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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 Modern Foreign Language / BSL | |
| 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; opportunities to overlearn what has been taught  Equipment - Change the resources (specific scissors, pencil grips, documents size and font for VI pupils, coloured overlays, paper and screen background)  Adult support  Level 3 BSL Trained TA support as required |
| Early Years | Additional levels of visual aids.  Application of skills and time to practice throughout the day (indoors and out).  Staff use visual aids and concrete object of reference on a 1:1 basis to reinforce what has been taught.  Sign supported English used to introduce new vocabulary and used to confirm existing vocabulary.  Reduced information carrying words (ICW) |
| KS1 | Additional levels of visual aids.  Application of skills and time to practice throughout the day (indoors and out).  Staff use visual aids and concrete object of reference on a 1:1 basis to reinforce what has been taught.  Sensory toys used to support children with their focus during direct teaching sessions.  Sign supported English used to introduce new vocabulary and used to confirm existing vocabulary.  Reduced information carrying words (ICW) |
| KS2 | Varying levels of hands-on activity such as games, to suit sensory needs.  Additional levels of visual aids.  Staff use visual aids and concrete object of reference on a 1:1 basis to reinforce what has been taught.  Sensory toys used to support children with their focus during direct teaching sessions.  Reduced information carrying words (ICW)  Types of resources - differentiated  Activities differentiated by outcome  Pre-teaching of key vocabulary and overlearning  Simplified recording methods (date and WALT on stickers, use of recording device)  Pictorial Support materials  Small group support  Differentiated questioning  Vocabulary bank  Mixed ability pairs  Regular short sessions of teaching  1-1 support from TA/teacher |