

Adaptations to remove potential barriers in the curriculum
Subject: RE

Potential barrier	Strategies to overcome barrier
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings • Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to • Scaffold learning to make it accessible for all • Sentence stems • Use of templates • Use of colourful semantics to support sentence structure and recording
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Give one or two instructions at a time • Provide the children with real examples to explore and ensure learning is practical and hands on • Vocabulary maps - Encourage children to tick the words that they feel confident with to help target language that still needs support • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary • Support religious literacy/ terminology - pre or re teach
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings • Provide word bank, picture cards and/or vocabulary mats that the learners can point or refer to • Scaffold learning to make it accessible for all • Sentence stems • Use of templates
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Give one or two instructions at a time • Provide the children with real examples to explore and ensure learning is practical and hands on • Vocabulary maps - Encourage children to tick the

	<p>words that they feel confident with to help target language that still needs support</p> <ul style="list-style-type: none"> • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary • Support religious literacy/ terminology - pre or re teach
Reading	<ul style="list-style-type: none"> • Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements • Use of ICT to support – word text to talk, use of videos
Recording and secretarial skills	<ul style="list-style-type: none"> • Pair with peer scribe/adult scribe. Group work with individual allocated as scribe • Use of mind mapping or visuals to record • Use of ICT eg Puppet Ed to record information verbally
Processing questions	<ul style="list-style-type: none"> • Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts • Re-phrasing questions – consider children’s level of understanding
Working and long term memory	<ul style="list-style-type: none"> • Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice - ensuring children have good theological knowledge for each religious and non-religious world view. • Use of memory aids- posters, working wall, provocation areas, word banks, pictures • I do, we do, you. Ensure we spend the most amount of time on the ‘we do’ and check that the child/ren know what to do

	<ul style="list-style-type: none"> • Keep instructions short and use visual prompts • Use of visitors/visits
Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs • Reduce the I do and more focus on the we do • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Change and Transition	<ul style="list-style-type: none"> • Religious Education is taught in half termly blocks in line with the Nottinghamshire Agreed Syllabus • Lessons follow an agreed structure and curriculum sequencing builds on previous learning • Lessons follow an agreed format
Additional strategies	<ul style="list-style-type: none"> • Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context • Introduce each artefact – name it, explain its importance, its use
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>