 Logo, company name

Description automatically generated

**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

|  |  |
| --- | --- |
| Strategies for Inclusion in PSHE | |
| 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  Equipment - Change the resources (specific scissors, pencil grips, enlarged text, use of coloured overlays)  SEND Knowledge Organiser  Adult support  Sign supported English as required |
| Early Years | Varying levels of hands on activity, to suit sensory needs.  Reduced ICWs  Additional 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 experiences  Use of drama/puppets  Recording verbal comments of learning |
| 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  Sessions broken down into task and brain breaks  1-1 support from TA/teacher  Reduce amount of reading materials |