SEND provision in Religious Education

- Our curriculum design ensures that highly generative/enabling core knowledge is identified and sequenced through our curriculum.

- Lessons are structured to support SEND pupils by revisiting, reinforcing & building on identified core knowledge.

- Pre-teaching of concepts and vocabulary included for pupils with SEND as appropriate.

- Use of iPads to support teaching and learning e.g. Showbie in KS2; Advantage Project in Y5/6. The use of technology improves accessibility for SEND pupils in a variety of ways. For example by: providing audiobooks or read-aloud technology for students who struggle with reading; allowing students to use speech-to-text software to complete written assignments, utilising apps that support visual learning through images and videos.

- Teaching & learning are enriched by the use of multi sensory experiences - e.g. visits, use of different sources & artefacts

- Our curriculum prioritises use of high quality texts - including fiction - which can help promote empathy, understanding and judgement for children with cognition difficulties.

- Our CPD in RE includes a strong focus on how to support pupils with SEND.

- All our pupils with SEND have their own 'Two Page Profile' highlighting further subject specific adaptions to support learning of individual pupils. Examples of possible individual adaptations for each area of need are given below

RE: POSSIBLE SUBJECT SPECIFIC ADAPTIONS ACROSS 4 AREAS OF NEED:

1. COGNITION AND INTERACTION:

Speech & Language/Communication

- Use alternative forms of communication - drawing, role play, painting to communicate understanding

ASD

− Use stories to promote empathy and understanding - relate to their understanding of themselves.
− Pre-teach abstract concepts and vocabulary.

2. COGNITION AND LEARNING:

MLD/SMLD/PMLD

− Use auditory strategies - e.g. convert text to sound so children can listen to text
− Use pictures and symbols as representations of information
− Use writing frames/sentence starters
− Use ICT/devices to promote collaboration, allow access to work, produce outcomes

Dyslexia

− Summarise ideas in pictures - use visuals to show change & comparisons e.g. present information in tables, graphs, storyboards, through role-play
− Convert text to an auditory form
− Use emotive auditory sources to engage and motivate children
− Consider alternatives to writing as outcomes

Dyspraxia

− provision of space/special equipment
− Pre/part-preparation of diagrams, worksheets
− Adapt equipment/expectations for when motor-skills used

Dyscalculia

− Adapt tables/data given - support to check understanding

Trauma

- pre-teach concepts

- Use small groups and assign particular roles

- Use initial stimuli (hook) to engage in the activity

ADHD

Strategies apply to all areas of learning...

- Employ practical tasks where possible

- Chunk tasks - use pictorial support

- allow children to work alone (they may find group work more challenging)

- Standing desks

Anxiety

Strategies apply to all areas of learning..

- build trusting relationships

Tourette's

Strategies apply to all learning ...

- Be aware of tics. Don't draw attention to them.

<mark>4. SENSORY AND/OR PHYSICAL NEEDS:</mark>

Hearing/multi-sensory impairment

- alternative methods of recording their learning
- Use artefacts to reinforce learning
- Pre-teach vocabulary
- Use multiple modes of presentation of information

Visual/multi sensory impairment

- Multi sensory learning experiences
- magnification technologies
- Audio-description
- Use of drama/role-play
- Opportunities to handle artefacts

Physical disability

Adaptions made according to the specific needs of the pupil.

Toileting

General adaptions according to the child's individual needs.