



Supporting inclusive thinking in ITT

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NASBTT Member Workshop

February 2026

A. What do we mean by this?

Supporting inclusive thinking in ITT





I want to adapt my
teaching based on
pupils' differences.

I want to adapt my teaching based on pupils' differences.



Consistent with policy



Department
for Education

Teachers' Standard #5

Adapt teaching to respond to the strengths and needs of all pupils

SEND Code of Practice

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

I want to adapt my teaching based on pupils' differences.

- ✓ Consistent with policy
- ✓ Consistent with evidence



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ITTECF 5.2

Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

Kriegbaum, K. *et al.* (2018)

I want to adapt my teaching based on pupils' differences.

- ✓ Consistent with policy
- ✓ Consistent with evidence
- ✓ Consistent with beliefs

 Proxima

Based on response to:

"Every pupil should receive unique support to meet their needs."
To what extent do you agree with this statement?

"To give them the best chance of success, each child should receive their own specific support to meet their needs."

I want to adapt my teaching based on pupils' differences.



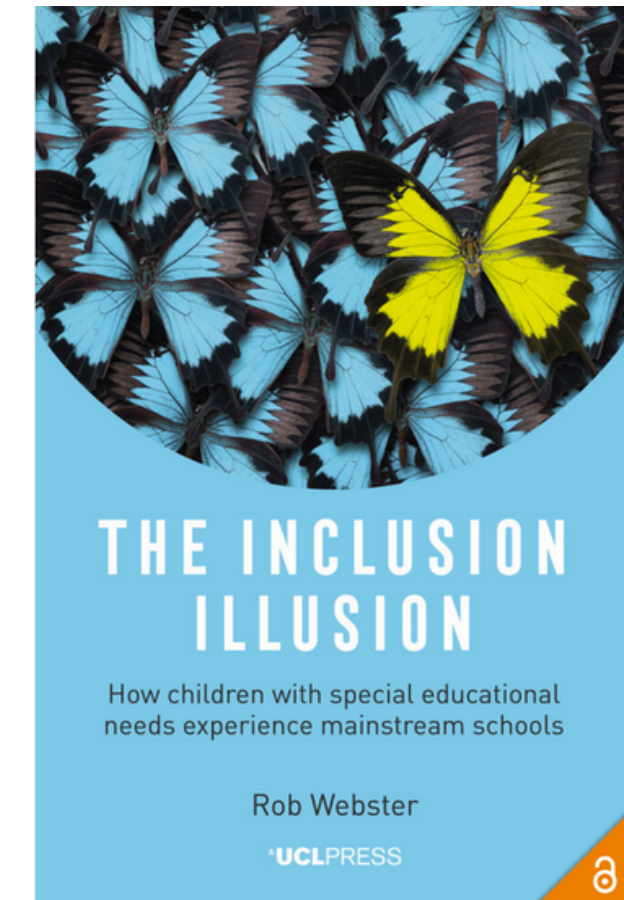
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“Searching for a magic bullet can distract teachers from the powerful strategies they often already possess.”

 Not all adaptations are effective

I want to adapt my teaching based on pupils' differences.

- ✘ Not all adaptations are effective
- ✘ There is risk of *"inclusion illusion"*

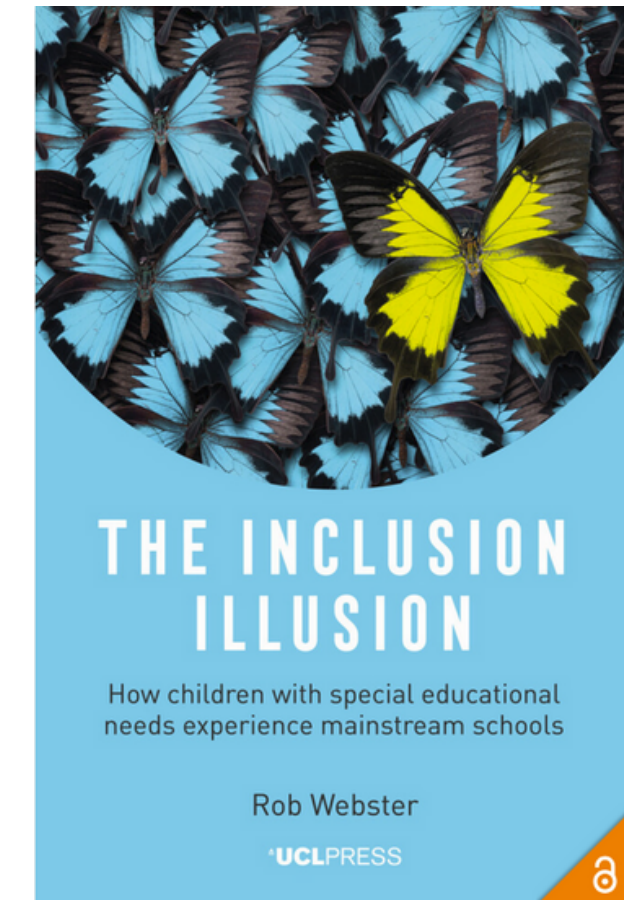


"Sometimes I just like working on my own... I don't like feeling that I need help. It's just sort of embarrassing."

Secondary pupil

(Webster, 2022)

I want to adapt my teaching based on pupils' differences.




"I often find that teachers are very busy and they can't think about differentiation all the time."

Secondary SENCO

(Webster, 2022)

- Not all adaptations are effective
- There is risk of *"inclusion illusion"*
- Over-differentiation can be overwhelming




I want to adapt my teaching based on pupils' differences.



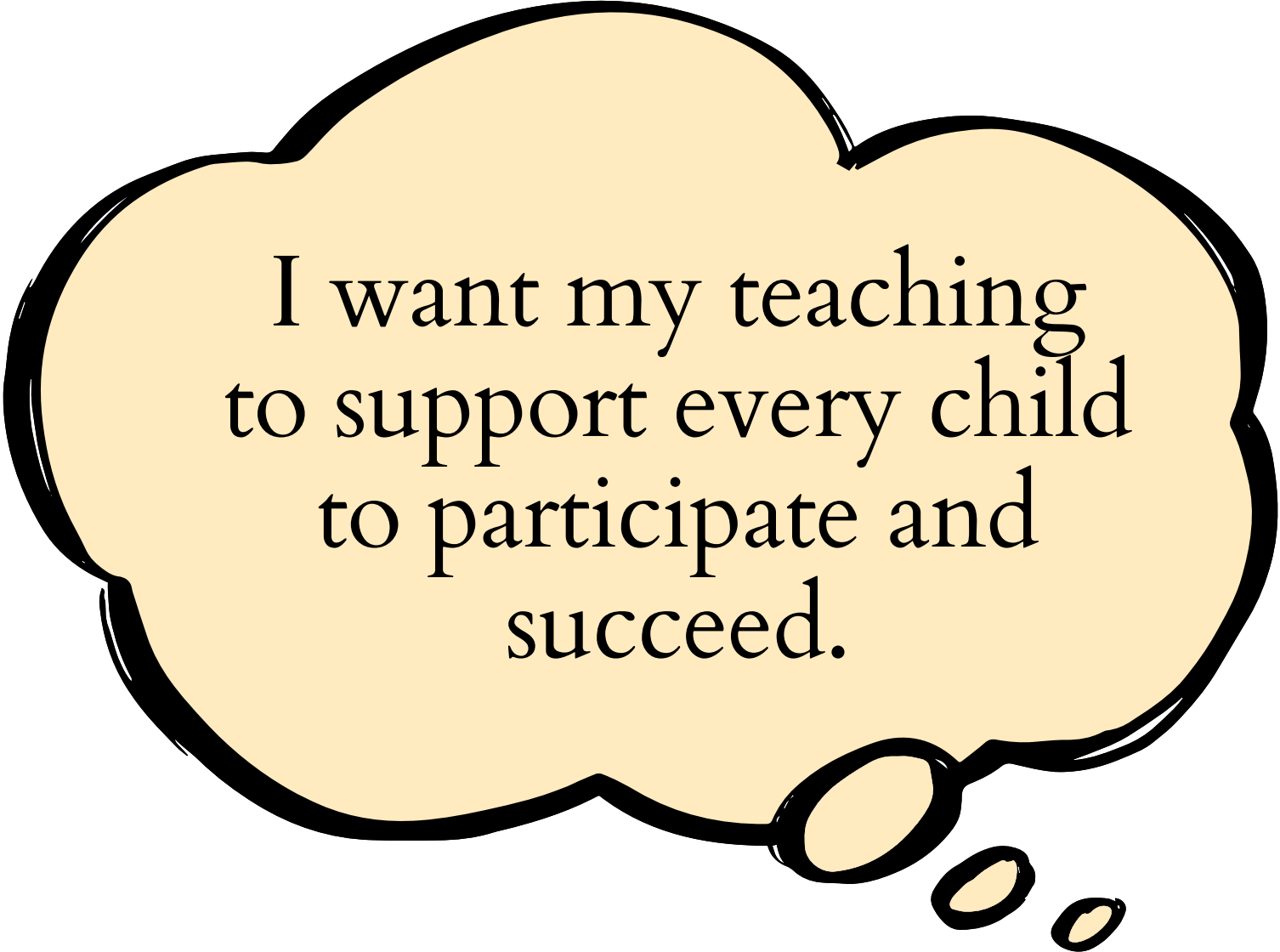
Intuitive and caring



Starting here can backfire



I want to adapt my teaching based on pupils' differences.



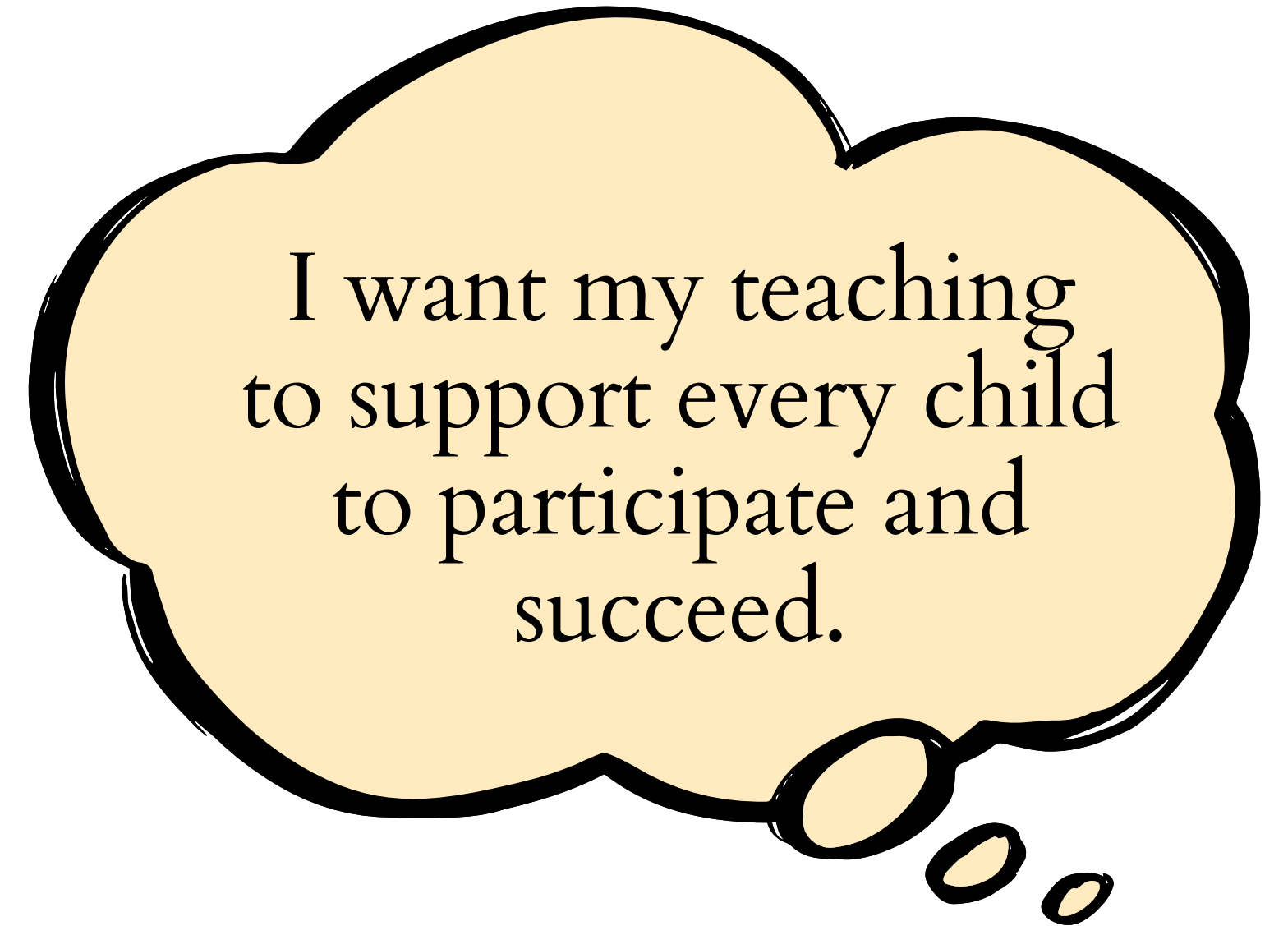
I want my teaching to support every child to participate and succeed.



Department
for Education

SEND Code of Practice

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”



Articulates inclusive goal



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Guidance on SEND in Mainstream Schools

*“To a great extent, good teaching
for pupils with SEND is good
teaching for all.”*

I want my teaching
to support every child
to participate and
succeed.

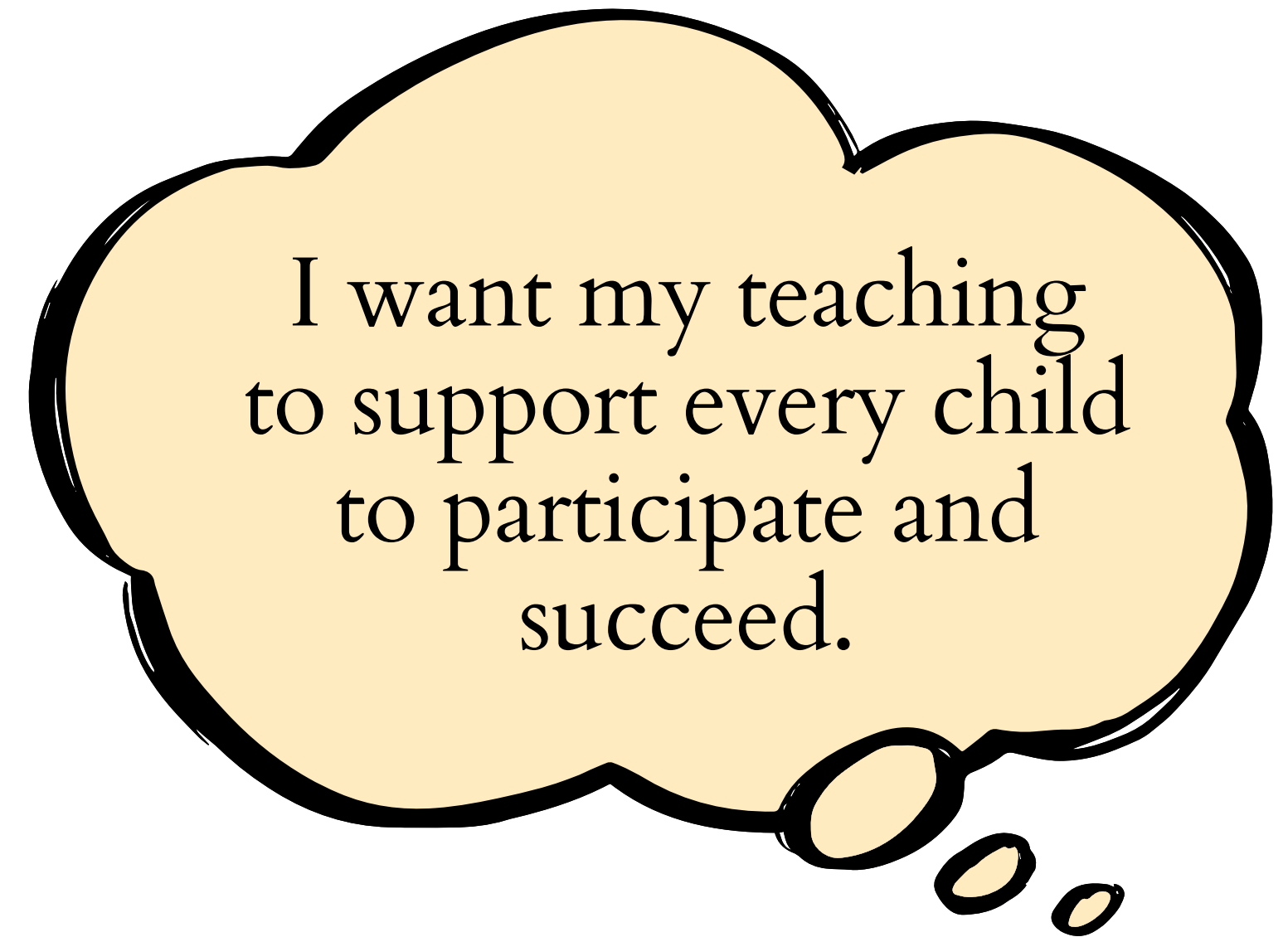
- ✓ Articulates inclusive goal
- ✓ Space for similarity *and* difference



Based on response to:

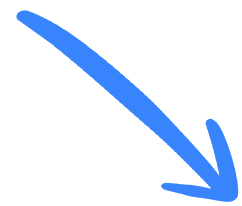
"Every pupil should receive unique support to meet their needs." To what extent do you agree with this statement?

"I agree that pupils' needs should be met and that there should be strategies in place that meet the needs of the individual. However, the strategies for one pupil may be the same as another pupil."



- ✓ **Articulates inclusive goal**
- ✓ **Space for similarity *and* difference**
- ✓ **Consistent with beliefs**

Supporting inclusive thinking in ITT



B. How can we support it?

1) Use scenarios to uncover trainees' current thinking.

Margaret Mulholland recommends:

“Building in structured opportunities to practise decision-making with complex classroom situations.”

(Mulholland, 2025)

SCENARIO

You have been teaching your class how to convert between centimetres and metres.

You are working with Lloyd and Asha, and you want to assess their understanding.

YOU: Can anyone tell me how we would write 125cm in metres? Lloyd, what do you think?

LLOYD: 1.25 metres

What would you say next? Justify your decision.

A. *Thanks Lloyd. It seems like we're on the right track with this. Let's try some practice questions now.*

B. *Thanks Lloyd. Asha, can you explain how Lloyd arrived at that answer?*

SCENARIO

You have been teaching your class how to convert between centimetres and metres.

You are working with Lloyd and Asha, **a pupil with additional needs related to communication and interaction**, and you want to assess their understanding.

YOU: Can anyone tell me how we would write 125cm in metres? Lloyd, what do you think?

LLOYD: 1.25 metres

What would you say next? Justify your decision.

A. Thanks Lloyd. It seems like we're on the right track with this. Let's try some practice questions now.

B. Thanks Lloyd. Asha, can you explain how Lloyd arrived at that answer?

2) Emphasise similarity *and* adaptation

Ask trainees:

- a) Why might this principle be ***especially important*** for pupils with additional needs?

- b) What ***additional adaptations*** might also be helpful for some pupils?"

A

**SEND is
a *standalone* topic**

Behaviour

How pupils learn

SEND

A

SEND is
a *standalone* topic

Behaviour

How pupils learn

SEND

B

SEND is integrated,
focused on *difference*

Behaviour

e.g. What *different* forms of
behaviour management might
help pupils with SEND?

How pupils learn

e.g. What *different* forms of
scaffolding might help pupils
with SEND?

A

SEND is
a *standalone* topic

Behaviour

How pupils learn

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SEND is integrated,
focused on *difference*

Behaviour

e.g. What *different* forms of
behaviour management might
help pupils with SEND?

How pupils learn

e.g. What *different* forms of
scaffolding might help pupils
with SEND?

C

SEND is integrated, focused
on *similarity & adaptation*

Behaviour

e.g. Why might predictable
routines be *especially helpful*
for pupils with SEND?

e.g. What *additional
adaptations* might also be
helpful for some pupils?

How pupils learn

e.g. Why might worked
examples be *especially helpful*
for pupils with SEND?

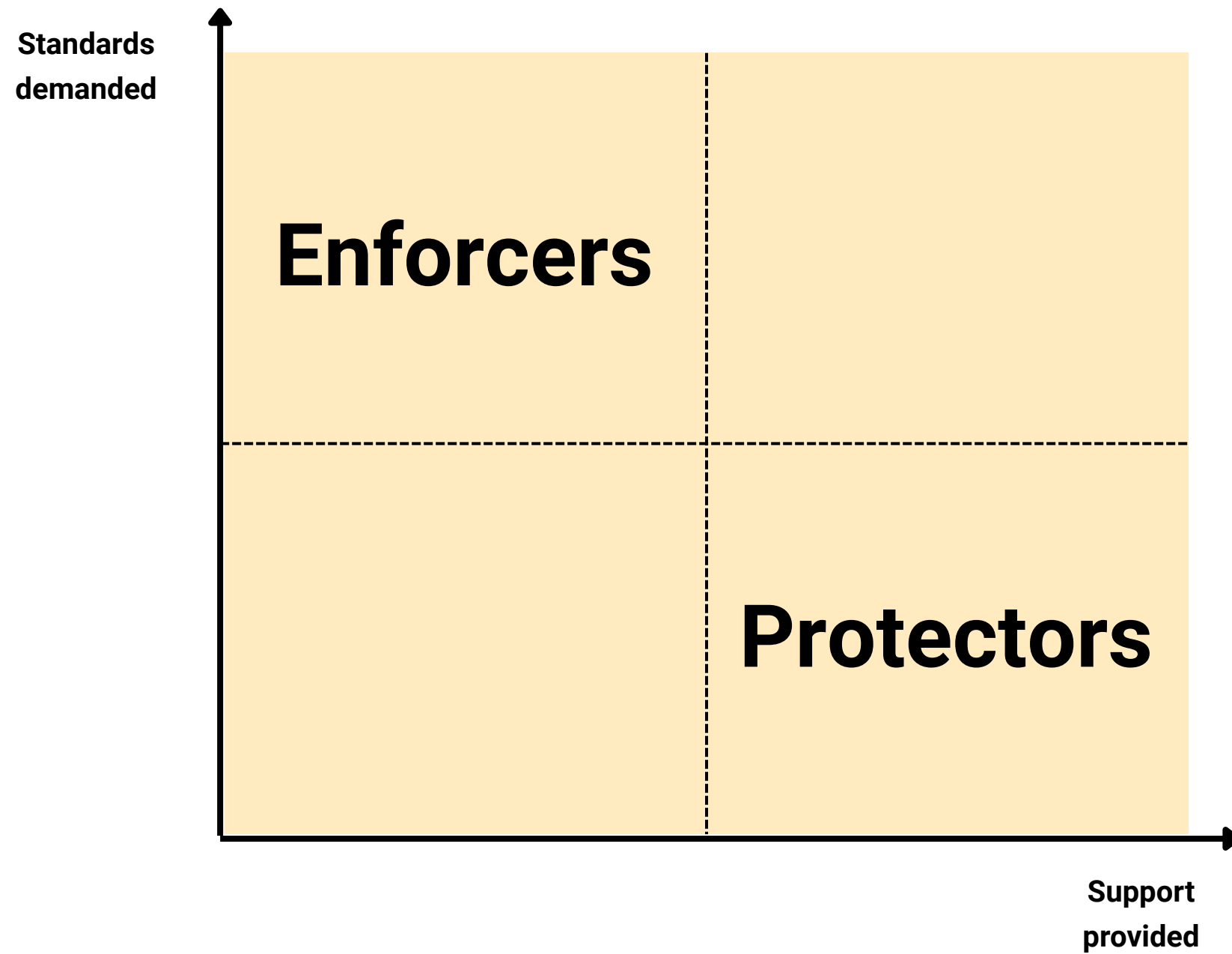
e.g. What *additional forms of
scaffolding* might also be
helpful for some pupils?

3) Talk about emotions and values



Based on response to SEND questioning scenario:

“Asha has additional needs related to communication, so asking her to share would only make her anxious.”



“It is generally more effective to reframe a behaviour as being consistent with a group’s core values, rather than trying to change what they value.”

(Yeager et al., 2025)

Inclusion pilot, 2026-27

1. From September 2026, Proxima is launching an inclusion pilot, open to all providers.
2. Providers will have access new type of scenario designed to support group discussion.
3. Scenarios will link to key aspects of inclusion, e.g. *Scaffolding*, *Working with TAs*.

To find out more join our free webinar at 3pm, Thursday 26th February.

Register here!



Questions

- 1.** What strategies have you used to help trainees understand that **great teaching is inclusive teaching**?
- 2.** Is it helpful to move from discussing adaptive teaching towards explicitly discussing **more and less effective adaptations**?
- 3.** Which aspects of trainees' thinking about inclusion are may change 'naturally' during training versus are likely to benefit from **structured discussion**?

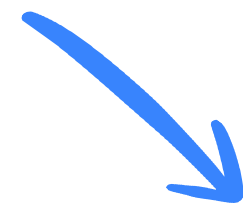
Thank you!



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<https://proxima.education>



**Blog accompanying this talk in
“*News & Insights*”**