

Religious Education Provision Map



Possible indicators

Physical disability
Fine and/or gross motor difficulties
Sensory/Physical impairment

EHCP
SEN Support
1-1 TA Support
Educational Psychology Referral
BSS
My Plan

Individualised

One page profile,
Group/individual work
Targeted questioning in lessons
Scribing ideas in lessons,
OT recommendations

Targeted

'Can do' approach for all children,
Units blocked and clear sequences of work planned, vocabulary displayed and previous learning recapped at the beginning.
Powerpoints on non white, clear fonts.
All children work through the same activities, some with the additional support/resources to support their writing or drawing.
Guided support, independent practise, use of TA Support where appropriate.
Opportunities for learning orally and the use of DEAL strategies.
Verbal praise, feedback recognises praise and effort,
Opportunities given to record in different ways, including photographs
Use of: collaborative learning, talk partners, encouraging a Growth Mindset, lollipop sticks, targeted open questions, visual representations, videos to meet the needs of all learners.
Informal, ongoing, formative assessment to extend progress, in lesson feedback, discussion of processes,

Universal Offer