

Delivering Adaptive GCSE English Resit Lessons to Meet Individual Needs

Important note

This learning resource was developed through funding provided by the Department for Education under the English and maths grant. Funding for the project ended on 31 August 2026. This resource is being retained as an archive for reference and professional learning purposes. The content is no longer being actively reviewed, updated, or maintained. Users should ensure they refer to the latest statutory guidance, policy and sector requirements before relying on any information contained within these materials. The views and content presented are those of the original authors at the time of publication and should not be taken as current Department for Education policy unless supported by current official guidance. Where indicated, Crown copyright material is reused under the Open Government Licence v3.0.

Course details

Title of content	Delivering Adaptive GCSE English Resit Lessons to Meet Individual Needs
Learning objectives	• Explore adaptive strategies to support the development of reading, writing, speaking, listening and communication skills in the GCSE English resit classroom • Consider how to create a classroom environment where learners with SEND and neurodivergent learners feel socially and emotionally safe
Course description	In this course, you'll explore strategies that you can employ within your everyday practice to support learners with SEND and neurodivergent learners in the GCSE English resit classroom. You will examine how adapting your teaching methods and curriculum delivery can foster a socially and emotionally safe learning environment for learners with SEND and neurodivergent learners, enhancing their engagement and achievement. (This course is part of the 16–19 English GCSE Resit CPD offer, which aims to transform how English is taught and experienced in post-16 settings. The content is built on a foundation of research, practitioner insight and learner voices.)
Who's this course for?	Educators working with learners who are resitting GCSE English

Course content

Module 1: Adaptive strategies

Lesson: Welcome and introduction

Page: Welcome to the course

Welcome to 'Delivering Adaptive GCSE English Resit Lessons to Meet Individual Needs'

This short on-demand course was funded by the Department for Education (DfE) and developed by the Education Training Foundation (ETF).

It's part of the 16–19 English GCSE Resit CPD offer, which aims to transform how English is taught and experienced in post-16 settings. The content is built on a foundation of research, practitioner insight and learner voices.

What will you cover?

'Delivering Adaptive GCSE English Resit Lessons to Meet Individual Needs' is all about tailoring your teaching methods and curriculum delivery to create an inclusive learning environment where learners with special educational needs and/or disabilities (SEND) and neurodivergent learners feel socially and emotionally safe. You will explore practical adaptive strategies that can be integrated into your everyday practice to support these learners in developing their skills across reading, writing, speaking, listening and communication.

The course will provide bitesize advice and helpful links.

You should meet the following learning objectives:

- Explore adaptive strategies to support the development of reading, writing, speaking, listening and communication skills in the GCSE English resit classroom
- Consider how to create a classroom environment where learners with SEND and neurodivergent learners feel socially and emotionally safe.

As you move through the course and discover new information, ideas and perspectives, you can refer to these objectives and check your progress against them.

Resources and media

The resources in this self-directed resource are available to use under the [Open Government Licence v3.0](#) except where otherwise stated.

Thanks are extended to everyone who took part in videos, audio clips and/or written case studies. (Please note: names and job titles were correct at the time of production – but some may have changed since then.)

Lesson: What's happening in this module?

Page: Welcome to Module 1

Welcome to Module 1

This module explores the application of adaptive strategies to support learners with SEND and neurodivergent learners in developing reading and writing skills for their GCSE English Language resits.

You'll explore how to:

- support learners with SEND and neurodivergent learners in the GCSE English Language resit classroom
- adapt reading activities
- adapt writing activities.

Lesson: Supporting learners with SEND and neurodivergent learners

Page: Supporting learners with SEND and neurodivergent learners

A significant proportion of learners in FE and skills classrooms:

- have SEND
- are neurodivergent.

Professional consensus suggests that the proportions are higher in GCSE English resit classrooms specifically.

Learners with SEND and neurodivergent learners often face unique challenges in the GCSE English resit classroom. Understanding and addressing these challenges is crucial for fostering an inclusive and supportive learning environment.

Defining key terms

Before you move on, it's important to define key terms.

'SEND' refers to a broad range of identified needs and disabilities – though a young person with SEND may or may not have:

- formal diagnoses or assessments
- Education, Health and Care (EHC) plans.

‘Neurodiversity’ refers to the natural variation in the human brain. It is an umbrella term which is used to refer to a wide range of neurological differences, some of which are often considered examples of SEND too, including (but not limited to):

- autism
- ADHD (attention deficit hyperactivity disorder)
- dyslexia.

Autistic and dyslexic people and people with ADHD are often referred to as ‘neurodivergent’.

In recognition of the fact that different people will use or identify with different terms, this course will use both ‘SEND’ and ‘neurodivergent’ and where possible, be specific.

A quick activity

Various characteristics are associated with autism, ADHD and dyslexia – though the real picture is obviously more complicated.

Consider the below activity. Can you match the characteristics to the examples of neurodiversity?

Difficulty maintaining focus	Autism
Difficulties with communication and social skills	ADHD
Difficulties with sensory processing	Dyslexia
Difficulties with executive dysfunction	More than one

Answers

All four of these characteristics may be present in autistic people, dyslexic people and people with ADHD. What’s more, autism, dyslexia and ADHD aren’t mutually exclusive – someone might have a combination of them, along with other conditions, such as OCD, depression or anxiety.

The landscape of neurodiversity and SEND is complex – but catering to diverse needs does not necessarily cause a dramatic increase in workload. With well-chosen strategies, educators can address multiple challenges at once.

Above all, it’s crucial that you create a learning environment in which individuals feel comfortable expressing their differences and proactively seeking out any additional support they may require.

Case studies: reflecting on neurodiversity in the English classroom

In the following short videos, three adults reflect on their educational journeys. They outline some of the challenges they faced in the classroom, as well as their respective strengths.

Of course, their stories are unique to them – but they all highlight the importance of social and emotional safety for learners with SEND and neurodivergent learners.

In the first video, Anthony Peet – a civil engineer – explains what it was like to be dyslexic in the English classroom.

Video 1: <https://youtu.be/6i-GY1mfeTw>

In the second video, Amy Darbyshire – an English education specialist – talks about her college experience as someone with ADHD.

Video 2: https://youtu.be/wPWuSWLcu_A

In the third and final video, Scott Williams – a recovery worker – looks back on his studies as an autistic young man.

Video 3: <https://youtu.be/4Vt8wvOet4Y>

Page: Adapting reading activities

Learners with SEND and neurodivergent learners often face barriers in reading and analysing GCSE English texts.

Here, you'll explore:

- some common challenges experienced by learners with specific needs
- strategies to support these learners.

Of course, every learner is different – and a strategy that works for one learner with ADHD (for example) may not work for another. However, the following list is a useful starting point.

Decoding and reading fluency

Challenges

Dyslexic learners may struggle with phonological awareness, affecting their ability to decode words and comprehend texts.

Strategies

- **Pre-reading activities:** Introduce key vocabulary and background context before reading (eg setting, characters).
- **Multimedia support:** Provide audio versions of texts and use text-to-speech tools.

Inattention and maintaining focus

Challenges

While learners with ADHD and autistic learners may display intense, sustained focus on topics about which they care deeply, they may struggle to apply that same concentration to everyday reading tasks. As a result, they may be easily distracted, frequently lose their place in the text and struggle to understand its meaning.

Strategies

- **Interest-aligned texts:** Select materials that align with learners' interests to enhance engagement.
- **Structured time boundaries:** Implement timers and visual schedules to aid focus. This allows learners to harness their hyperfocus productively while ensuring balance with breaks and transitions.

Slow processing speed

Challenges

Cognitive delays can result in learners requiring more time to process information, affecting their performance.

Strategies

- **Additional time:** Allow extra time for tasks and assessments, as per exam access arrangements.
- **Task chunking:** Break assignments into smaller, more manageable parts.
- **Visual aids:** Incorporating tools like graphic organisers, audio recordings and text-to-speech software can support comprehension and reduce the cognitive load, allowing learners to engage more effectively with the material.

Comprehension difficulties

Challenges

Some learners with SEND, particularly autistic learners, may interpret language literally, which can impede their ability to infer meaning beyond the explicit text. Additionally, they may struggle with connecting ideas within a passage, making it challenging to grasp the overall meaning or narrative.

Strategies

- **Pre-reading activities:** Introduce key vocabulary and concepts before reading.
- **Visual aids:** Incorporate graphic organisers, story maps and visual cues to help learners connect ideas and follow the narrative structure.
- **Explicit teaching of figurative language:** Provide direct instruction on idioms, metaphors and other non-literal language forms, using concrete examples to illustrate their meanings.

Physical and sensory impairments

Challenges

Physically disabled learners or those with sensory impairments, such as visual or hearing impairments, may face additional barriers to reading. These can include difficulties in accessing standard print materials or challenges in processing auditory information.

Strategies

- **Assistive technologies:** Use audiobooks, screen readers and text-to-speech tools.
- **Adapted materials:** Provide coloured paper, enlarged print, braille or tactile supports as needed.
- **Multisensory techniques:** Employ methods that engage multiple senses to aid learning.

Implementing these strategies can create a more inclusive and supportive learning environment for learners with SEND and neurodivergent learners in the GCSE English resit classroom.

Activity

Tick the approaches you currently use in your classroom.

Pre-reading and vocabulary support

- ☐ Introduce key vocabulary and background context before reading
- ☐ Teach idioms, metaphors, and other non-literal language forms using concrete examples

Multimedia and assistive technologies

- ☐ Provide audio versions of texts
- ☐ Use text-to-speech tools
- ☐ Use audiobooks or screen readers
- ☐ Include audio recordings to support comprehension

Visual and organisational aids

- ☐ Use graphic organisers, story maps, or visual cues
- ☐ Provide adapted materials (e.g. coloured paper, enlarged print, braille, tactile supports)

Engagement and focus strategies

- ☐ Select texts aligned with learners' interests
- ☐ Use timers or visual schedules to support focus and transitions

Processing and task management

- ☐ Allow extra time for tasks and assessments
- ☐ Break assignments into smaller, manageable parts
- ☐ Use multisensory techniques to support learning

Pause and reflect

Which of these approaches do you feel could be further developed or expanded in your practice?

Page: Adapting writing activities

Learners with SEND and neurodivergent learners often face barriers in writing tasks during their GCSE English resit lessons.

Here, you'll explore:

- some common challenges experienced by learners with specific needs
- strategies to support these learners.

Once again, every learner is different – and a strategy that works for one learner with ADHD (for example) may not work for another. However, the following list is a useful starting point.

Slow processing speed

Challenges

Delays in receiving, interpreting and responding to information can hinder learners' ability to plan, draft and revise written work within time constraints.

Strategies

- **Additional time:** Allow extra time for writing tasks and assessments, as per exam access arrangements.
- **Task chunking:** Break writing assignments into smaller, more manageable parts.

- **Visual aids:** Use graphic organisers and other tools to support writing structure.

Inattention and maintaining focus

Challenges

Some learners with SEND and neurodivergent learners may have difficulty maintaining focus during writing tasks, leading to incomplete or disorganised work.

Strategies

- **Interest-aligned topics:** Select writing prompts that align with learners' interests to enhance engagement.
- **Structured time boundaries:** Implement timers and visual schedules to aid focus.

Physical and sensory impairments

Challenges

Issues with fine motor skills can make handwriting laborious and time-consuming, affecting the quality and quantity of written work.

Strategies

- **Assistive technologies:** Use speech-to-text tools and adaptive writing aids.
- **Adapted materials:** Provide enlarged print, braille or tactile supports as needed.

Emotional and psychological factors

Challenges

Fear of making mistakes or not meeting expectations can lead to avoidance of writing tasks or reluctance to share written work.

Strategies

- **Positive reinforcement:** Encourage effort and progress, focusing on strengths.
- **Safe writing environment:** Create a supportive atmosphere where mistakes are viewed as learning opportunities. By modelling how they deal with their own mistakes, teachers can normalise them.
- **Paired work:** Encourage learners to work in pairs and share their work with their partners before showing it to you and the rest of the class. You could accompany this strategy with a discussion of what effective paired work looks like and how to conduct a supportive peer review.

Executive functioning challenges

Challenges

Some learners with SEND and neurodivergent learners face executive functioning challenges that impact their ability to plan, organise and execute writing tasks effectively.

Strategies

- **Supported planning:** Guide learners through the planning process using graphic organisers or outlines to break down tasks into manageable steps. Teach planning skills explicitly by explaining their importance and providing real-life examples.
- **Time management support:** Implement timers or visual schedules to help learners allocate appropriate time for each stage of the writing process.
- **Encourage self-reflection:** Promote reflective practices by getting learners to assess their writing process and outcomes, fostering metacognitive awareness and continuous improvement.

Lack of exposure and experience

Challenges

A lack of experience with reading and writing can result in limited vocabulary, poor sentence construction and difficulty in expressing ideas clearly.

Strategies

- **Scaffolded writing tasks:** Provide templates, sentence starters and guided questions to support writing.
- **Model writing processes:** Demonstrate writing techniques and thought processes through shared writing sessions.

Once again, implementing these strategies can create a more inclusive and supportive writing environment.

Activity: Matching strategies to writing challenges for learners with SEND

Match each writing challenge faced by learners with SEND to the most appropriate strategy or support method. This will help you identify practical ways to create a more inclusive writing environment.

1. Slow processing speed	A. Use speech-to-text tools; provide adapted materials like braille or tactile supports
2. Inattention and maintaining focus	B. Guide planning with graphic organisers; support time management; encourage self-reflection
3. Physical and sensory barriers	C. Allow extra time; break tasks into smaller parts; use graphic organisers
4. Emotional and psychological factors	D. Use interest-aligned writing prompts; implement timers and visual schedules
5. Executive functioning challenges	E. Use positive reinforcement; create a safe writing environment
6. Lack of exposure and experience	F. Provide scaffolded writing tasks; model writing processes through shared writing

Answers

- 1C
- 2D
- 3A
- 4E
- 5B
- 6F

Helpful links

Before you reach the end of this module, you might want to explore the following tools. Could any of them be useful in your setting?

- [ATBar](#) – A free accessibility toolbar offering text-to-speech, word prediction and visual adjustments to support learners with reading and writing difficulties.
- [TechAbility](#) – A resource hub providing expert guidance on choosing and using assistive technologies to support writing for learners with SEND.
- [SpeechTexter](#) – A speech-to-text tool that allows learners to turn spoken words into written text, reducing barriers related to spelling, typing or motor skills.
- [Twinkl Classroom Timer](#) – A visual and auditory timer that helps learners manage writing tasks by breaking them into timed, manageable segments.

Lesson: Review your learning

Page: Well done

Well done – you’ve reached the end of Module 1

In this module, you explored how to:

- support learners with SEND and neurodivergent learners in the GCSE English Language resit classroom
- adapt reading activities
- adapt writing activities.

On the next page, you’ll have the opportunity to explore certain topics in further detail via some recommended additional reading.

Page: Further resources

Additional reading

- [SENSible SENCO | Stress and Success: Maslow’s Hierarchy of Needs in Special Ed](#)
- [National Library of Medicine | Bolourian et al.: General Education Teachers’ Perceptions of Autism, Inclusive Practices, and Relationship Building Strategies](#)
- [British Dyslexia Association | Homepage](#)
- [National Library of Medicine | Staff et al.: The Relation Between Classroom Setting and ADHD Behavior in Children With ADHD Compared to Typically Developing Peers](#)



Module 2: Creating an inclusive learning environment

Lesson: What's happening in this module?

Page: Welcome to Module 2

Welcome to Module 2

This module will look at adapting GCSE English resit delivery to create an inclusive learning environment where learners with SEND and neurodivergent learners are able to develop their speaking, listening and communication skills.

You'll explore:

- adapting delivery
- adapting the curriculum
- developing speaking, listening and communication skills.

Lesson: Adapting delivery and the curriculum

Page: Adapting delivery

Beyond academic support, it's essential to prioritise emotional and social safety for learners with SEND and neurodivergent learners, who often face heightened challenges related to anxiety, social isolation and low self-esteem. A secure and supportive environment will enable them to:

- engage more fully in their education
- take academic risks
- develop essential life skills.

This is particularly relevant for learners who are resitting GCSE English due to previous negative experiences with the subject. The pressure of mandatory resits can exacerbate feelings of inadequacy and reinforce a cycle of failure, especially when previous attempts were marked by anxiety and low confidence.

Without addressing these emotional barriers, learners may struggle to engage with the curriculum and demonstrate their true potential. Fostering an emotionally safe and supportive classroom environment is crucial to rebuilding confidence and achieving academic success.

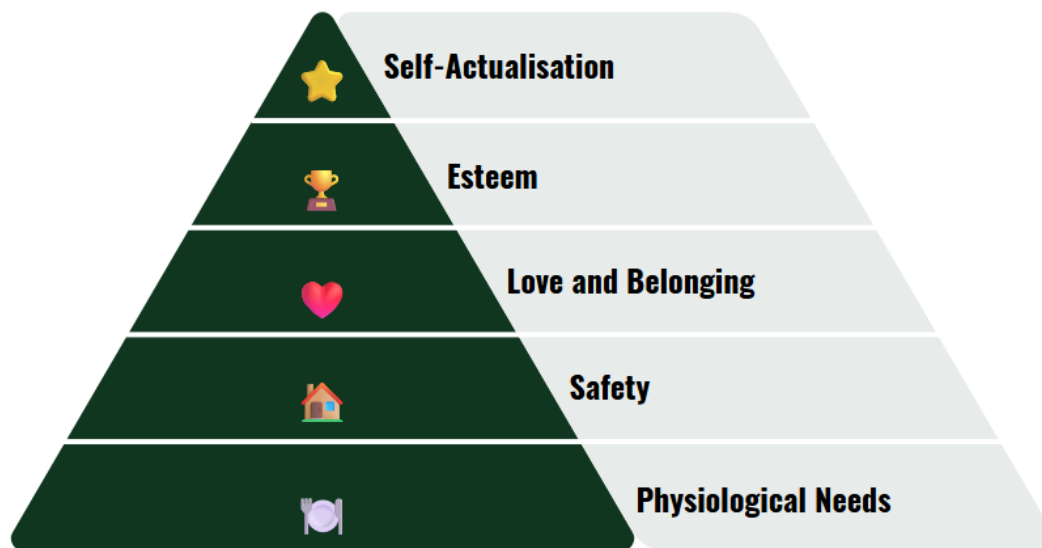
Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a psychological theory which proposes that humans are motivated by a series of needs.

There are differing views on this theory – but it provides a useful starting point to inform teaching practice.

The needs are usually arranged into a pyramid structure with five levels from bottom to top:

- physiological needs
- safety needs
- love and belonging
- esteem
- self-actualisation.



In brief, basic physiological needs such as food, water and shelter are at the bottom, and higher-level needs such as self-esteem and respect are towards the top (McLeod, 2025).

The highest tier is self-actualisation, which is about realising your potential and functioning at an optimal level (Whitson, 2024).

Unmet needs at the foundational levels – eg safety – can impede the ability of learners with SEND and neurodivergent learners to engage with the curriculum and achieve academic success. Addressing these needs is therefore essential for creating a conducive learning environment.

Pause and reflect

Focusing on the first three levels of Maslow's Hierarchy of Needs, what factors might make it particularly challenging for learners with SEND or neurodivergent learners to have their needs met?

Feel free to write down your response or share it in the dedicated discussion forum at the end of the course.

The PACE Model

Maslow's framework highlights that learners cannot progress to higher levels of learning without first feeling safe, accepted and valued within their environment. For many learners with SEND and neurodivergent learners, this sense of belonging and emotional security is not a given, particularly in the context of GCSE resits where past experiences may have eroded confidence. Hughes' PACE model directly supports these needs by offering a practical approach to building trust, safety and positive relationships in the classroom.

In this model, the teacher embodies the following qualities.

P	Playfulness Openness and light-heartedness of tone in interactions with learners, creating fun and joy in relationships.
A	Acceptance Unconditional acceptance for learners as people, regardless of the behaviours that they are expressing.
C	Curiosity Non-judgmental interest in what a learner is trying to communicate with their behaviours.
E	Empathy Demonstrating an understanding of why the learner behaves as they do and a willingness to support them through it.

The PACE model focuses on building secure, trusting relationships with learners. By embodying these qualities, educators can create a supportive atmosphere that encourages engagement and learning. Implementing the PACE model can strengthen teacher-learner relationships, fostering an environment where learners with SEND and neurodivergent learners feel safe and valued.

(bMindful, 2024)

Activity

Read the scenarios below and use your understanding of the PACE model to choose how you would respond in your setting.

Scenario 1: You're teaching a group of learners who have been asked to create a sustainable guide for their hometown.

One learner, who is dyslexic, refuses to begin the task. They say it is "stupid" and express frustration.

How could you respond using the PACE model to support this learner?

Options:

1. Use a light-hearted tone to reduce tension and reframe the task as a fun challenge.
2. Ignore the learner and move on to other learners.

Answers:

1. Yes, this can help reduce anxiety and build rapport.
2. No, this may reinforce feelings of exclusion or misunderstanding.

Scenario 2: The learner still doesn't want to engage.

What else can you try?

Options:

1. Acknowledge the learner's feelings without judgement, showing that you value them regardless of their reaction.
2. Tell the learner that the task is mandatory and they must participate.

Answers:

1. Yes, this builds trust and emotional safety.
2. No, this may isolate the learner and miss an opportunity to build connection and understanding.

What can you do next to encourage the learner to start the task?

Options:

1. Suggest the learner works alone to avoid disrupting others.
2. Ask open-ended questions to understand what's behind the learner's frustration.

Answers:

1. No, this may isolate the learner and miss an opportunity to build connection and understanding.
2. Yes, this shows you're interested in their experience.

What else can you do to strengthen your relationship with the learner?

Options:

1. Remind the learner that dyslexia isn't an excuse to avoid work.
2. Express understanding of how they might feel overwhelmed and offer support.

Answers:

1. No, this dismisses the learner's emotional experience and could damage trust and motivation.
2. Yes, this validates their feelings and encourages engagement.

References

bMindful (2024), 'Understanding the PACE Model' [online]. Available from: <https://www.bmindfulpsychology.co.uk/post/understanding-the-pace-model> [Accessed 24 August 2026].

McLeod, S. (2025), 'Maslow's Hierarchy of Needs' [online]. Available from: <https://www.simplypsychology.org/maslow.html> [Accessed 24 August 2026].

Whitson, E. R. (2024), 'Self-actualization' [online]. Available from: <https://www.ebsco.com/research-starters/psychology/self-actualization> [Accessed 24 August 2026].

Page: Adapting the curriculum

As English teachers, you have a unique opportunity to explore and discuss a range of social issues with your learners.

As the fundamental skills you are trying to develop are simply reading, writing, speaking and listening, you can be selective with the topics that you ask your learners to read, write and speak about.

An example

It is good practice to choose topics which raise awareness of issues faced by learners with SEND, neurodivergent learners and those protected under the Equality Act.

For example, television shows like *The Undateables* and *Love on the Spectrum* spark debate around representation and exploitation. Offering learners a carefully selected online article on this topic – for example, one that critiques the shows' framing and tone – can serve as powerful non-fiction reading material that sparks thoughtful discussion.

Including learners with SEND and neurodivergent learners in these conversations offers meaningful benefits.

- **Valuing lived experience**

Creating space for learners with SEND and neurodivergent learners to share their own perspectives (if they feel comfortable doing so) not only enriches the discussion – it also affirms their voices in a context where they become the expert.

- **Boosting self-worth**

Seeing their identities treated as important and worthy of conversation can enhance their self-esteem and reinforce that their experiences are valued in the classroom.

When the lesson focuses on neurodiversity, learners with SEND and neurodivergent learners naturally step into an expert role – celebrating their insights and acknowledging their authority on the subject.

Ground rules

While it can sometimes feel ‘safer’ to avoid sensitive topics in FE settings, handling them responsibly can yield significant educational and personal benefits. The key lies in thoughtful preparation and a clearly defined framework.

First and foremost, establish ground rules for discussion before delving into sensitive content. These rules help create a respectful and emotionally safe space. It’s effective to introduce the nine Protected Characteristics in the Equality Act, clarifying that discrimination based on any of these is unlawful. Emphasise that discriminatory speech in the classroom may cross the line into a hate crime and therefore will not be tolerated in a professional learning environment.

By providing a firm structure, you’ll ensure that learners can engage openly, while understanding the boundaries that preserve the wellbeing of every learner.

Page: Developing speaking, listening and communication skills

This may sound obvious – but your role goes beyond getting learners to pass their exams. You are also responsible for developing a learner’s wider English skills, such as speaking, listening and communication skills. This is especially crucial for learners with SEND and neurodivergent learners in FE classrooms, who may face challenges in social interaction and are preparing to navigate the broader world beyond education.

Learners can be encouraged to interact with each other – and develop these skills – through a range of collaborative and cooperative learning activities.

Activity	Skills
<i>Playing English-based games, such as board games and card games</i>	• Turn-taking • Communication • Empathy and emotional intelligence

	• Problem solving and critical thinking • Negotiation and persuasion • Leadership and initiative • Respect and sportsmanship
<i>Healthy competition (eg quizzes, working in teams)</i>	• Teamwork and collaboration • Personal growth and resilience • Goal setting • Self-reflection • Giving and accepting feedback • Emotional regulation
<i>Discussion and debate</i>	• Confidence and self-esteem • Active listening and comprehension • Critical thinking • Respect and tolerance • Empathy and open-mindedness • Persuasive skills • Adaptability

Case study: Aaliyah's journey

Before you move on to the final pages of this course, consider the following case study about a GCSE English resit teacher.

The teacher describes how, with the right support, a learner was able to move from silence to self-belief. (The learner's name has been changed to anonymise her.)

“Aaliyah joined my GCSE English resit class with a history of low confidence and anxiety, particularly around speaking in front of others. She had previously been diagnosed with social communication difficulties and mild sensory processing needs, which had not been fully supported during her time at secondary school.

At school, she often felt overwhelmed in busy classrooms and was reluctant to ask for help, fearing embarrassment. Her SEND needs weren't always recognised, and she ended up feeling isolated and disengaged – ultimately achieving a grade 3 in English Language.

When she arrived at college, I worked closely with our Learning Support team to put appropriate strategies in place. We agreed on a personalised support plan that included:

- **Structured seating arrangements** to reduce sensory overload and anxiety.
- **Clear, consistent routines** to help her feel secure and reduce unpredictability.
- **Visual aids and scaffolded tasks** to support her processing and comprehension.
- **Opportunities for low-pressure peer interaction**, such as paired work and small group tasks.
- **Alternative ways to ask questions**, including written prompts and digital tools.

Aaliyah responded well to these adaptations. She began to engage more actively, especially in smaller group settings where she felt safe. Over time, she built friendships and started to advocate for herself – asking for clarification, attending drop-in sessions and even volunteering to share her work.

By the end of the year, Aaliyah had achieved a grade 5. More importantly, she had developed a sense of confidence and belonging. She told me she finally felt understood and supported in a classroom. Her journey highlighted how targeted SEND support can unlock potential that was previously hidden.”

This story offers several takeaways for resit educators.

- **Early identification and collaboration** with support teams is key to meeting the needs of learners with SEND and neurodivergent learners.
- **Structured environments** with predictable routines help to reduce anxiety and support engagement.
- **Flexible communication methods** (eg written questions, digital tools) empower learners with social or communication difficulties.
- **Peer interaction must be intentional** – small groups and paired tasks can build confidence without overwhelming.
- **Scaffolding and visual support** benefit learners with processing or sensory needs.
- **Celebrate progress beyond grades** – confidence, independence and self-advocacy are key outcomes.

Lesson: Review your learning

Page: Congratulations

Congratulations – you’ve nearly reached the end of ‘Delivering Adaptive GCSE English Resit Lessons to Meet Individual Needs’

Over the past two modules, you’ve covered the following learning objectives:

- Explore adaptive strategies to support the development of reading, writing, speaking, listening and communication skills in the GCSE English resit classroom
- Consider how to create a classroom environment where learners with SEND and neurodivergent learners feel socially and emotionally safe.

What next?

Remember: this course is part of the 16–19 English GCSE Resit CPD offer, which aims to transform how English is taught and experienced in post-16 settings. The content is built on a foundation of research, practitioner insight and learner voices.

Page: Further resources

Links from this module

- [Legislation.gov.uk | Equality Act 2010: Chapter 1 – The Protected Characteristics](#)
- [Simply Psychology | Maslow's Hierarchy of Needs](#)
- [EBSCO | Self-actualization](#)
- [bMindful Psychology | Understanding the Pace Model](#)

Additional reading

- [Mentally Healthy Schools | Learning about neurodiversity at school \(LEANS\)](#)

Page: Action planning

Now that you have completed the course, what will you do next?

Use this page to set yourself short- and long-term targets relating to any part of this course.

Professional development is an ongoing process. Making time to reflect on and refine how you work can be really challenging – but it is time well spent. Creating a simple plan will help you to embed what you have learnt and set a timescale for your next steps.

Target	What will I do to achieve my target?	Who might help me?	When will I achieve it?

Target	What will I do to achieve my target?	Who might help me?	When will I achieve it?

Remember: this is a process for you. It might be helpful to share some of your thinking with colleagues, a mentor or a line manager at an appraisal – but, first and foremost, an action plan should reflect what you feel is important.