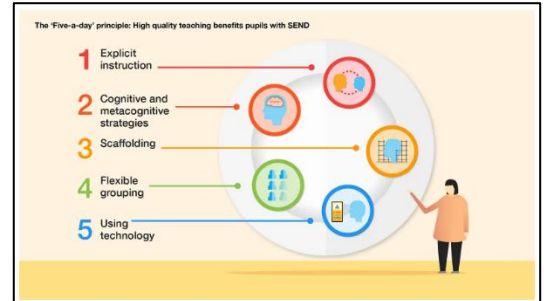


[The EEF SEND Specialist Gary Aubin explores how teachers can support pupils with SEND in their daily practice](#)  
(EEF blog, 26.01.22)

Meeting the range of needs presented by a class of children is undoubtedly a challenging task. However, research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with SEND.

The evidence which informed the EEF [Special Education Needs in Mainstream Schools guidance report](#) indicated that there are **five particular approaches** which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

Best of all, this [Five-a-day](#) is already part of most teachers' practice (or can be relatively easily added), meaning that small tweaks could make a significant positive difference for the pupils we teach:



Special Educational Needs in Mainstream Schools

[The five specific approaches](#) — indicated in the graphic above — are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for their classroom teaching.

For SENDCos, or other school leaders, it may be worth sharing the EEF 'Five-a-day poster' with staff to ensure there is a shared understanding of these strategies and what they entail.

Picture what this can mean for an Early Career Teacher (ECT) at the beginning of term. They have checked their register and seen that there are students in their class with Specific Learning Difficulties; Speech, Language and Communication Needs; and Moderate Learning Difficulties.

That same new teacher, busy grappling with an array of challenges, will need to explore how best to support pupils with these different special educational needs. They then must apply these strategies to the subject, phase, and curriculum in question, without diluting the quality of education provided to students without SEND.

Additionally, they need to attempt to sustain these complex habits. It can all feel a little overwhelming. For the same ECT, it's easy to see why this evidence is a welcome shift of perspective.

For example, by using **explicit instruction**, they will be checking student understanding more frequently and modelling a task before students begin to work independently. These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.

Within SEND, there are some who rightly point out that existing research is not the whole answer to meet this challenge. For instance, they may contend that the term 'SEND' covers a huge breadth of needs, with a vital emphasis on knowing the individual child, alongside working with the family and building trusted relationships. This evidence review doesn't contest any of those points. It merely points out that studies exist in which the participants in the study are all learners with SEND. In these studies, many of the same practices that work for learners with SEND also work for their classmates without additional needs.

Any evidence that helps to develop teacher practice for pupils with SEND should be taken seriously. Any evidence that may improve outcomes for pupils with SEND should be considered carefully. For all teachers, from early career teachers to their experienced peers, an accessible **Five-a-day** notion when it comes to high quality teaching for pupils with SEND, is likely to prove valuable.

## [The 'Five-a-day' approach: How the EEF can support](#) (EEF blog, 05.10.22)

*A range of resources to support high-quality teaching for all pupils.*

Supporting every pupil to succeed academically is a significant challenge for teachers and TAs. The EEF research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that.

Teachers, SENDCos, senior leaders or TAs looking to build these practices into classroom practice, can access a number of EEF resources for support.

As a first step, for an overview of what each of the Five-a-day entails, download this one-page information [poster](#) or watch this three-minute [video](#).

For a set of questions that support teachers to consider their own practice in terms of the Five-a-day, look at this [reflection tool](#). For a similar document aimed at TAs, look at [this one](#).

For the opportunity to hear what the 'Five-a-day' means to a practicing classroom teacher, watch this 'Voices from the Classroom' [video](#) from **Jess James**.

To see how a SENDCo works with their SLT to bring change to teaching practices in their school, look at this [video](#) from **Jess Wood** and **Sarah Hill**.

To see how the principles of [Effective Professional Development](#) can be used to bring teaching practice closer to the 'Five-a-day', give this [blogpost](#) a read.

To zoom in on scaffolding as an essential element of the 'Five-a-day', look at this [poster](#), which outlines some of the key principles and underlying evidence around its effectiveness.

There are a number of other ways the EEF can support improvements to teaching and learning in your school – whether through reading a [guidance report](#) and considering its recommendations; perusing the [Teaching and Learning Toolkit](#) and seeing how it aligns with your own practice; or engaging with your local [Research School](#) and learning about their offer in your area.

The 'Five-a-day' approach allows educators to embed a set of teaching habits that feel manageable in reality. And, best of all, these approaches come out of an [evidence review](#) that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings.

