**SEND in my subject area – RE**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **Cognition and Learning** | **Communication and Interaction** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Conceptual understanding of key historical and modern-day religious practices
 | * Use of simplified visual activities to support children’s understanding.
* Use of simple language to support labelling.
* Small groups to discuss visual tasks.
* Use of role-play to support children’s understanding.
* To support assessment - differentiated reflection sheets to allow children to show visually their learning
 | * Language/communication difficulties may make it difficult for children to participate in activities and access learning.
 | * Teacher / TA support for children during lessons to access learning.
* Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.
* Alternative ways to present/access work e.g. through technology
* Knowledge of children and level and area of support needed.
* Picture sequencing to support assessment and understanding.
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| * Low attainment in literacy can present barriers to activities e.g. understanding of subject specific vocabulary, ability to read key information
 | * Use of simplified, dual coded resources. Potentially additional support during lessons.
* Differentiate to provide shorter, simplified texts/information
* Teacher / TA support for children during lessons to access learning.
* Use of writing frames to support children access activities.
* Repetitive reading of tasks to support children’s learning - still accessing tasks.
* Use of thesaurus and synonyms to explain vocabulary.
* Coloured overlay to support learning and focus. Use of coloured paper to support writing.
 | * Difficulties with processing language.
 | * Simplified step by step instructions, visuals and mixed ability pairs
* Simple blank level questioning.
* Use of thesaurus and simplifying vocabulary.
* Teacher/TA support for individual children or groups.
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| * Retaining key information and prior knowledge of religious practices.
 | * Small group work to discuss and recap prior learning before accessing new learning.
* Constant referral to prior learning of vocabulary.
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| **Physical and Sensory** | **Social Emotional and Mental Health** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Children with sensory impairments may find it difficult to access physical resources

. | * Use of technology to support access e.g., VR headset
* Sensory and movement breaks.
 | * If children believe they cannot be successful in class, they may become frustrated and withdraw – low self-esteem etc
 | * Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.
* Instant feedback throughout lessons. Verbal and written praise. Use of stickers and class chart points. Headteacher praise.
* Processing-time to allow children to have the confidence to give answers.
* Advance warning of questioning to allow children to prepare.
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| * Children with visual or auditory impairment may have related challenges to accessing lessons.
 | * Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties. Use of audio descriptions for visuals e.g., artefacts
* Coloured overlay to support learning and focus.
* Coloured reflection sheets to support writing.
* Writing slope to support accessing work.
* Small group work to support listening skills.
 | * Children may find certain topics within RE difficult or triggering e.g., loss, death etc.
 | * 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.
* Conversations with children before learning.
* Silent signals to allow children to express their feelings.
* Key person who the child feels comfortable with to discuss their feelings.
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| * Accessibility/participation in particular activities may be impacted by physical disabilities
 | * Ensure those with PD are considered at the planning stage – how can staff ensure full inclusion?
* Chair support during inputs.
* Ensuring appropriate space for role-play activities to allow inclusion.
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