The Inclusion offer for reading is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

Individualised

Use a video camera to capture evidence on field trips. Work on different activities towards different objectives. Visual timetable Low risk points identified in the lesson and on field trips. Multi- sensory approaches include visual tactile, auditory and kinaesthetic teaching methods. Alternatives to writing and recording. Support with the use of ICT e.g screen filters. Verbal feedback given.

Targeted

Separate small group/individual sessions are appropriate to aid progression. Additional adult support is given to scaffold learning, along with mixed ability groups and paired work.

Universal

Our curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. Key themes are revisited. Activities that require movement are provided for pupils who learn best through doing and those who find sitting still for prolonged periods of time challenging. Geography allows learners to use physical apparatus to reinforce Geography concepts. It is a practical and skill-based subject which uses multisensory approaches to teaching and learning. Inclusive language and resources that are representative of a variety of SEND are used at all times. Language is direct and avoids euphemisms.

New vocabulary is usually introduced in the form of 'vocab cards' and these are supported with simple images. SEND pupils are given time to think about questions before responding and also time to explain 'Brain breaks' are provided for all children, if required. We regularly review our practice in order to achieve the best outcomes for pupils with SEND. The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies are asked to work alongside school to assess and plan for their needs.