

Planning Inclusive Lessons
Reading

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • carefully consider the classroom spaces and the learning environment • anticipate what barriers and ways to reduce them • Storage systems are predictable. • Build in plenty of discussion time where all learners feel safe to voice their ideas • an opportunity to develop ideas and that there is not one correct way to do this • a variety of model examples to support learners and develop their skills and confidence • Instructions are given clearly and reinforced visually, where necessary • Low-arousal area 	<ul style="list-style-type: none"> • Discuss and display any key vocabulary together with its meaning. • Provide visual word banks that are accessible to the learner • Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate. • specialist equipment, eg specialist scissors and cutting tools • generic aids, eg frames or adhesives to hold down pupils' work to surfaces. • Provide a range of drawing aids such as grids, templates and viewfinders for transcription. 	<ul style="list-style-type: none"> • Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud. • Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages • Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks. • Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.