

Inclusion Science



Word banks and picture resources are supplied and present in class to assist learners with subject specific and conceptual language, which may be pre-taught in some cases.



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.



Teachers use the child's preferred communication method. Instructions may be broken down and key words and/or images may be used to support. Digital tools, such as Seesaw and voice typing, may be used to record learning activities and children's ideas.



Learners may be provided with targeted resources to support their learning and understanding such as magnifier aids, concept cartoons and voice recording tools.



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



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

Adapted implementation, same intent