



# 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.



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### **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.