**Every Teacher is a Teacher of SEND**

Teachers are both responsible and accountable for the learning, progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

**The Code of Practice says that every teacher is a teacher of SEN. It says:**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (6.37)*

Standard 5 of the teaching standards states that all teachers adapt teaching to respond to the strengths and needs of all pupils.

Ofsted recognises that:

*Quality education for pupils with SEND relies on day to day classroom practice, with TAs and teachers sharing curriculum goals and having the necessary subject, curriculum and specialist knowledge. (Supporting SEND May 2021)*

**This means that class and subject teachers should:**

Be aware of the physical, social and intellectual development of pupils, and know how to adapt teaching at different stages of development.

Know when and how to differentiate appropriately, using approaches which enable pupils to be engaged and taught effectively.

Have a secure understanding of barriers to learning and progress and how to overcome them.

Promote QFT with suitable adjustments and the universal offer as the focus of provision.

Consult with parents/carers, SENCO and other relevant staff.

Implement a robust graduated approach for pupils with SEN.

Ensure pupils have fair and equitable access to the class teacher during lessons. Pupils require more not less of teacher time to achieve greater fairness in outcomes.