



Inclusion Support Strategies for the Curriculum – English

Cognition and Learning	
Learning Challenge	Provision
Accessing written work	<ul style="list-style-type: none"> • Dyslexia friendly environment (pale coloured paper, pale yellow background on display screens) and colour laminated given for paper and reading books if required. • Scribing. • Use of technology. • Smart grouping: pairing with a more able writer. • Alternative methods of recording i.e. comic strip/picture/drama/role playing/making models. • Providing close procedures/structures of writing. • Short, sharp instructions. • Repeated selected set of learning objectives until they are secure rather than moving on with peer expectations. • Precision teaching strategies used to revisit specific skills repeatedly – using 'build approach' to repeat and add skills so that skills aren't lost. • Structure strips. • Cartoon strips. • Colour coded sentence strategies at word and sentence level to help understand how to write a full sentence and when to place a full stop.

Communication and Interaction	
Learning Challenge	Provision
Using new topic vocabulary	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress.
Communicating within the lesson	<ul style="list-style-type: none"> • Allow time for child to respond to questions. • Give child warning if you're going to ask/expect an answer to a question. • Use a card system for them to show when they may need support.

Social, Emotional, Mental Health	
Learning Challenge	Provision
Anxiety towards new, sensitive themes	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme.



	<ul style="list-style-type: none"> • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents.
Staying seated for a longer period	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table.
Completing of work	<ul style="list-style-type: none"> • Short, sharp instructions on a mini whiteboard for child to tick off when complete.

Sensory and Physical	
Learning Challenge	Provision
Physical impairment	<ul style="list-style-type: none"> • Consider different ways for the child to record their work – scribe, ICT, verbally into an iPad. Provide a writing slope and/or moulded pencil grips.
Visual impairment	<ul style="list-style-type: none"> • Consult with the relevant impairment team.