 

**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 Geography |
| Whole School | Clear instructions: I do – We do – You DoPre-teachingPreparation for lesson (now/next)Opportunities to practice and overlearn; opportunities to make a mistake in a safe spaceEquipment - Change the resources (specific scissors, pencil grips, enlarged text)SEND Knowledge OrganiserAdult support Sign supported English, if required. Refer to expert TA.Use of coloured overlays/ paper to support children with dyslexic tendencies. |
| Early Years | Varying levels of hands on activity, to suit sensory needs.Additional levels of visual aids (including objects of reference, now/ next and key prompts).Focused continuous provision to develop skills in Geography.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 used consistently. Reduced ICWs (Information carrying words)  |
| KS1 | Less detailed maps or maps that are already labelled/partly labelled. Labels typed up to match rather than children writing.Some lessons completed as a group rather than individually.Use of mixed ability groups, lead by teacher or TA to complete field work.Tick list using pictures when observing around school grounds/local area.Activities relating to current learning/ gaps in phonics (if possible). Recording verbal evidence.Sign supported English used to support children. |
| KS2 | Types of resources - differentiated atlases, maps of different scales.Activities differentiated by outcome, e.g. less detailed maps, already/ partly labelled maps.Pre-teaching of key vocabulary. If possible, link to current teaching of phonics. Simplified recording methodsPictorial Support materialsSmall group support- lead by Teacher/ TA.Differentiated questioning Vocabulary bank- phonics based (if possible). Mixed ability pairs/ groups.1-1 support from TA/teacherSEND version of knowledge organiser Reduced reading materials. Use of videos to reduce reading time. Differentiated research sources.  |