

SEND in RE

What is in place for teaching RE to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Conceptual understanding of key historical and modern-day religious practices. • Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information. 	<p>Use of simplified visual activities to support children’s understanding.</p> <p>Use of simplified, dual coded resources.</p> <p>Potentially additional support during lessons.</p> <p>Differentiate to provide shorter versions, simplified texts/information.</p> <p>Teacher/LSA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>	<ul style="list-style-type: none"> • Language/communication difficulties may make it difficult for children to participate in activities and access learning. • Difficulties with processing language. 	<p>Teacher/LSA 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.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with sensory impairments may find it difficult to access physical resources. Children with visual or auditory impairment may have related challenges to accessing lessons. Accessibility/participation in particular activities may be impacted by physical disabilities. 	<p>Use of technology to support access.</p> <p>Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties.</p> <p>Use of audio descriptions for visuals e.g., artefacts.</p>	<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 all lessons/classrooms when teaching RE:

- 1. High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used-** dual coding, writing frames, word banks, learning walls etc.