

Inclusivity in Science

<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"> • Time to verbally rehearse answer, • Use of talk partners or turn-talk-tell, • Use of adult to model and scaffold communication skills, • Availability of different texts and text types available throughout the school, • Use of visuals – gestures and pictures to support understanding, • Ample opportunity to develop communication skills throughout all lessons, • Pre-teaching, • Word mats, • Talking postcards, • PECS/Sign-a-long, 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Pre-teaching, • Word mats/sound mats, • sentence substitution charts/Clicker, • Working wall, • Breaking down learning into small chunks, • Modelling, guided practice and scaffolding, • Sufficient thinking time, • Smaller section of text to read, • Carefully selected texts to match current knowledge and skills, • Talking postcards.
<p>EAL</p> <ul style="list-style-type: none"> • Books in a range of languages in the library, • Talking pen and Clicker, • Talking postcards, • Visuals, • Bilingual word mats, • Sound mats, • Allow them to write in their own language, • Bilingual dictionaries and use of i-pad to translate, 	<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Breaking down learning into small chunks, • Allowing ample processing time, • Brain breaks, • Alternative methods of recording, • Quiet/safe areas, • Adapted tasks to fit their needs and interests, • Adult check-ins, • Time-out cards, 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> • Fidget toys • Brain breaks, • Pencil grips, Clicker, • Quiet places, • Consider the seating plan/work area, • Coloured paper and backgrounds/overlays, • Dyslexia friendly books, • Adapting learning to interests, • Awareness of heat, light etc

<ul style="list-style-type: none"> • Task adapted to focus on skills they need, • If possible, pair them up with another native speaker. 	<ul style="list-style-type: none"> • Fiddle toys, • Ear defenders, • Use of emotions faces. 	<ul style="list-style-type: none"> • PECS/Sign-a-long,
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