**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. |
| * 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. |
| * 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. |
| * 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. |
| * 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. |  |  |