 

**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 PSHE |
| 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 space; opportunities to overlearnEquipment - Change the resources (specific scissors, pencil grips, enlarged text, use of coloured overlays)SEND Knowledge OrganiserAdult support Sign supported English as required |
| Early Years | Varying levels of hands on activity, to suit sensory needs.Reduced ICWsAdditional levels of visual aids.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 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. |
| KS1 | Less detailed diagrams that are already labelled/partly labelled. Labels typed up to match rather than children writing.Some lessons completed as a group and put in floor book rather than individually.Use of mixed ability groups/pairs Sensory experiencesUse of drama/puppetsRecording verbal comments of learning |
| KS2 | Types of resources - differentiated Activities differentiated by outcomePre-teaching of key vocabularySimplified recording methodsPictorial Support materialsSmall group supportDifferentiated questioning Vocabulary bankMixed ability pairs Sessions broken down into task and brain breaks1-1 support from TA/teacherReduce amount of reading materials |