



Possible adaptations to provision for SEND learners in the classroom

Subject: RE

Subject Lead: Miss Ashworth

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Adaptation to Curriculum

- Revisit prior learning. RE – Revisiting the Five Fingers, Five Facts.
- Mixed ability groupings to allow peer support.
- Peer collaboration. Seating allows for peer or adult support.
- The transition from whole-class to group or independent work, and back, is clearly signalled.
- Extra opportunities and visits available for all – visits to places of worship/guest speaker/specialist members of staff.
- Whole class brain breaks.
- There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable – chairs and desks appropriate for age of children. Use of adjustable height tables, raised boards when needed.
- Pupils can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom. iPads are provided for those pupils for visual and hearing aids.
- Promotion of a calm learning environment. Appropriate noise levels dependent on task. Ear defenders available to support. Quiet and individual workstations used when required. Ease transitions through use of yoga upon entry after a playtime. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are 'too busy' with clutter and/or too much colour.

Adaptation to Teaching Style/Strategy

- Chunk learning and tasks.
- Key words written on a whiteboard as well as appropriate symbols.
- Pre-teach new vocabulary/concepts.
- WAGOLL - Provide the children with a model to ensure the teacher's expectations for the session and task are clear.
- Over-learning of concepts.
- Multisensory approaches used.
- Practical and active learning- role play and drama techniques.
- Explicit instructions, single step instructions- both written and oral.
- Scaffolded tasks – build in support and independent parts of a task- I teach you use the Five Fingers, Five Facts to help remember the knowledge taught.
- Summarise sequences of events through mind maps, spider plans, role-play, drama or story boards.
- Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard, artefacts and pictures.
- Provide/prewrite information which is non-essential to the learning – Date/Steps to Success already provided/stem sentences given where necessary.
- High expectations for all – no ceiling on learning, STS support this.
- Talking partners - gives children the opportunity to reflect on and discuss ideas.
- On the spot marking and feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.



Possible adaptations to provision for SEND learners in the classroom

Adaptation of Teaching Materials and Resources

- Use of Working Walls – key vocabulary documented here and referred to within lessons. Key words, meanings and symbols are highlighted, explained and written up. Examples of stories from the bible, images and artefacts.
- Range of accessible writing materials including, such as, chunky pencils and pencil grips for pupils who need them.
- Provide books that relate to the topic.
- Overlays provided for children that struggle reading from a white background.
- Sloping board to support motor control.
- Resources available such as spelling cards, word-banks, bibles and artefacts.
- Language is clear, unambiguous and accessible. Instructions are given clearly and reinforced visually, where necessary.
- Wording of questions is planned, avoiding complex vocabulary – careful preparation ensures all pupils have opportunities to answer open-ended questions.
- Adapted printed materials – font size/colour/font.

Adaptation of Recording

- Use of a scribe, notes, dictation when needed.
- ICT can be used to offer alternatives to writing – iPads, laptops, talking tins etc.
- Seesaw, photos and videos.
- Floorbooks to record children's responses.
- Accessibility features on technology such as screen filters.
- Custom fonts (size, colour, style) and overlays on devices.
- Use of a clear font type such as Arial.
- Individual RE books.

Adaptation of/innovative use of Support

- Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.
- Additional adults supporting children during teaching inputs, breaking down tasks further, simplifying instructions, use of equipment and visual supports, supporting and preparing pupils to feedback their ideas and answers.
- Use support staff to check in with children with SEND when working independently.
- Use of resources to support independent working such as visual timers.
- Sensory breaks incorporated into the school day for children as required to support availability for learning, staff to facilitate this. Time spent with trusted adult for emotional check-ins etc when needed.
- Staff adapt tasks in the lesson if children are finding work too challenging. For example, by providing extra resources, restructuring the task, providing scaffolding, recapping instructions etc.
- Use of Talking Partners to allow the children time to discuss their ideas and support one another before responding to the teacher.