

# Possible adaptations to provision for SEND learners in the classroom – Religious Education

## Possible Adaptations to ensure pupils access learning

### 1. Evidence of **adaptation to curriculum**

Share Knowledge Organiser prior to lesson (1:1) and explain what we are going to be learning at the beginning of each unit. Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet pupils' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.

All forms of pupil grouping include pupils with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for pupils. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.

Pupils can see and hear clearly, as necessary: "the teacher" each other, and "the board/TV/screens." Seating allows for peer or adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, e.g. adjustable height tables, raised boards. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

### 2. Evidence of **adaptation to teaching style / strategy**

- . Lesson objectives are made clear in pictures/symbols/writing, as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all pupils to achieve success.
- . Pupils' own ways of learning and remembering things are emphasised.
- . Pupils are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways pupils are comfortable with.
- . End-of-lesson discussions focus on one or more of the ideas explored and the progress that pupils have made towards them during the lesson. Pupils are encouraged to look back to previous work/photos/ records to see how much progress they have made. Half-termly or termly self-assessment sheets are used for pupils to assess their progress – a range of recording methods is accepted.

Visual prompts and routines are valuable for learners on the autistic spectrum, and many other pupils. Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts. Film and video are powerful tools to support Religious Education learning, particularly in relation to storytelling. Carefully considered scaffolding of tasks for children to respond. (Build in support and independent parts of the task) Provide the children with a model to ensure the teacher's expectations for the session and task are clear.

### 3. Evidence of **adaptation of teaching materials and resources**

Interactive whiteboards are non-reflective to reduce glare. Make available a range of accessible writing materials including, for example: "chunky pencils "different coloured crayons "individual whiteboards and pens for writing in different contexts" pencil grips for pupils who need them. Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils. Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, word banks, coloured overlays etc. Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Text, visual aids, etc. are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background)

### 4. Evidence of **adaptation of recording**

Teachers' responses to pupils' errors recognise, value and build on the thinking that led to them. End-of-lesson discussion considers the ways of working the class has found fruitful or difficult. Pupils are asked, for example: " which key words, concepts, skills or processes were difficult and why, and how this could be improved " which parts of a task slowed them down, and " what could be done to make things go more efficiently. Some pupils may have anxieties about planning to improve, especially if it involves editing or redoing a task. Pupils are encouraged to see how they've improved on their previous best. ICT can be used to offer alternatives to writing as a way of responding to text, e.g. through creating an Electronic presentation, perhaps with images, as a response to text Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, e.g." screen filters to cut down glare " Increased font sizes for work sheets and screen. Clear font type (normally sans serif, such as Arial or Comic Sans). Appropriate contrast between background and text, a talking word processor to read out text. Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.

### 5. Evidence of **adaptation of / innovative use of support**

Pupil-teacher interaction where appropriate, pupils are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. Pupils with communication impairments are given: " time to think about questions before being required to respond " time to explain, and " respect for their responses to questions and contributions to discussions. Additional adults prepare pupils to contribute to feedback sessions, where necessary. Use support staff to check in with SEND children when working independently. Staff to adapt tasks in the lesson if children are finding work too challenging. (Provide extra resources, restructure the task, provide scaffolding, recap instructions etc.)

### 6. Other adaptations

Support given during End-of-Unit Quiz. All questions should be read to the child (1:1) and offer support with finding the answers if child is unsure.