



SEND Provision Religious Education

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in RE

The Four Broad Areas of Need

Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Topic specific vocabulary supported by artefacts, pictures etc.</p> <p>Practical learning assists with development of new vocabulary.</p> <p>Word mats, knowledge organisers, pre-teaching of vocabulary.</p> <p>Scaffolded sentence starters 'I think that...'</p> <p>Additional thinking time after posing a question before returning.</p>	<p>Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software.</p> <p>Pre- teaching opportunities</p> <p>Recap of prior learning prior to the topic.</p> <p>Knowledge organisers outlining key prior knowledge</p> <p>Visual prompts</p>

<p>Emotions fans or cards.</p> <p>Supporting by reasoning aloud, 'I think that'...</p>	<p>Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.</p>
<p><u>Social, Emotional and Mental Health</u></p>	<p><u>Physical and/or Sensory</u></p>
<p>Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect.</p> <p>Prepare the children with any routines/cultural expectations they may be asked to follow.</p> <p>Social stories around accepting different beliefs and views.</p> <p>Clear expectations that no one will be made to share if they are not comfortable.</p> <p>Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion.</p> <p>Sentence starters to aid productive discussion/avoid offence.</p>	<p>Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper.</p> <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>Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children.</p> <p>Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice.</p> <p>Advance preparation of any sensory stimuli.</p> <p>Consider pupil sensory audits and adaptations</p>