

# Inclusion HISTORY



Word banks and picture resources are supplied to assist learners with subject specific and conceptual language. Pre-teaching of vocabulary may be used.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence



Group work may be used to offer targeted support and additional learning opportunities to those who need it. Children are given opportunities to talk and share their ideas. Dual coding to support processing.



Digital tools, such as SeeSaw and voice typing, may be used to record learning activities and children's ideas.



Provide learners with targeted resources to support their learning and understanding such as concept cartoons, timelines, prompts and visual aids.



Strong teacher-pupil relationships fostered, opportunities for positive praise actively sought, creating safe places to learn for children who view themselves as someone who has potential. Language of Zones of Regulation is used to support wellbeing,



Teachers plan for retrieval opportunities in each session, to practise recalling what they have learnt. The environment is also reflective if this.

*Adapted implementation, same intent*