

Inclusivity in Geography

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| <p>At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaption 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"> • Maintaining an inclusive learning environment (use key words in children's own language/knowledge organisers) • Use of talking partners or turn-talk-tell • Multisensory approaches, including communication and ICT • Use Clicker to record and share ideas • Talking postcards or talking pen • Photographic evidence of group work • Working with additional adults • Formative assessment/assessment for learning • Motivation and memory consolidation • Mind maps and pictorial representation • Group work before independent activities | <p>Cognition and Learning</p> <ul style="list-style-type: none"> • Pre exposure • Movement breaks • Working with peers • Exploring and creating • Making reasonable adjustments • Set suitable learning challenges. • Use Clicker to record and share ideas • Mind maps and pictorial representation • Photographic evidence of group work • Group work before independent activities • Trips/guest speakers • Working wall • Breaking down learning into small chunks • Sufficient thinking/processing time |
| <p>EAL</p> | <p>Social, Emotional and Mental Health</p> | <p>Physical and Sensory</p> |
| <ul style="list-style-type: none"> • Visual word banks | <ul style="list-style-type: none"> • Boost self-esteem | <ul style="list-style-type: none"> • Appropriate space to work. |

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| <ul style="list-style-type: none"> • Structured lessons that draw pupils in from the start of the lesson • Practical (active and engaging tasks which encourage all pupil to participate). • Teaching learning strategies that are oral and interactive. • Photographic evidence of group work • Group work before independent activities • Maintaining an inclusive learning environment (use key words in children's own language/knowledge organisers) • Trips/guest speakers | <ul style="list-style-type: none"> • Creative expression • Communicate personal ideas • Problem solve • Self-evaluation • Take risk. • Learning through mistakes • Prefer their own working space and independence • Fidget toys • Brain breaks | <ul style="list-style-type: none"> • Adapted equipment may be needed. • Sensory needs • Alternative materials or tools • Experimentation • Practical activities/role play • Concrete resources • Trips/guest speakers • Fidget toys • Brain breaks |
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