




“Faith can move mountains,” Matthew 17:20

<p><u>Universal provision:</u></p> <ul style="list-style-type: none"> • Dual coding - using visual prompts alongside text. • Pre- teach vocabulary • Chunking information • Text size, font (sans styles) dark font on off white background, • Only have essential information on screen/boards- avoid clutter and animations. • Planned overlearning of skills • Buff paper and overlays • Questioning • Texts adapted for those with visual needs/ dyslexia - double spaced, font 12 	<p><u>Humanities:</u></p> <ul style="list-style-type: none"> • Visual timelines linked to core vocabulary, names and dates • Concrete experiences connected to real life contexts • Fieldwork and concrete learning will benefit all - carefully choose environments that are accessible to pupils with physical or sensory need 	<p><u>PE:</u></p> <ul style="list-style-type: none"> • Adjustments and access arrangements could be achieved through choice of equipment. • Use of visuals, modelled tasks and video demonstration. • Chunking and backward chaining for those who struggle to master a full skill. • Pupils with sensory regulation difficulties may struggle with temperature changes, light, sound echo or crowded tasks.
<p><u>PSHE:</u></p> <ul style="list-style-type: none"> • Teaching strategies need to ensure emotionally safe access to information, exploration of life choices and being empowered to communicate safe choices. • Empower pupils to explain how they best learn and in what format they would like to communicate sensitive issues. 	<p>What makes an inclusive classroom at St Michael with St Thomas CE Primary School?</p> 	<p><u>Maths:</u></p> <ul style="list-style-type: none"> • Use on sentence stems to structure mathematical reasoning. • Word banks should be readily available. • Manipulatives made readily available in all lessons for all children. • CPA approach in maths with visuals being used to expose mathematical structures.
<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Speech to text software should be common practice for all abilities of pupils. • Using technology to type longer pieces writing for pupils with fine motor skills/ writing needs. • Word banks with lesson specific vocabulary as well as with HFW to aid structuring of sentences • Letter formation prompts should be available. • Sentence stems to support children with effective word choice and sentence structure. • Easy speak microphones can be used to support children’s working memory. • Using strategies such as 'Think it, say it, count it, write it.' <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Using texts in a format which is accessible to all students (RNIB Bookshare service) • Scaffolded questioning - e.g. giving partially completed answers, matching up. • Use real life visuals to explore and explain vocabulary. • Using the whole class reading text as the carousel text for those with additional needs. • High/low texts - high interest with a low decoding threshold. 		

Perseverance

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**Friendship
Hope**

Forgiveness



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