Adaptive Support

Subject: RE

FEATURES OF ALL LESSONS:

- Demo of resources
- Glossary of terms
- Key word bank
- WAGOLL

ALWAYS ASK:
"WHAT CHALLENGES AND BARRIERS MIGHT CHILDREN FACE?"

environment



- If working outside, encourage pupils to think about their needs and tell you about them in advance
- Ensure pupils are well prepared for visits or community events - social stories, photos or agendas shared to reduce anxiety
- Visiting circle approaches encourages all pupils to participate, take turns in speaking, listening carefully and maintain eye contact
- Use informal seating and mix in movement to encourage pupils to talk and work with others
- Make sure display reflect pupils own work and seek consent before putting it up

resources



- Encourage pupils to evaluate the resources they use
- Accessible for all pupils
- Clear pictures and texts, including use of widget online icons.

strategies



- Provide a 'parallel' activity for pupils where role-play may be difficult e.g. virtual decision making/ICT
- Adult support to centre around modelling, echoing and enabling engagement
- Consult with pupils on what will be covered in the lesson and allow the time to formulate their thoughts and opinions
- Use smaller groupings to encourage and support pupils with SLCN
- Use language that is clear, unambiguous and accessible

assessment opportunities



- Capture assessment in various ways: recordings, post-its, talking tins, think/pair/share, posters, mind maps, essays
- Encourage pupils to comment constructively and respectfully on each other's work and contributions
- Make sure peer assessment is not reduced to 'likes and dislikes' but focuses on the learning