

# Inclusion in the Curriculum

## Removing Barriers in English

### Room

A learning space which reflects and promotes engagement

Ensure pupils can see and hear the adult clearly – often near the front of the room. Pupils with vision difficulties are situated where there is no reflective glare from the whiteboard and any supporting software linking to i-pads should be switched on. Ensure children can see any supporting materials in the room: vocabulary, pictures, working walls or have a personalised resource to support them. Ensure seating arrangements allow for adult support. Ensure classroom resources – such as reading books are accessible to all children.

### Relationships

Positive relationships where adults really know our children

Ensure supporting adults help children to focus on the teacher's input, through modelling and gentle reminders. Vocabulary may be pre-taught in small groups or individually. Children should be encouraged to share ideas through talk partners. Adult support may be used to model this. Ask for verbal feedback from support staff after the lesson and plan any pre-teaching that may be needed. External support (e.g. touch typing for visual impairment) should be aware of what the class is studying and support areas such as spelling patterns.

### Resources

Effective resources which support and promote learning

When children need to read material, teachers should consider: printing in the right sized font, printing on tinted paper if necessary, simplified as necessary. Reading material should be available for every child in class: range of AR levels, Barrington-stoke books, phonically decodable books. Resources such as pencil grips, slopes, wide pencils should be available if needed. Technology such as Clicker 8 should be used and children should learn to use this independently.

### Response

Support to participate and share learning in a variety of ways

**Allow time for all children to think and use talk partners to help children articulate their ideas before answering a question.** Use programmes such as Clicker 8, with pre-prepared word banks to support written work where handwriting is an issue. Adult to scribe oral responses when necessary. Children to rehearse oral retelling of stories and texts to enable them to hear the language of story.

### Resilience

Fostering a culture of independence and where mistakes are part of the learning

Use displays to ensure the work of all children is celebrated including scribed comments if appropriate. Reward values such as determination and focussed practise. Encourage children to correct their own work using green pen. Encourage children to voice their own ideas through discussion and questioning and sensitively address misconceptions.

### Recall and Retention

Re-visiting, using and applying knowledge and skills

Ensure you have clearly identified new words, key vocabulary linked to the learning objectives and explained these – possibly through images. Recap previously taught work and help children to relate events to a given time period through discussion and images. Relate to and regularly revisit timelines. Consider things such as cognitive load and memory difficulties and ensure time is given for recapping to support children with memory difficulties.