

Inclusivity in MFL

<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 vocabulary • Use of talk partners • Use of adult to model and scaffold communication skills • Use of visuals – gestures and pictures to support understanding • Songs/games • Pre-teaching • Word mats • Talking postcards/recordings • Maps 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Pre-teaching • Word mats/sound mats • Cloze writing exercises • Working wall • Breaking down learning into smaller sections • 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 • Knowledge organisers
<p>EAL</p> <ul style="list-style-type: none"> • Books in a range of languages in the library • Talking postcards • Visuals • Bilingual word mats • Bilingual dictionaries and use of computer to translate • Task adapted to focus on skills needed • Pictures • If possible, pair with another native speaker 	<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Breaking down learning into smaller sections • 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 • Fiddle toys • Use of emotions faces 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> • Fidget toys • Brain breaks • Quiet places • Considered seating plan • Coloured paper and backgrounds/overlays • Adapting learning to interests • Awareness of heat, light etc • Ear defenders

