

Inclusion Support Strategies for the Curriculum - English

Cognition and Learning:	
Learning Challenge:	Provision:
<p>Accessing written work.</p>	<ul style="list-style-type: none"> • Dyslexia friendly environment (pale coloured paper, pale yellow background on Interactive Whiteboard) and colour laminates given for paper and reading books if required. • Scribing. • Use of technology. • Smart grouping: pairing with a more able writer. • Alternative methods of recording i.e. comic strip/picture/drama/role play/making models. • Providing cloze procedures/structuring of writing. • Short, sharp instructions. • Repeated selected set of learning objectives until they are secure rather than moving on with peer expectations. • Precision teaching strategies used to revisit specific skills repeatedly - using a 'build approach' to repeat and add skills so that skills aren't lost. • Structure strips. • Cartoon strip used. • Colour coded sentence strategies at word and sentence level to help understand how to write a full sentence and when to place a full stop.

Communication and Interaction:	
Learning Challenge:	Provision:
<p>Understanding new topic vocabulary.</p>	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress.
<p>Communicating within the lesson.</p>	<ul style="list-style-type: none"> • Give child enough warning/time to answer. • Discuss given question within small group/1:1 with an adult. • Having a card (green/red) for example to have on table to show when support is required as may not want to put hand up.

Social, Emotional, Mental Health:	
Learning Challenge:	Provision:
Anxiety towards new, sensitive themes.	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme. • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents.
Staying seated for a longer period.	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table.
Completing of work.	<ul style="list-style-type: none"> • Short, sharp instructions on a mini whiteboard for child to tick off when complete.

Sensory and Physical:	
Learning Challenge:	Provision:
Physical Impairment.	<ul style="list-style-type: none"> • Consider different ways for the child to record their work – scribe, ICT, verbally into iPad. Provide a writing slope and/ or moulded pencil grips.
Visual Impairment.	<ul style="list-style-type: none"> • Consult with the relevant impairment team.