

## Inclusivity in EYFS

<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><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Prime focus of adult interactions to model and scaffold communication skills,</li> <li>• Use of visuals – gestures and pictures to support understanding,</li> <li>• Use of stories, songs and rhymes – encouraging daily interaction with these.</li> <li>• Language rich environment designed to meet the needs of all.</li> <li>• Verbalise stem sentences</li> <li>• Pre-teaching</li> <li>• Maintaining an inclusive learning environment</li> <li>• . Support Managing peer relationships</li> <li>• Use of talk partners/ turn, talk tell</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Breaking down learning into small chunks,</li> <li>• Modelling, guided practice and scaffolding,</li> <li>• Sufficient thinking time,</li> <li>• Carefully selected stories to match current knowledge and skills,</li> <li>• Use of visuals</li> </ul>
<p><b>EAL</b></p> <ul style="list-style-type: none"> <li>• Books in a range of languages in the library,</li> <li>• Visuals,</li> <li>• Task adapted to focus on skills they need,</li> <li>• Adults support and model the task,</li> <li>• There is no pressure for formal recording</li> </ul>	<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Breaking down learning into small chunks,</li> <li>• Allowing ample processing time,</li> <li>• Brain breaks,</li> <li>• Adapted tasks to fit their needs and interests,</li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Brain breaks,</li> <li>• Adapting learning to interests,</li> <li>• Role play activities include kinaesthetic learning,</li> </ul>

<ul style="list-style-type: none"> <li>• EAL LSAs to support new language acquisition.</li> <li>• Task adapted to focus on skills they need,</li> <li>• If possible, pair them up with another native speaker</li> <li>• Visuals</li> <li>• Mastery approach aimed at all.</li> <li>• Concrete resources</li> <li>• Active and engaging tasks which encourage all pupils to participate.</li> <li>• Teaching and learning strategies that are oral and interactive.</li> <li>• Group work and independent activities.</li> <li>• Focus on vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Adult check-ins,</li> <li>• Use of emotions faces,</li> <li>• Prepare the children ahead of time for changes in activity</li> <li>• using social stories if needed.</li> <li>• Child to work as part of a smaller group or with an adult if needed;</li> <li>• Focus on praising how the children are interacting with each other rather than the score or the outcome.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Fidget toys</li> <li>• Considered seating plan/work area/ provision spaces,</li> <li>• Variety of concrete resources.</li> <li>• Experimentation time- learning through play</li> </ul>
---	--	--