

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	History 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.	• Summarising ideas in pictures • modifying visual sources to show changes • comparing visual sources from different times • explaining patterns in graphs • using visual timelines • using or presenting information in tables or diagrams, rather than unbroken text • storyboarding text, and demonstrations – eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing

	- 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	rate of a bolt-action rifle. Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for children with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all children.
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.	Provide activities that require movement for children who learn best through doing and for children who find it difficult to sit still for long periods: role-play, card sorting, modelling structures – eg children with role cards with different characters negotiate themselves into a line showing social order and using the interactive whiteboard with pupil involvement.
Autism	- Clear sequencing of lessons - Alternative methods of recording information such as use of technology	Create a word bank organised to show that the same word can

	• Task Management boards	have different meanings in different contexts and to highlight difficult or abstract words. • Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources. • Some children often feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows children to feel confident and new ideas to be shaped and modified. Build on children' understanding. Start with children' own knowledge, views and understanding and identify their preconceptions and misconceptions – eg “What rights do you as year 6 have today?” as a starting point for the status and rights of people in history. • A range of different open-ended questions is needed in history
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		teaching, eg to elicit causation, understanding, empathy, judgement etc. Careful planning can help children with ASD to develop higher level reasoning, eg by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content. • Recognise that the language of history may be challenging and cause barriers for some children, eg: - the specific use in history of an everyday word, eg 'party', 'church', 'state' - the use of history-specific terms, eg 'chronological', 'artefact' - the use of abstract terms, eg 'power', 'belief'. -
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	• Use motivational initial stimuli to engage children in a history activity, eg mysteries, storytelling, visual puzzles. •

	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.	
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.	•
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. •	• Use spreadsheets and databases to handle large quantities of information so that patterns can be identified.
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.	• Invite children to comment on a key issue, reformulating it to check understanding. For example, in a lesson on images of conflict, discuss how you would explain the issue in a step-by-step manner to another person using alternative forms of communication – eg by using drawings, paintings, role-play, possibly accompanied by carefully chosen

		audio effects and music.
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.	• Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for children with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all children. • Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for children with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times. • IT can be used to help children of all ages develop the knowledge and skills that history demands. It provides them with opportunities to: select and reproduce sources in a range of media,

		contextualise and interpret sources, reconstruct and simulate historical events, construct narratives, identify patterns in large quantities of data, and develop, organise and communicate historical thinking. • IT can provide children and teachers with access to a wide range of historical source material which can be analysed in detail using readily available IT tools • It can help children develop historical enquiry skills, and help them to realise the importance of these skills in the study of history • IT can promote collaboration between children, which in turn can help to develop historical thinking, and enable teachers to present historical materials in ways most suited to individual and personal needs. • use word processors to structure written work, cut and paste material into cause and effect tables, use bold, underlining or
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		highlighting to identify fact and opinion, or make revisions easily. - To 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus children's attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources children could use, for example: – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... – The sources are different in these ways....
Physical disability	- Alternative methods of recording their learning. - Artefacts used to reinforce learning.	