

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.

Area of need	Provision/adaptations	PSHE 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	• Plan to pre-tutor important PSHE/citizenship vocabulary, concepts and/or processes, where appropriate. • Use a digital camera to capture the stages of an activity, a class or school council debate or discussion, or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. • Simple audio recording devices can replace the need for written notes during activities or visits.

	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.	
Autism	• Clear sequencing of lessons • Alternative methods of recording information such as use of technology • Task Management boards	• Children with autistic spectrum disorders may need systematic teaching about topics such as feelings and body language, for example by recording facial expressions or social interactions. • Allow more time to practice keeping safe where necessary – for example with road safety exercises –

		and allow flexibility in the timing of activities. • Make sure children are well prepared for visits or community-based activities. Preparation can include using photographs, videos, artefacts etc, so that children are not worried about unfamiliar situations. • Use paired and small group discussion to establish shared ground rules with children to help them feel part of the group and take some responsibility for themselves and their behaviour in the group. • Encourage children to comment constructively and respectfully on each other's work and contributions to class and group activities
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.	• And some children with identified needs may benefit from changes in activities or working with selected others or rest breaks. • Try 'informal' seating using mixing and movement games which encourage

	• 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.	children to talk to and work with others. This encourages communication skills, and helps develop children's self-confidence and peer support. • Use paired and small group discussion to establish shared ground rules with children to help them feel part of the group and take some responsibility for themselves and their behaviour in the group. • Encourage children to comment constructively and respectfully on each other's work and contributions to class and group activities • Ensure Thrive support is available for any children that may be triggered by subjects covered within lessons.
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. •	
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.	• Children with learning difficulties and speech, language and communication difficulties need some help to understand and communicate about issues such as personal relationships and emotions. Visual aids such as cartoon pictures, storytelling, puppets and role-play can be helpful here. Simple questionnaires or flip charts and whiteboards can be adapted to enable children to give their views, for example using smiley/sad faces, or graphics (depending on the age group). • For children with difficulties in concentration or communication, physical activities can be a way of enabling them to take part – eg putting themselves in different spaces to represent different ideas.
Moderate Learning Difficulties/Global Delay	• Tasks in short chunks to allow for processing and plenty of opportunity for embedding of learning.	• Active learning methods using a variety of ways of communicating,

	• 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.	not only verbal/ written, are important for all children, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models. • Use software appropriately to enable children to create their own images and stories which reflect their thinking, learning and behaviour in relation to the topic they are studying. IT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing. • Ensure that children with SEN and/ or disabilities are given a voice in this process. For example, rehearse the points they want to make in advance, and involve the whole group in discussing those points.
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Physical disability	• Alternative methods of recording their learning. • Artefacts used to reinforce learning.	•