

# Inclusion

## PSHE



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



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



Present information in narrative forms to aid understanding and retention of information.



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. Dual coding used to assist in processing information.



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*