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**Inclusion & Equality at The Acorns Primary School**

**Meeting the needs of all children including those with Special Educational need or disability**

Article 28: Every child has the right to an education

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| Strategies for Inclusion in Geography | |
| Whole School | Clear instructions: I do – We do – You Do  Pre-teaching  Preparation for lesson (now/next)  Opportunities to practice and overlearn; opportunities to make a mistake in a safe space  Equipment - Change the resources (specific scissors, pencil grips, enlarged text)  SEND Knowledge Organiser  Adult support  Sign supported English, if required. Refer to expert TA.  Use of coloured overlays/ paper to support children with dyslexic tendencies. |
| Early Years | Varying levels of hands on activity, to suit sensory needs.  Additional levels of visual aids (including objects of reference, now/ next and key prompts).  Focused continuous provision to develop skills in Geography.  Application of skills and time to practice throughout the day (indoors and out).  Staff use visual aids on a 1:1 basis to reinforce what has been taught.  Sensory resources used to support children with their focus during direct teaching sessions.  Sign supported English used consistently.  Reduced ICWs (Information carrying words) |
| KS1 | Less detailed maps or maps that are already labelled/partly labelled.  Labels typed up to match rather than children writing.  Some lessons completed as a group rather than individually.  Use of mixed ability groups, lead by teacher or TA to complete field work.  Tick list using pictures when observing around school grounds/local area.  Activities relating to current learning/ gaps in phonics (if possible).  Recording verbal evidence.  Sign supported English used to support children. |
| KS2 | Types of resources - differentiated atlases, maps of different scales.  Activities differentiated by outcome, e.g. less detailed maps, already/ partly labelled maps.  Pre-teaching of key vocabulary. If possible, link to current teaching of phonics.  Simplified recording methods  Pictorial Support materials  Small group support- lead by Teacher/ TA.  Differentiated questioning  Vocabulary bank- phonics based (if possible).  Mixed ability pairs/ groups.  1-1 support from TA/teacher  SEND version of knowledge organiser  Reduced reading materials. Use of videos to reduce reading time.  Differentiated research sources. |