

Inclusivity in Maths

<p>At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaptations and support within each curriculum area to enable a fully inclusive environment.</p> <p>We aim to minimise, overcome, and remove barriers so that all pupils can fully take part and learn in a Safe Meaningful, Inclusive Learning Environment. SMILE 😊</p>	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Verbalise stem sentences • Pre-teaching • Rehearsed vocabulary at the start of each lesson • Maintaining an inclusive learning environment • Use of visuals – gestures, concrete resources and pictorial images. • Working with additional adults • Managing peer relationships • Motivation and memory consolidation • Time to verbally rehearse answer • Use of talk partners/ turn, talk tell 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Pre-teaching • Multiplication and hundred squares • Concrete resources (Numicon/Number lines/ Multilink/ PV counters) • Working wall • Breaking down learning into small steps • Modelling, guided practice and scaffolding • Sufficient thinking time • Carefully selected questions to match current knowledge and skills • Pictorial representations • Alternative methods of recording (practical work with evidence) • Small steps • Movement breaks • Working with peers • Daily sessions • Making reasonable adjustments • Mastery approach to meet needs of all
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EAL	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • Task adapted to focus on skills they need, • If possible, pair them up with another native speaker • Adult support • Alternative methods of recording (practical work with evidence) • Visuals • Mastery approach aimed at all. • Concrete resources • Active and engaging tasks which encourage all pupils to participate. • Teaching and learning strategies that are oral and interactive. • Group work and independent activities. • Focus on vocabulary 	<ul style="list-style-type: none"> • Breaking down learning into small steps, • Allowing ample processing time, • Brain breaks, • Alternative methods of recording (practical work with evidence) • Adapted tasks to fit their needs and interests, • Adult check-ins, • Time-out cards, • Fiddle toys, • Ear defenders, • Use of emotions faces • Problem solving and reasoning opportunities. • Take risk. • Learning though mistakes 	<ul style="list-style-type: none"> • Fidget toys • Brain breaks, • Pencil grips • Considered seating plan/work area, • Coloured paper and backgrounds/overlays, • Appropriate space to work. • Adapted equipment • Variety of concrete resources. • Experimentation time