



The National Association of
School-Based Teacher Trainers

Example

Intensive Training and Practice (ITAP) Week

Theme: Adaptive Teaching

Focus: Inclusive strategies, proactive and reactive adaptations and working with support staff to meet diverse learner needs

Overview and Rationale

The ITAP week provides a focused opportunity for student teachers to deepen their understanding of adaptive teaching through immersive school-based experiences and structured university input. The aim is to explore inclusive pedagogy, proactive and reactive strategies and the role of support staff in enabling access to a rich curriculum for all learners.

This week builds on prior learning and placement experiences, encouraging critical reflection, collaborative planning and evidence-informed practice.

Expectations

- All activities are compulsory and designed to support professional development.
- Student teachers are expected to engage actively, complete set readings and contribute to peer discussions and presentations.
- Schools are encouraged to tailor the schedule flexibly within the framework provided, ensuring access to expert colleagues and inclusive practice.

Central Training Days

Day 1: Foundations of Adaptive Teaching

Sessions Include:

- Sharing recent school experiences, especially working with Teaching Assistants
- Input on adaptive teaching vs differentiation
- Analysis of a recorded lesson for adaptation strategies

- Exploration of “ordinarily available provision”
- Core readings:
 - Audain, J., Wharton, J. and Martin, L. (2022) My space, your space, our space. Rethinking the learning environment: is it fit for purpose? In Carden, C. (editor) *Primary Teaching. Second edition*. London: Sage 257-284
 - Education Endowment Foundation (EEF) (2020) *Special Educational Needs in Mainstream Schools: Guidance Report*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
 - Leswell, M. (2025) ‘The shift to adaptive teaching: A research-informed guide’, *Impact*, Chartered College of Teaching. Available at: https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/

Outcomes:

- Develop a nuanced understanding of inclusive pedagogy
- Identify key features of adaptive teaching in practice
- Prepare for school-based tasks with a clear theoretical foundation

Day 2: Reflection and Application

Sessions Include:

- Group presentations (5 students per group, 4 minutes each) on school-based findings
- Collaborative lesson planning with a peer as a critical friend
- Paired activity: designing an inclusive classroom environment based on observed practice
- Final updates on school SEND plans and reviews

Outcomes:

- Share and synthesise learning from school-based experiences
- Refine lesson planning with peer feedback
- Apply insights to future classroom contexts

Time	Central Training Day 1: Monday 11 th May 2026	Central Training Day 2: Friday 15 th May 2026
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	The Foundations of Adaptive Teaching	Reflection and application
9.00-9.15am	Welcome and introductions The aims of the week	Arrival and recap of school-based tasks
9.15-10.15am	What is adaptive teaching? Exploring inclusive pedagogy	Group presentations (5 students per group, 4 minutes each)
10.15-10.45am	Break	Break
10.45-11.30am	Analysis of a recorded lesson: identifying proactive and reactive strategies	Collaborative reflection on lessons (looking at planning and feedback) with peer feedback
11.30am-12.30pm	Ordinarily available provision The role of additional adults	Designing inclusive classroom environments. Audain, J., Wharton, J. and Martin, L. (2022) My space, your space, our space. Rethinking the learning environment: is it fit for purpose? In Carden, C. (editor) <i>Primary Teaching. Second edition</i> . London: Sage 257-284
12.30-1.30pm	Lunch	Lunch
1.30-2.30pm	What is a school SEN information report? Outline of Education Endowment Foundation (EEF) (2020) <i>Special Educational Needs in Mainstream Schools: Guidance Report</i> . Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Reflection on working with Teaching Assistants
2.30-3.00pm	Planning for school-based tasks Plenary	Closing reflections and evaluation

School-Based Days

Day 1: Inclusive Practice and SENCo Shadowing

- Shadow the SENCo or Senior Leadership Team member for a full day
- Participate in a learning walk to identify inclusive strategies
- Review the school's SEN Information Report
- Identify expectations for class teachers in supporting SEND

Focus: Whole-school approaches to inclusion and the role of leadership in adaptive teaching

Day 2: Observation and Planning

- Observe experienced colleagues with a focus on proactive and reactive strategies
- Use lesson plans and bookmarks to guide observation
- Begin planning a lesson that incorporates both proactive scaffolds and potential reactive adaptations

Focus: Translating observed practice into planning for inclusive delivery

Day 3: Teaching and Reflection

- Deliver the planned lesson
- Assess pupil learning and reflect on outcomes
- Prepare a 4-minute presentation for university day 2
- Shadow and converse with a TA for half a day to understand their role in supporting adaptive teaching

Focus: Practical application of adaptive strategies and collaborative reflection

Time	Tuesday 12 th May: SENCo shadowing and inclusive practice	Wednesday 13 th May: Observation and planning	Thursday 14 th May: Teaching and reflection
Before break	Discussion with SENCo or member of SLT about: <ul style="list-style-type: none">• the aims for today• what they look for in	Observe a lesson and consider proactive and reactive strategies for inclusive education (use the bookmark)	Deliver planned lesson

	<p>inclusive classrooms</p> <ul style="list-style-type: none"> • their role on monitoring learning and teaching 		
Break			
After break	Learning walk around the school to identify proactive and reactive adaptations in the classroom	Begin to plan tomorrow's lesson incorporating some of the strategies that have been observed	Assess pupil learning and reflect on outcomes Shadow and talk with a Teaching Assistant about their role in supporting learning
Lunch			
Afternoon	Explore the school's SEN Information Report and reflect on the inclusive practice seen in classrooms	Continue lesson planning with input from your mentor	Prepare four-minute presentation for tomorrow's university day
	Reflect on whole school approaches to inclusion	Preparation of resources for tomorrow's lesson	Final reflections

Assessment and Reflection

Throughout the week, student teachers will:

- Engage in structured reflection tasks
- Analyse the impact of scaffolding strategies on pupil learning
- Connect theory to practice through observation, discussion and delivery
- Prepare for future teaching by evaluating inclusive approaches