 

**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 History |
| Whole School | Clear instructions: I do – We do – You DoPre-teachingPreparation for lesson (now/next)Opportunities to practice; opportunities to make a mistake in a safe spaceEquipment - Change the resources (specific scissors, pencil/pen grips)SEND Knowledge OrganiserAdult support Opportunities to practice and overlearnUse of coloured paper and overlays for children with dyslexic tendenciesWALT and date typed and printed for each lessonEnlarged text including writing framesSign supported English (BSL). Refer to expert TA |
| Early Years | Varying levels of hands-on activity, to suit sensory needs.Additional levels of visual aids. Including objects of reference. Now and Next and key promptsReduced ICW’sFocused continuous provision to develop skills in 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 (BSL). Refer to expert TA |
| KS1 | Less detailed maps or maps that are already labelled/partly labelled. Less detailed timelinesDifferentiate resources used to source information and researchLabels typed up to match rather than children writing.Tick list using pictures when observing around school grounds/local area.Where possible relate activities to current learning and gaps in phonicsRecord verbal evidence of learning in different formsSign supported English (BSL). Refer to expert TALess detailed timelines and maps |
| KS2 | Types of resources - differentiated Activities differentiated by outcomePre-teaching of key vocabularySimplified recording methodsPictorial Support materialsSmall group supportDifferentiated questioning Vocabulary bankMixed ability pairs and groupsSessions broken down into task and brain breaks1-1 support from TA/teacherSEND version of knowledge organiser Reduce the amount of reading material |