

Area of need	Learning Challenge / Barrier	Provision
Cognition and learning	Learning objectives may take longer to achieve and information may not be retained or understood.	<p>Children are given extra time to complete work.</p> <p>Focus groups with an adult.</p> <p>Writing structures and writing frames.</p> <p>Repetition of ideas during lessons.</p> <p>Rest breaks.</p> <p>Child is seated near the teacher.</p> <p>Resources are labelled clearly.</p> <p>Displays within the classroom.</p> <p>Questions / tasks are differentiated to allow for different styles/levels of learning for different pupils.</p>
	Ability to retain previously learnt information may be hindered.	<p>A wide variety of experiences such as visiting places of worship and handling artefacts.</p> <p>Photographic reminders of key learning points.</p> <p>Photographic and video evidence of the pupils carrying out activities could be provided to help the pupil remember the previous experience and feel a sense of self-esteem and achievement.</p>
Communication and Interaction	Understanding and using new vocabulary correctly.	<p>Explicit teaching of new vocabulary.</p> <p>New vocabulary displayed with visual aids as appropriate.</p> <p>New vocabulary limited to manageable number.</p> <p>Word banks provided.</p>
	Difficulty participating in class discussions.	<p>Structured support for verbal responses (verbal version of writing frames).</p> <p>Carefully considered groupings/pairings with adult support as appropriate.</p> <p>Broad topic and specific lesson questions made accessible by breaking into steps or simplifying.</p>
Social, Emotional Mental Health	Anxiety around new sensitive topics being discussed.	<p>Prepare children for visiting new places - photos, discussion of what to expect etc. to reduce anxiety.</p> <p>Social Stories.</p> <p>Discussion with parents.</p>
	The child may struggle with relating what has been learnt back to them own experiences.	<p>Give children time to think about questions before a response is expected.</p> <p>Reduce reliance on memory by having resources and key learning displayed or modelled.</p> <p>Teachers consider the background / religious status of the child and how comfortable they may feel during the lesson / subject.</p> <p>Develop sense of self-identity and personal views/beliefs. E.g. what is my view? Does everyone share the same beliefs?</p>
	The child may struggle to maintain focus on the activity.	<p>For group work - carefully pair the child with a supportive partner / group.</p> <p>Value the child's verbal answers, rather than being heavily reliant on written work.</p> <p>Regular rest breaks for focus and short, achievable activities.</p>
Sensory and Physical Needs	Sensory processing issues.	<p>Consider how different sources could be used to convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos.</p> <p>Tasks can be split up into manageable steps.</p>
	Disabilities such as physical disability, visual impairment, hearing impairment.	<p>Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc).</p> <p>Physical and sensory needs taken into consideration in advance of practical work (including school trips, etc) to ensure activities are accessible to all.</p> <p>Use of range of different resources (for example, planning hands-on practical learning or the use of ICT).</p> <p>Options to record learning in different ways if appropriate.</p> <p>Close working links with other agencies supporting individual children.</p>