

# Inclusivity in English

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

