



Supporting SEND Children within RE

Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	<p>Conceptual understanding of key historical and modern day religious practices</p> <p>Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information</p>	<p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons.</p> <p>Adapt e to provide shorter, simplified texts/information</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<p>Language/communication difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.</p> <p>Alternative ways to present/access work e.g. through technology</p> <p>Simplified step by step instructions, visuals and mixed ability pairs e.g. partner or kagan groups.</p>



Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	<p>Children with sensory impairments may find it difficult to access physical resources</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Accessibility/participation in particular activities may be impacted by physical disabilities</p>	<p>Use of technology to support access eg Immersive reader</p> <p>Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties. Use of audio descriptions for visuals e.g. artefacts</p> <p>Ensure those with PD are considered at the planning stage – how can staff ensure full inclusion?</p> <p>Use of concrete objects</p> <p>Large print used</p>
SEMH	Subject Challenges for SEND	Provision for SEND
	<p>If children believe they cannot be successful in class they may become frustrated and withdraw – low self-esteem etc</p> <p>Children may find certain topics within RE difficult or triggering e.g. loss, death etc.</p>	<p>Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.</p> <p>Ensure content being used in lesson is not overly distressing for any children in class. Allow children to have a safe space to express these feelings if they wish.</p>
Non Negotiables that need to be in place in	<p>1. Provide access to physical resources such as real life objects from different religions where appropriate to support children with SEN access learning</p> <p>2. Access to dual coded resources/word mats to support understanding of key vocabulary</p>	



**all lessons/classrooms
when teaching RE**

3. Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally.

4. Effective communication with parents/carers through discussions and IEPs

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