

Provision Map for English based subjects

In planning lessons we need to consider ways of minimising or reducing barriers to learning so that all learners can fully take part and learn. In some activities, children with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, we may need to provide a 'parallel' activity for learners with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, children with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

For English lessons, we adapt provision for children that still require phonics teaching. In KS1/LKS2 then this is carried out through RWI teaching groups at the appropriate level. For UKS2 this is carried out through Fresh Start.

Area of need	Provision/adaptations	Geography Specific
Dyslexia	Working memory: • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Re-teaching of the main aspects of previously taught lessons with key information to ensure confusion does not occur. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. Processing time: • Additional time to talk through ideas and concepts. • Allow plenty of time for recall. • Repeat instructions using the same language New Vocabulary: • Word mats with pictorial aids if able. • Written prompts	• Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. • Make use of children's own digital presentations – eg of a visit or field trip – so that everyone can contribute. • Digital photographs, line drawings and audio descriptions of key locations can be a great supplement to the fieldwork experience. • Children may enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link geography with English (see www.readwritethink.org) • use photographs and audio descriptions to describe patterns, processes and key features

	• Stories presented in alternative styles such as storyboards. • Exaggerate new vocabulary by separating syllables • Use of mnemonics to help remember new vocabulary Multi-sensory: • Use of talk partners • Visually draw concepts to aid understanding • Coloured overlays (also think about the colours of any IWB presentations) • Larger font where able Sequencing: • Repeat instructions and information • Sequencing frames • Written scaffolding to aid recording Recording: • Alternative methods of recording information including audio/visual to ensure key concepts are recorded. • Paired writing	• " children can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show its chief characteristics • Build up a chart (using a wallchart or other space) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of geography work. This could include symbols, images or objects to make it more accessible. • Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record. • Simple audio recorders can be used instead of written notes during visits or field trips.
DCD	• Adaptations when motor skills are being used e.g. recording of information. • Adjustable height desks or standing desks can be used • Peer buddy within lessons • Specialist equipment available • Alternative methods of recording using audio/visual resources • Reduction of requirement to use fine motor skills such as pre-cut resources.	• Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some children.
Autism	• Clear sequencing of lessons • Alternative methods of recording information such as use of technology • Task Management boards	• Identify risk points in the lesson, visit or field trip – eg for children with noise or smell sensitivity. • Use fieldwork and visits to develop children'

		understanding of different environments. They also offer many other possibilities for learning. • Give out details of fieldwork in advance, and in appropriate formats. • Make sure there are enough breaks so that children are able to process appropriately. • Recognise that the language of geography may be challenging for many children – for example: the specific geographical use of everyday words such as ‘mouth of the river’, ‘water table’ • Terms specific to geography, such as ‘erosion’, and " terms like ‘climate’, ‘gradient’, ‘height’ or ‘distance’, which can create barriers for many children because of their abstract nature. • Comparisons between places or peoples can create barriers for children with communication impairments, including children on the autism spectrum, because of the language needed to conceptualise how a place is the same as or different from somewhere else. • Plan to teach new language explicitly. • Give children opportunities to answer open-ended questions – eg “Why did the river flood?”
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SEMH	• Pre-teach of key concepts • Support to understand that other people will have different views. • Clear expectations around behaviour when there are disagreements with others. • Silent debates where children are requested to put their views on post it notes to share their ideas to avoid conflict. • Thrive support to focus on social skills to enable discussions. • Assign children particular roles within discussions so they have a clear purpose in the group and keeping them focussed. • Small groups supported by an adult to facilitate conversations.	• Give out details of fieldwork in advance, and in appropriate formats. • Identify children' existing geographical knowledge and prior experience – eg using posters, concept maps and mind-mapping software. Relate geographical concepts to everyday applications. •
ADHD	• Standing desks • Small chunks of information with key concepts in pictorial form. • Practical activity to remain physically active where possible. • Practical activity to remain physically active where possible. • Re-cap of previous learning to organise thoughts before the lesson. • Small tasks to ensure success.	• Build up a chart (using a wallchart or other space) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of geography work. This could include symbols, images or objects to make it more accessible.
Dyscalculia	• Some learners may find the organisation of ideas into a logical way difficult and	• Plan how to scaffold' children' use of equipment, especially for

	therefore will need support for this. • Adaptation of tables, data etc and support given for understanding. •	complex tasks and for tasks requiring accuracy or skill (eg accurate measurement, working with 'specialist' equipment), • Prepare grids for recording information, writing frames and cloze exercises which can be helpful for some children.
Speech and Language	• Language is to be clear, unambiguous and accessible. • Key words to be written up with meanings/visual aids. • Instructions are given clearly and reinforced. • Careful preparation to ask questions in a variety of ways enabling learners with S&L difficulties to answer open ended questions. • Learners are allowed time to process and then answer the questions. • Adults to support learners to contribute to lessons.	• As with all lessons, you may need to prepare children in how to use correct geographical terminology to identify and record the features of environments they visit. • Use real objects as a starting point for developing the concepts and the language needed to describe and discuss what children have observed or experienced. •
Moderate Learning Difficulties/Global Delay	• Tasks in short chunks to allow for processing and plenty of opportunity for embedding of learning. • Stories adapted to make easier to access through things such as storyboards. • Alternative ways to record their ideas such as audio/visual. • Use mind maps, bullet point lists, storyboards to record their learning. • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning.	• Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. • Make use of children's own digital presentations – eg of a visit or field trip – so that everyone can contribute. • Create accessible wall displays, including maps and plans and key geographical words. • ICT can be used to make geography lessons more accessible for all children. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking

	• Present information in a visual form with only the key information for the learner to remember. • Scaffolded work through use of writing frames. • New vocabulary selected for the key words and explicitly taught in pre-teach. • Show the learner a practical example of what you need them to do giving concrete examples.	children in one school with children in another, however far away. Children can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships). • pre-tutoring for some children in important geographical vocabulary, concepts and/or processes • Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some children.
Physical disability	• Alternative methods of recording their learning. • Artefacts used to reinforce learning.	• Plan early to make reasonable adjustments to include children with disabilities on trips, whether local or further afield. A risk assessment should be made in accordance with school and government policy. • Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, Braille etc). • Make sure there are enough breaks so that children, particularly those with physical

		needs, do not become tired. - resources that emphasise touch, such as 3D models, help children with visual impairments learn about other places, and sonic or tactile maps are available if appropriate (see www2.glos.ac.uk/gdn/disabil/blind/ch9_4.htm) - audio descriptions of material can be helpful for children with visual difficulties - Ask for specialist advice on equipment for children with particular SEN and/ or disabilities. For example, map work with children who are blind or have severe visual impairments is a complex area, and you should get support from specialist staff. For general advice, visit the Royal National Institute of Blind People's website: www.rnib.org.uk
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