

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, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Area of need	Provision/adaptations	RE 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 • Stories presented in alternative styles such as storyboards. • Exaggerate new vocabulary by separating syllables • Use of mnemonics to help remember new vocabulary	• Explanation that vocabulary in religious contexts can sometimes have a different meaning to everyday usage. • Flow charts – particularly around key beliefs/stories • Multi-sensory learning experiences including visits related to each religion. • Visual prompts and reminders around key concepts of different religions. • Visual reminders of concepts • Expressive language support when discussing their own viewpoints around belief systems

	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	
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.	• Additional support to aid social skills when discussing different viewpoints that are key to RE lessons.
Autism	• Clear sequencing of lessons • Alternative methods of recording information such as use of technology • Task Management boards	• Silent debates where children are requested to put their views on post it notes to share their ideas to avoid conflict. • Diagrams to link different belief systems together. • Preparation in advance using photographs etc for any visits to places of worship or visitors into school.

		• Visual aids to understand sequences of learning such as flow charts, Venn diagrams. • Assign children particular roles within discussions so they have a clear purpose in the group and keeping them focussed. • Language is clear and unambiguous. • Support for children with sensory difficulties when conducting visits. • Avoid a culture of 'right and wrong' answers as RE deals with beliefs and opinion. Some learners may find this hard to see beyond a 'black and white' view of issues and will need support. • Use of artefacts to support learning. • Social stories ahead of any visits to places of worship or visitors into school. • Learners with ASD will potentially struggle with the abstract concepts in RE lessons and will need support for their understanding of these. Drama, role-play and games can aid understanding.
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		• Metaphors are used throughout religious texts and parables will also need careful explanation to ensure the underlying concepts are understood. These can be taken very literally by children with ASD and therefore create confusion and misunderstanding. • Social stories around understanding that other people will hold different belief systems and that this is acceptable and how to understand this. •
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.	• Circle time discussions around different belief systems. • Avoid a culture of 'right and wrong' answers as RE deals with beliefs and opinion. Some learners may find this hard to see beyond a 'black and white' view of issues and will need support. • Some children with SEMH needs may have intense interests around death. This will need to be supported when learning about

		religious concepts around this area. Some children with SEMH difficulties will struggle to have empathy and in RE this is going to be a skill that they need support with. Additional adult support should be directed at this time.
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.	- Visits need to be carefully managed around risk and organisation. - Adult support at the beginning of the lesson to ensure focus and understanding of key concepts. - Laptop to record any written work to enable the focus to be on understanding the concepts and belief systems.
Dyscalculia	- Some learners may find the organisation of ideas into a logical way difficult and therefore will need support for this. - Adaptation of tables, data etc and support given for understanding.	Concepts for children with dyscalculia may be challenging and they may need support for things such as concepts of time especially around some of the Old Testament stories.
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	- Language in religious texts may need further explanation and also support with pronunciation etc.. - Alternative communication modes and

	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.	religious stories may need to be supported through signs or symbols systems.
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. • 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.	• Re-teaching of the main aspects of previously taught religions with key information to ensure confusion does not occur. • Use artefacts to reinforce teaching of religious beliefs and concepts.
Physical disability	• Alternative methods of recording their learning. • Artefacts used to reinforce learning.	• Visits to places of worship to be as physically accessible as possible and adapted to enable the child to visit.