

**Subject: Religious Education**



**Adaptive teaching plan**

<b>Barriers to learning</b>	<b>Adaptations required</b>	<b>Resources needed</b>
<p><b>Communication and Interaction</b>                      Difficulties following multi-step instructions                      Receptive language difficulties                      Turn-taking/interaction difficulties                      Difficulties communicating thoughts and ideas cohesively about abstract concepts</p>	<p>Clear modelling of new vocabulary and pronunciation                      Dual coding - used to support teaching - presenting information in a variety of ways eg drama                      Paired work                      Symbols/Widgit used for instructions                      Word bank</p>	<p>Widgit symbols                      Word banks / Vocabulary prompts                      Knowledge organiser                      Real life experiences - visits / visiting speakers</p>
<p><b>Cognition and Learning</b>                      Working memory difficulties                      Difficulties retaining learning                      Understanding of abstract concepts and ideas                      Unfamiliar terminology                      Recording unfamiliar concepts / terminology</p>	<p>Practical learning e.g. use of visitors, community connections and videos                      Concrete / visual resources eg Bible, Menorah etc                      Lessons are sequential and build on previous learning                      Visual cues</p>	<p>Widgit symbols                      Word banks / Vocabulary prompts                      Knowledge organiser                      Real life experiences - visits / visiting speakers</p>
<p><b>Social, Emotional and Mental Health</b>                      Listening and attention                      Impulse control                      Group work – sharing/turn-taking                      Reluctance / anxiety</p>	<p>Communication with parents, children about curriculum                      Adaptive questioning                      Relational practice - valuing all contributions                      Pupil grouping</p>	<p>Sensory items to prompt focus</p>
<p><b>Sensory and Physical</b>                      Hearing impairment (HI)                      Visual impairment (VI)                      Sensory needs</p>	<p>Recording equipment                      Adapted font size                      Seating arrangements</p>	<p>Sensory items to prompt focus                      Ear defenders</p>

