

Everton Primary School

Inclusion Strategies to Support Teaching and Learning



At Everton Primary School, we are committed to ensuring that all pupils can access and make progress across the full National Curriculum, regardless of individual need. This document outlines a bank of strategies to support high-quality teaching and learning for pupils with Special Educational Needs and Disabilities (SEND).

Areas of need covered:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
 - Sensory and/or Physical Needs
- Specific Needs – ADHD, ASD and Dyslexia

High-quality inclusive teaching at Everton Primary School includes:

- Clear learning objectives.
- Explicit instructions and modelling.
- Regular feedback with opportunities for pupils to respond.
- Behaviour for Learning embedded within lessons and school ethos.
 - Visual learning aids and working walls.
 - Opportunities for structured talk with peers.
- Access to ICT and alternative recording methods.
 - Multisensory teaching approaches.
 - Scaffolded support and pre-teaching.
 - Lessons broken into manageable chunks.
 - Use of visual timetables and symbols.
- Targeted support from Teaching Assistants within lessons.
- Access to adapted tools such as pencil grips and writing slopes if necessary.

The remainder of this document details practical adaptations and strategies for specific areas of need, ensuring consistency and inclusivity across Everton Primary School's classrooms.

Cognition and Learning (C&L)

- Pre-teaching vocabulary and concepts.
- Linking new learning to prior knowledge through the Revisit and Review process.
 - Breaking learning into small manageable steps.
 - Visual, kinaesthetic and practical learning.
- Scaffolding through writing frames, prompts and templates.
 - Guided learning groups within lessons.
 - Short, clear instructions given one at a time.
 - Opportunities for rehearsal before writing.
 - Peer support and collaborative learning.
 - Alternative methods of recording learning.
 - Power of 2 to practise rapid mental recall.
 - Toe by Toe to practise automaticity in KS2.
- Unlocking Letters and Sounds catch-up intervention.
 - Reading Fluency Development.
 - Reciprocal Reading.
 - Individualised, targeted spelling support.
 - Precision teaching.

Social, Emotional and Mental Health (SEMH)

- Seating near positive role models
 - Access to calm-down spaces
- Short tasks with movement breaks
 - Clear routines and expectations
 - Emotionally supportive pre-teaching
- Positive behaviour language and choices
 - Explicit teaching of independence skills
- Confidence building through responsibility and praise
 - Thrive
 - Lego Therapy
 - The Friendship Programme
 - Restorative Practices
 - Relational practices
 - One-to-one Meet and Greet
 - Sensory Breaks
 - Movement Breaks
 - Individualised Timetables
 - Now and Next Mats

Communication and Interaction (C&I)

- Pre-teaching key vocabulary.
- Use of visuals, symbols and structured talk.
 - Simplified and repeated instructions.
 - Visual summaries such as mind maps.
 - Talk frames and sentence starters.
 - Alternative recording strategies.
- Rephrasing and modelling correct language.
 - Thrive
 - Lego Therapy
 - The Friendship Programme
 - Restorative Practices
 - Relational practices
 - Modelling of language
 - Communication Mat
 - Now and Next Mats

Sensory and Physical Needs

Hearing impairment:

- Clear face-to-face communication
 - Reduced background noise
- Visual supports and written instructions
 - Extra processing time

Visual impairment:

- Large print and high contrast materials
 - Tactile learning opportunities
- Organised workspaces and equipment

Physical and coordination needs:

- Adapted resources and uncluttered layouts
 - Writing aids and supportive seating
 - Alternative recording methods
 - Rest breaks and fatigue awareness

ADHD

- Seating near positive role models
 - Access to calm-down spaces
- Short tasks with movement breaks
 - Clear routines and expectations
- Emotionally supportive pre-teaching
- Positive behaviour language and choices
 - Explicit teaching of independence skills
- Confidence building through responsibility and praise
 - Thrive
 - Lego Therapy
 - The Friendship Programme
 - Restorative Practices
 - Relational practices
 - One-to-one Meet and Greet
 - Sensory Breaks
 - Movement Breaks
 - Individualised Timetables
 - Now and Next Mats
 - Strategic seating
 - Clear routines and structure
 - Clear, simple instructions
 - Positive behaviour reinforcement
- Visual prompts and organisational support

ASD

- Predictable routines and preparation
- Visual timetables and task breakdowns
 - Reduced sensory distractions
 - Clear, literal instructions
- Explicit expectations and success criteria
 - Support for transitions and change
 - One-to-one check-ins
 - Individualised Timetable

Dyslexia

- Paired and supported working
 - Reduced copying demands
 - Chunked instructions
 - Use of ICT support tools
 - Alternative recording methods
 - Focus on content over presentation
- Memory aids and structured writing scaffolds

- Precision Teaching
- Coloured overlays
- Coloured paper