



Learning and Challenge Rooted in Faith

Our school is committed to inclusive teaching, ensuring that every child, regardless of their diverse abilities or background, feels supported in their educational journey. Our dedicated staff employ various strategies to meet the individual needs of all children. Adaptive teaching is at the core of our approach, as it allows us to create a flexible learning environment where children are encouraged to learn at their own pace and in their unique style. We believe that inclusive teaching empowers every child to reach their full potential and prepares them for success in a diverse and inclusive world.

Please see below for some of the strategies we use to ensure inclusivity for all learners across our curriculum.

R.E.	• Use of artefacts to help visualise vocabulary • Real-life experiences of church • Use of scribes if needed • Pre-teaching of vocabulary • Reflection and quiet time • Study of different faiths, belief systems and other Places of Worship • Explicit teaching of Gospel values
Reading	• Strong emphasis on the teaching of early reading • Reading material provided with challenge • Adult readers when required • Scaffolding/chunking/simplification/repetition of text • Text layout/size/colour adaptations • Wide and diverse range of texts provided and encouraged • Peer/partner reading opportunities • Quiet reading spaces provided • Ownership of choice of reading material • Access to the school and community library • Books provided to encourage reading at home • Working walls
Writing	• Diverse and inclusive texts used as stimuli • Scribing as alternative methods of recording • Use of laptops to support physical and sensory needs • Scaffolded and 'small-steps' approach • Writing process followed: Draft – Edit – Publish model • Emphasis on vocabulary acquisition • Working walls • Use of visual cues • Review and revisit learning • Strategic use of adult support

Maths	• Concrete, Pictorial, Abstract (CPA) approach to teaching and learning • Use of manipulatives, including counters and Numicon, etc. • Small and large group teaching using Rekenrek • 'Small steps' to learning • Consistent use of mathematical vocabulary • Explicit modelling • Cumulative challenge • Group, pair work • Strategic use of adult support • Review and revisit learning
Science	• Alternative forms of recording • Pre-teaching of key vocabulary • Review and revisit learning • Funded workshops and real-life events • Group/paired work • Scaffolded resources • Strategic adult support • Emphasis on practical learning and 'working scientifically' to maximise engagement • Mini quizzes, retrieval tasks • Carefully chosen stimuli and resources
PE	• Greenacre PE plans provide appropriate challenge and support for every child • Scaffolded, cumulative levels of challenge in each element • Appropriate levels of adult support • Team-work skills encouraged and developed • Equipment sizes varied to suit the needs of the learner • Opportunities for inclusive and competitive team sport • Extra-curricular sports clubs (funded) and cross-country races
History	• Concrete experiences provided: trips, use of artefacts etc. • Alternative methods of recording learning • Scaffolded resources, i.e. pre-prepared tables • Knowledge organisers to support intended learning • Working walls • Pre-teaching of specific vocabulary • On-going 'reviews' of learning • Broad and inclusive curriculum • Group/pair work • Strategic adult support
Geography	• Concrete experiences provided: trips, use of artefacts etc. • Alternative methods of recording learning • Scaffolded resources, i.e. pre-prepared tables • Knowledge organisers to support intended learning • Working walls • Pre-teaching of specific vocabulary

	• On-going 'reviews' of learning • Broad and inclusive curriculum • Group/pair work • Strategic adult support
Art & Design	• Diverse and inclusive artists/crafts people used as stimuli • Knowledge organisers to support intended learning • Working walls (outside of classroom) • Pre-teaching of specific vocabulary • On-going 'reviews' of learning • Adaptations made to tools/resources
Design Technology	• Diverse and inclusive designers used as stimuli • Knowledge organisers to support intended learning • Working walls (outside of classroom) • Pre-teaching of specific vocabulary • On-going 'reviews' of learning • Adaptations made to tools/resources
Spanish	• Alternative methods of recording • Celebration of 'native-speaker' languages • Paired/group work • Knowledge organisers to support intended learning
Computing	• Thought given to layout/content to avoid overwhelming the learner • Information presented in 'chunks' with pertinent 'real-life' exemplification • Physical computing devices to engage learners to providing concrete, sensory output for an abstract program e.g. Beebots • Pair programming and collaborative working • Hardware provided if needed • A broad and creative curriculum- opportunities to develop the strengths of learners in the different strands of computing
Music	• Broad and culturally diverse curriculum • 'Small-steps' progression • Alternative methods of recording • Review and revisit learning • Wide variety of instruments provided • Culture of 'celebration' encouraged commensurate with school values • Funded music lessons provided