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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 History | |
| Whole School | Clear instructions: I do – We do – You Do  Pre-teaching  Preparation for lesson (now/next)  Opportunities to practice; opportunities to make a mistake in a safe space  Equipment - Change the resources (specific scissors, pencil/pen grips)  SEND Knowledge Organiser  Adult support  Opportunities to practice and overlearn  Use of coloured paper and overlays for children with dyslexic tendencies  WALT and date typed and printed for each lesson  Enlarged text including writing frames  Sign 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 prompts  Reduced ICW’s  Focused 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 timelines  Differentiate resources used to source information and research  Labels 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 phonics  Record verbal evidence of learning in different forms  Sign supported English (BSL). Refer to expert TA  Less detailed timelines and maps |
| KS2 | Types of resources - differentiated  Activities differentiated by outcome  Pre-teaching of key vocabulary  Simplified recording methods  Pictorial Support materials  Small group support  Differentiated questioning  Vocabulary bank  Mixed ability pairs and groups  Sessions broken down into task and brain breaks  1-1 support from TA/teacher  SEND version of knowledge organiser  Reduce the amount of reading material |