for every pupil. Its practical but principled approach will be particularly useful for trainees and ECTs, but there are also helpful discussion points and actionable advice for every level. I particularly welcome the recognition that an over-reliance on cognitive science can lead to a narrow approach that can be exclusive to some and risks overlooking the complex factors involved in learning and thriving. I thoroughly recommend this book to both practitioners and those who support them.

**Professor Samantha Twiselton, OBE, Sheffield Hallam University**

As more children and young people with SEND are educated in mainstream classrooms, ensuring consistent, high-quality provision for every learner is a critical priority for all teachers and leaders. *Adaptive Teaching: Culture to Classroom* offers a powerful, practical framework for delivering that vision.

In the book, Andrew masterfully bridges the gap between ambitious pedagogical theory and practical, sustainable classroom implementation. The difference between this book and others on the market is that it is written by a practising teacher, who has specialised in this exact area, and throughout the book provides clear, practical classroom actions and advice that are instantly relatable and entirely relevant. By firmly rooting adaptive teaching in standard classroom practice, the author provides the practical means to deliver the Graduated Approach effectively at the universal level, giving every teacher the confidence and tools to meet the needs of all pupils. We can often hear the phrase, 'Every teacher is a teacher of SEND' – this book brings that essential statement to life.

This book evidences inclusion as a core design principle. It will help reframe the narrative for any school teacher or leader committed to equitable, high-impact practice for all pupils.

**Katherine Walsh, Director of Inclusion, River Learning Trust**

No education system could be said to be flourishing if children with the greatest needs were not prioritised. This inspirational and highly practical book brings this vision to life through the author's lived experience as an expert thinker, practitioner and developer of people.

It will empower adults working across a range of roles in schools to ensure that each and every child is appropriately supported, loved, empowered and championed, and that each adult supporting that child has the time, resources, expertise and collaborative networks to ensure the tailored support meets each individual need.

The book places the most vulnerable at the heart of a transformational vision for education – but moves adeptly beyond rhetoric, facing into the inevitable challenges this presents, but offering a hope-filled vision of an education system in which all children flourish.

**Andy Wolfe, Executive Director of Education, National Society for Education  
(Church of England & Church in Wales)**

# ADAPTIVE TEACHING

## Culture to Classroom

Andrew Young



Crown House Publishing Limited  
[www.crownhouse.co.uk](http://www.crownhouse.co.uk)

First published by  
Crown House Publishing Limited  
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK  
www.crownhouse.co.uk

and

Crown House Publishing Company LLC  
PO Box 2223, Williston, VT 05495, USA  
www.crownhousepublishing.com

© Andrew Young, 2026.

The right of Andrew Young to be identified as the author of this work has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988.

First published 2026.

All rights reserved. Except as permitted under current legislation no part of this work may be photocopied, stored in a retrieval system, published, performed in public, adapted, broadcast, transmitted, recorded or reproduced in any form or by any means, without the prior permission of the copyright owners. Enquiries should be addressed to Crown House Publishing.

Crown House Publishing has no responsibility for the persistence or accuracy of URLs for external or third-party websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Image page 121 © Soli – stock.adobe.com, image page 194 © Fergun – stock.adobe.com.

Page 15 Figure 5. 'A SENDCo can't be expected to know every detail of every pupil in every lesson. Teachers know their pupils best.' Adapted from presentation slides shared with the author by Katherine Walsh, with kind permission.

Page 21 Table 4. 'Four S's – Scaffold, Scale, Structure and Style' from <https://alexquigley.co.uk/adaptive-teaching-scaffolds-scale-structure-and-style/> with kind permission.

Page 26 Table 7. 'What better advice for teachers can look like' from a slide deck produced by Katherine Walsh, with kind permission.

#### **EU GPSR Authorised Representative**

Appointed EU Representative: Easy Access System Europe Oü, 16879218  
Address: Mustamäe tee 50, 10621, Tallinn, Estonia  
Contact Details: [gpr.requests@easproject.com](mailto:gpr.requests@easproject.com), +358 40 500 3575

#### **British Library Cataloguing-in-Publication Data**

A catalogue entry for this book is available from the British Library.

Print ISBN 978-178583765-4  
Mobi ISBN 978-178583785-2  
ePub ISBN 978-178583786-9  
ePDF ISBN 978-178583787-6

LCCN: 2026932163

Printed in the UK by  
CMP, Poole, Dorset

# CONTENTS

<i>Acknowledgements</i> .....	<i>i</i>
<b>Introduction</b> .....	<b>1</b>
<b>Chapter 1: Culture</b> .....	<b>3</b>
Common Language .....	3
Medical versus Social Model of SEND .....	5
SEND Misconceptions .....	10
The Four Corners of SEND .....	12
Why SEND is Everyone's Business .....	14
Adaptive Teaching .....	16
Differentiation versus Adaptive Teaching? .....	22
The Three-Pronged Approach – Adaptive Teaching, Targeted Interventions and Specialist Support .....	27
The Graduated Approach and the Power of Noticing .....	31
Why it's Not All About Cognitive Science and Neuroscience ...	
Understanding Child Development is Important Too .....	34
Attachment .....	36
Attention .....	38
Chapter 1: Summary .....	41
<b>Chapter 2: Brains</b> .....	<b>43</b>
A Model of Learning .....	43
Working Memory .....	52
Executive Function .....	58
Cognitive Load .....	63
Autism .....	72
Attention Deficit Hyperactivity Disorder .....	78
Dyslexia .....	83
Speech, Language and Communication Needs .....	89
Chapter 2: Summary .....	94
<b>Chapter 3: Teaching</b> .....	<b>97</b>
Evidence + Professional Expertise = Evidence-Informed Practice ...	97
Concrete/Abstract .....	99

## Adaptive Teaching

Model Thinking .....	104
Engaged Instruction .....	108
Hinge Questions .....	114
Vocabulary .....	120
Reading .....	128
Writing .....	136
Oracy .....	139
Dual Coding .....	146
Modelling .....	154
Homework .....	162
Feedback .....	170
Working with Teaching Assistants in the Classroom .....	180
Chapter 3: Summary .....	190
<b>Chapter 4: Curriculum .....</b>	<b>193</b>
Inclusive Curriculum Principles .....	193
Implementing Inclusive Curriculum Change .....	201
Chapter 4: Summary .....	210
Final Thoughts .....	213
References .....	215

# INTRODUCTION

## Send in the SENDsperts

Our society is more diverse, inclusive and accepting of difference than ever. This comes with a deeper awareness of inequality and the area of Special Educational Needs and/or Disability (SEND) is no different. It's probably best to avoid quoting any concrete statistics on SEND for fear of this book rapidly showing its age and not keeping up with the ever-evolving pupil population. So, allow me to present a broad picture of things. If you're a class teacher working in a mainstream school, you will typically have between 4–12 pupils with SEND per every class of 30 pupils and this is the tip of the iceberg.<sup>1</sup> Waiting lists for diagnoses are representative of some of the lucky few who made it that far. When a child gains their label, we celebrate as if it's the end goal. In reality, it's the beginning of a challenging time to come. Four highly prevalent conditions encountered in our pupil population are: attention deficit hyperactivity disorder (ADHD); speech, language and communication needs (SLCN); autism spectrum condition (ASC) and dyslexia.<sup>2</sup> These will be explored throughout the book.

Cognitive science and neuroscience now dominate the way we think about learning, and this has allowed us to build evidence-informed curricula in schools up and down the country. That said, we have a formal assessment system hell-bent on disregarding those with additional needs and favouring the cognitive elite.<sup>3</sup> This is compounded by the narrow landscape of a curriculum with little opportunity for creative and practical subjects to flourish. Too many vegetarians dining in steakhouses. As ever in education, the odds feel stacked against us. Also, as

- 
- 1 J. Hutchinson, *Identifying Pupils with Special Educational Needs and Disabilities*. (London: Education Policy Institute, 2021). Available at: [https://epi.org.uk/wp-content/uploads/2021/03/SEND-Identification\\_2021-EPI.pdf](https://epi.org.uk/wp-content/uploads/2021/03/SEND-Identification_2021-EPI.pdf), 19.
  - 2 Department for Education, *Special educational needs in England: academic year 2024/25* (12 June 2025). Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>.
  - 3 B. Newmark and T. Rees, *A Good Life: Towards Greater Dignity for People with Learning Disability* (Confederation of School Trusts and Ambition Institute, 2022). Available at: <https://cstuk.org.uk/knowledge/discussion-and-policy-papers/a-good-life-towards-greater-dignity-for-people-with-learning-disability/>, 10.

ever in education, we must face adversity with the spirit of optimism. When you're a teacher, like me, at the chalk face every day, you can't wait around for policy to change and wider systemic problems to be fixed. Our children with additional needs only get one shot at education so we might as well get on and make a good go of things with what we've got and what we know. But what have we got, and what do we know?

'Adaptive teaching', 'quality-first teaching' and 'responsive teaching' are buzzwords floating around the edusphere. Behind each term are incredibly complex and challenging ways of working. So much advice for teachers on how to meet the needs of pupils with SEND is disjointed and at odds with the reality of the classroom. Don't let me hear you say 'adaptive teaching is *just* really good teaching' because teaching really well means building knowledge of SEND into effective teacher training, time, practice and well-developed skill. We don't *just* stumble across this way of working.

We're often presented with a plethora of strategies for each type of condition encountered in the classroom – ADHD-friendly classrooms, dyslexia-friendly classrooms (and resources), sensory-welcoming classrooms, to name but a few. At a theoretical level, there is nothing innately wrong about any of this. At a practical level, a heavy focus on labels can either stop us from seeing each child as different or create anxiety about how we're supposed to meet everyone's needs in a class of 30 beautifully unique pupils.

By focusing less on the label and more on the strengths of the person, we're equipped to do what's best. The underlying barriers to learning are, more often than not, cognitive load, executive function and working memory. Understanding these barriers is key to being able focus on the individual needs of a person with pragmatic teaching and learning strategies in a way which makes adaptive teaching achievable.

Too much time has been wasted on trying to *define* what we mean by 'inclusive' education. This book aims to *show* you what it is by connecting the dots - culture, brains, teaching and curriculum. Still with me? Good! My hope is that you value this book as a source of inspiration and information about adaptive teaching and SEND. So come on: let's get on and do this. The folks at the top will join us eventually – wider systemic change will come. They just need a bit of modelling to get them there.

# Chapter 1

# CULTURE

## Common Language

Special Educational Need and Disability (SEND) is a term that is not perfect by any stretch. Take for instance what we mean by the word 'disability'. Under the Equality Act 2010 this counts as anyone with:

.....  
'A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'<sup>1</sup>  
.....

'Long-term' can be understood as anything lasting longer than a year. And 'substantial' is understood to mean anything more than minor or trivial. If this all sounds rather vague to you, that's because it is. A pupil could, therefore, be seen to have a disability if they suffer from something like asthma or cancer.<sup>2</sup> Both of which might not be visible to an everyday passer-by, could be temporary and, if treated successfully, have little to no effect on the pupil's ability to succeed in the classroom. That said, you can also see how it might be the complete opposite: where, in both examples, a pupil's chance to succeed could be greatly impaired.

The Children and Families Act 2014 states:

.....  
'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'<sup>3</sup>  
.....

.....  
1 Equality Act 2010. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>, 6.  
2 Department for Education and Department of Health, *Special Educational Needs and Disability Code of Practice: 0 to 25 Years: Statutory Guidance for Organisations Which Work with and Support Children and Young People Who Have Special Educational Needs or Disabilities* (January 2015). Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, 16.  
3 Children and Families Act 2014, Part 3, Section 20(1). Available at: <https://legislation.gov.uk/ukpga/2014/6/section/20>.

A pupil might therefore have a Special Educational Need (SEN) but not a disability. Or a disability, but not SEN. Or both a Special Educational Need *and* Disability (SEND)!

This is our first lesson on why labels are necessary but not sufficient.

To understand our pupils, we need to look beyond their labels and explore everything else about them. That's why, when we're talking to, or about, our pupils, it might be preferable to use the more encompassing term 'additional needs' rather than terms such as 'SEND', 'SEN', 'learning difficulties' and 'disability'. In truth, all of these terms will need to be used when operating within the confines of our legal and education systems respectively, but it's fair to say that they all carry baggage (see Figure 1).

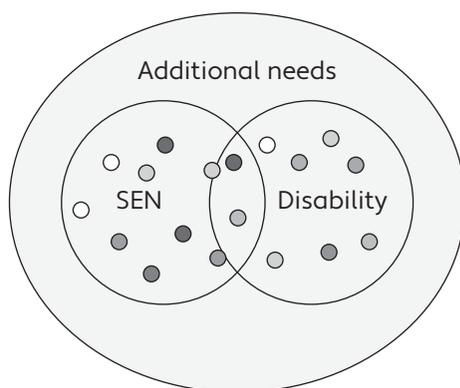


Figure 1. Each dot represents a person's additional need.

'SEND kids' ... 'she's SEN' ... Let's put that another way - 'Special Educational Needs and Disability kids,' 'She's Special Educational Needs.' It sounds so uncomfortable when you think about it like that, doesn't it? It's certainly not how I would want my own children to be referred to. And yet this language is often presented as the conversational norm in a lot of educational communities and, indeed, wider society. A truly inclusive school claiming to behold a culture of belonging would not refer to their pupils in such a way. Call it culture, call it dignity and call it respect. But don't call it semantics. What we say about our

pupils comes from what we think and feel and will, therefore, inform how we behave.<sup>4</sup>

It's always worth remembering that any person who has an additional need also has an entire identity formed of their intersecting characteristics and personality. For instance, a person with additional needs may also be a summer-born child, be on Free School Meals and entitled to Pupil Premium funding, an avid lover of mathematics, an excellent reader, enjoy woodland adventures and dressing up in superhero costumes! So, does referring to this person as 'SEND' really seem fair or accurate?

The term 'additional needs' is (probably) the best of the bunch if we want to move away from deficit language and generate a more inclusive umbrella term.<sup>5</sup> Alternatively, we can generate people-first language:

---

'SEND pupils' ————— 'Pupils with SEND'

---

Of course, if in any doubt, you can always work with your school leadership team to ask your pupils and families what they think and feel. Community voice is an effective way of establishing a common language and steps to working collaboratively. Always remember that a pupil's additional need should be considered alongside their other characteristics for a full understanding of the whole person.

## Medical versus Social Model of SEND

A culture of belonging involves putting seemingly small-scale ingredients in place – sending signals to those in your community that they are a part of your collective vision: where connection breeds cohesion.<sup>6</sup> When aiming for this, it's helpful to reflect on why the social model of SEND can be more useful than the medical model. George Engel wrote

---

4 H. de Boer, A. C. Timmermans and M. P. C. van der Werf, The effects of teacher expectation interventions on teachers' expectations and student achievement: narrative review and meta-analysis, *Educational Research and Evaluation* 24 (2018): 180–200.

5 Newmark and Rees, *A Good Life*, p. 5.

6 D. Lemov, H. Lewis, D. Williams and D. Frazier, *Reconnect: Building School Culture for Meaning, Purpose and Belonging* (Hoboken, NJ: Jossey-Bass, 2023): pp. 5–6.

extensively about the medical (or biomedical) model between 1960 and 1980, and questioned its value.<sup>7</sup> He saw the model as focusing on individuals and their symptoms, rather than on their causes, where disease, illness or medical problems are best explained by biological factors and best treated by health care professionals.<sup>8</sup>

Now there's nothing wrong with treating symptoms or referring matters to the experts. I'm not here to argue that our worst health-related nightmares can somehow be cured by celebrity-endorsed scented candles and searching for some 'alternative facts' online.

The point is that when things happen to us, it might not *always* purely be because of biological factors, i.e. the things *within* us. There may be other factors contributing to our state, i.e. the things *around* us. There's often a number of biological, social, psychological and wider environmental factors to investigate.

### How does this link to SEND?

Medical terms such as 'learning difficulty' and 'disability' can exacerbate individualism and label the person as the problem. As if they are in need of some kind of cure, medical treatment or fixing. These terms have been (to an extent) socially constructed, or fabricated, by the type of education system that we have cobbled together over time. The social model sees the barriers around the person as the problem, not the person themselves.<sup>9</sup> By removing these external barriers, we remove or reduce the problem. Pupils with additional needs don't need fixing. They need the world around them fixed through a culture of connection and collectivism, where everyone takes responsibility. This is our greatest challenge and our greatest privilege as teachers (see Figure 2).

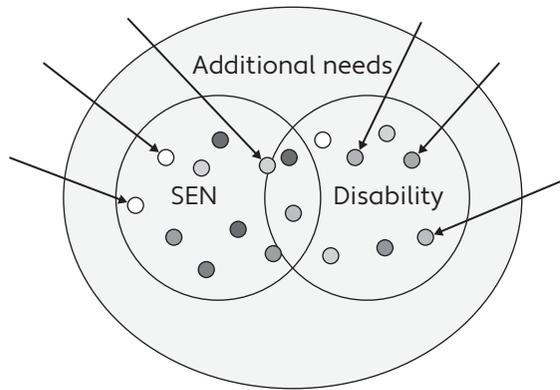
---

7 A. Farre, T. Rapley, The new old (and old new) medical model: four decades navigating the biomedical and psychosocial understandings of health and illness, *Healthcare* 5 (2017): 88.

8 G. L. Engel, The need for a new medical model: a challenge for biomedicine, *Science* 196 (1977): 129–136.

9 T. Shakespeare, The social model of disability. In L. J. Davis (ed), *The Disability Studies Reader* (New York: Routledge, 2010), pp. 266–273.

Medical model of SEN – The problem is the person



Social model of SEN – The problem is the barrier

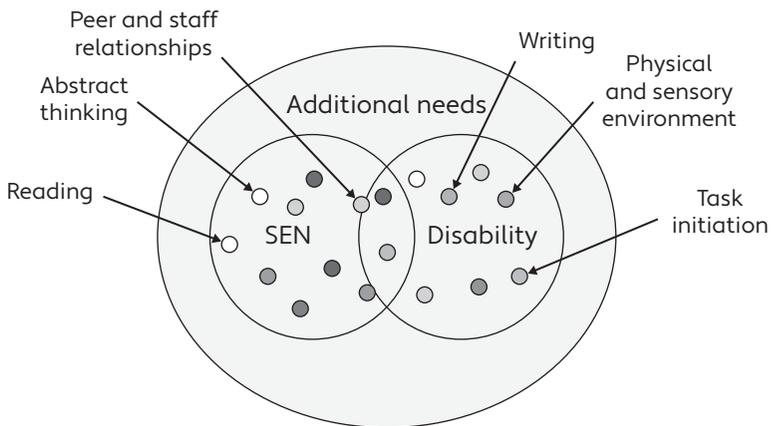


Figure 2. Each dot represents a pupil. It's not the pupil who needs fixing, it's the barriers around them.

There are many examples where the social model triumphs and we get it right as teachers (see Table 1).

**Table 1**

Additional need	Barrier removed/reduced
Theo has a visual impairment in his right eye.	Theo sits at the front on the right-hand side of the classroom.
Daisy uses crutches to walk and sometimes needs a wheelchair.	Daisy is timetabled in downstairs classrooms.
Eva is hearing impaired.	Mrs Helmsley enables subtitles on any video clips shown in lessons.
Carter finds environmental noises hard to manage, often meaning he gets very upset and dysregulated.	Carter is given ear defenders to wear when walking around school.

Equally, there can be times where we revert to the label-oriented nature of the medical model and get it wrong. Or we get it wrong as a result of bad habits and ineffective decisions (see Table 2).

**Table 2**

Additional need	Barrier amplified
Theo has a visual impairment in his right eye	Mr Wooler sees 'visual impairment' on the SEND register so sits Theo front row and centre. Mr Wooler tends to stand near his laptop on the right of the room.
Daisy uses crutches to walk and sometimes needs a wheelchair	The school decides Daisy should leave all lessons 5 minutes early. Daisy hates this because it makes her feel different to her peers.
Eva is hearing impaired	Mr Thompson has a habit of explaining key content when he is facing the board and turned away from the class. He also speaks too quickly.
Carter finds environmental noises around him hard to manage, often meaning he gets very upset and dysregulated	Miss Farmer sees 'autism' on the SEND register and presumes Carter will like her carefully structured carousel activity where the pupils move around different workstations. This is all very noisy and quickly descends into disruption. Carter finds it all far too overwhelming.

## SEND Misconceptions

Guidance from the Education Endowment Foundation (EEF) presents a helpful overview of the four most common misconceptions found in the area of SEND. All of us should reflect on how we can stop these attitudes from being established or perpetuated (see Figure 3).

Omitted from the list of misconceptions is the notion that all pupils with SEND are low in prior attainment, cognitively weak and lacking in educational capital. We've already seen how the medical model of SEND often stigmatises or problematises the pupil themselves. Whilst the label of 'SEND' or 'additional need' is a necessary one, it can often mean we reduce pupil identity down to a place where we carry low expectations.<sup>10</sup> For example, it's possible that a pupil with autism may be exceptionally gifted in art and design but struggle with writing, or that a pupil with dyslexia may flourish in computer science and yet come across barriers to learning in religious studies. Put simply, 'SEND' doesn't mean 'thick'! It might be worth reflecting on how pupils with additional needs are talked about, and thought about, in your school.

---

<sup>10</sup> H. Algraigray and C. Boyle, The SEN label and its effect on special education, *British Psychological Society* 34 (2017): 70-79.

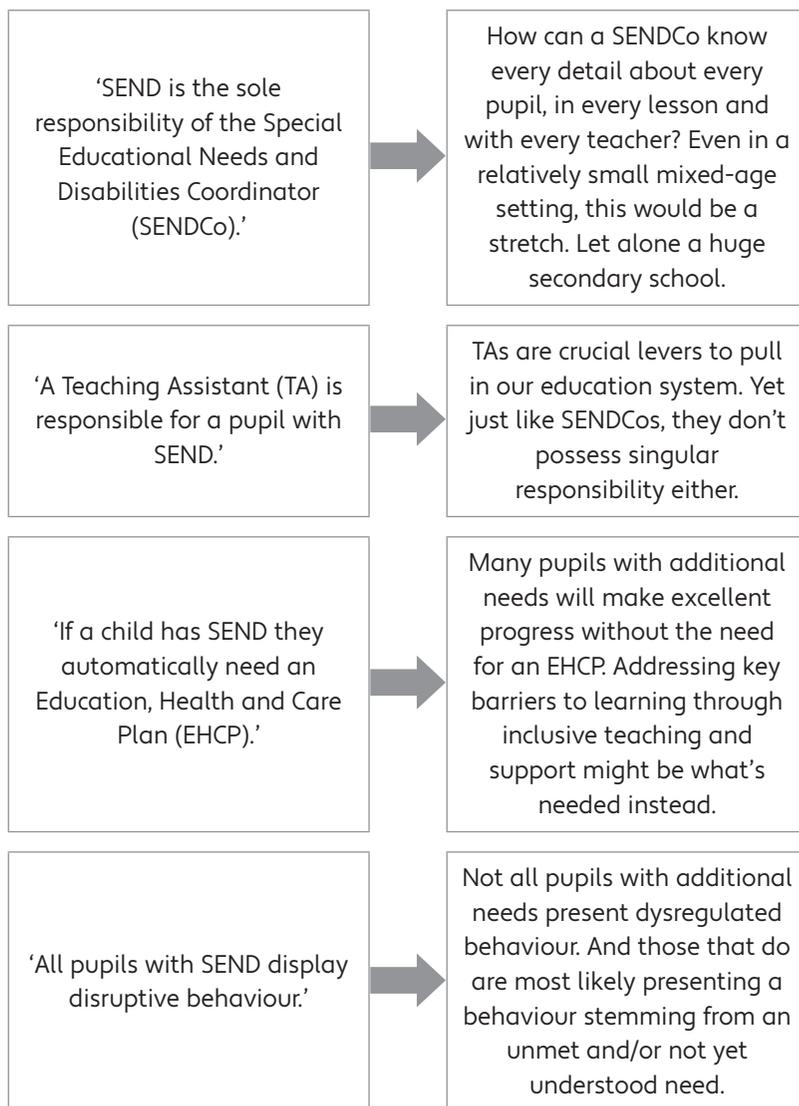


Figure 3. Taken from EEF's SEND guidance report 2020.<sup>11</sup>

---

<sup>11</sup> K. Davies and P. Henderson, *Special Educational Needs in Mainstream Schools: Guidance Report* (London: Education Endowment Foundation, 2020). Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>, 3, 13, 14, 36.

## **Adaptive Teaching offers a grounded, compassionate, thoughtful guide for teachers and school leaders who want practical, sensible advice on teaching inclusively by working smarter, not harder.**

By focusing less on labels and more on cognitive load, executive function and working memory, this book equips readers to support pupils with SEND in more productive and sensitive ways. Rather than seeing the children as the problem, this approach encourages teachers to understand the barriers pupils face, and this shift in perspective makes adaptive teaching feel achievable and transformative.

Adaptive teaching is not about adding more to a teacher's workload. It's about refining what we already know works, using pragmatic strategies and pupil-centred practice with intention, and teaching to the margins so that all pupils, especially those with additional needs, feel part of our classroom culture.

**Suitable for teachers and school leaders working in mainstream education, as well as special schools or alternative provision settings.**

---

A must-read for every classroom practitioner.  
Young encourages us to 'tackle the barrier not the child'.

**Gail Brown, CEO, Ebor Academy Trust**

Dismantles the damaging myth that 'adaptive teaching is just good teaching'. Essential reading for teachers, SENDCos, senior leaders and local authorities facing the SEND crisis.

**Narinder Gill, DfE RISE Adviser and Director of Leadership and Transformation at Inspiring Generations**

A timely and important contribution to the ongoing conversation about how schools can better support children and young people with SEND.

**Professor Haili Hughes, EdD, Director of PD at All Saints MAT and Professor of Instructional Coaching at Academics University of Applied Sciences**

This is a terrific book. The author enables a step change in our discussions about adaptive teaching.

**Margaret Mulholland, SEN and Inclusion Specialist at the Association of Schools and College Leaders**

I absolutely loved this book. What sets it apart is how down to earth it is – no jargon, no over-complication, just clear, practical advice rooted in real classrooms.

**Kay Shepherd, Development Specialist and Director of Professional Learning at E-ACT**

This is a timely and perfectly pitched book for all those dealing with the challenges and rewards of making their practice as inclusive as possible for every pupil.

**Professor Samantha Twiselton, OBE, Sheffield Hallam University**

---

**Andrew Young** is a teacher of social sciences and Co-Director of Pathfinder Teaching School Hub (TSH). Andrew's work includes the leadership, design and delivery of professional development across North Yorkshire and leadership of the TSH initial teacher training (ITT) programmes, which train around 50 new teachers a year in partnership with York St John University. Having secured DfE approval for the TSH Adaptive Teaching CPD programme over four years ago, Andrew has since worked with hundreds of staff and schools on building an inclusive classroom climate.

 [www.crownhouse.co.uk](http://www.crownhouse.co.uk)

ISBN-13: 978-178583765-4



9 781785 837654

Education Teaching students  
with specific learning needs