

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>The ability to explain a religious concept / provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic information about each religion e.g. name of the key religious text in Christianity.</p> <p>Reading/studying of case studies/religious artefacts.</p> <p>Understanding subject specific vocabulary.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of religious practices such as wudu.</p> <p>Pre-teach can be used to revisit key information as well as planned retrieval questions. The use of “hooks” at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals. Share information in different ways e.g. via a BBC bite size video. Allow children to explore physical religious artefacts.</p> <p>Pre-teach subject specific vocabulary. Pay particular attention to vocabulary that could be viewed as ambiguous. Create word banks accompanied by visuals of words in a religious context.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/chrome books to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking a direct question. Some children need upwards of 10 seconds to process a question before answering.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Adaptive written resources can be supported by and could be translated using word (teachers click Review –Translate Document) This will fully translate and open in a new window.</p>

Sensory and Physical		Social, Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject challenges for SEND	Provision for SEND
<p>Physical difficulties accessing specific environments during RE trips to places of worship.</p> <p>Children with visual impairment may find it difficult to view text/images/ religious artefacts.</p>	<p>Ensure that any environment visited are fully accessible for children with physical disabilities. Ensure alternative transport if needed. Identify information on risk assessment.</p> <p>Ensure font size used matches specified child's needs. Enlarge images for ease.</p>	<p>The acceptance that others have different religious views and that they have a right to hold and express them.</p> <p>Distress caused by exposure to unfamiliar environments during trips/field work.</p>	<p>Use a multisensory approach to teaching religious concepts e.g. through drama/role play. Trips to different places of worship / visitors from different faiths will make unfamiliar concepts less abstract.</p> <p>Carefully consider seating arrangements. Additional adult support can be deployed as necessary.</p> <p>Visual timetables and photos videos of environment may reduce anxiety caused by lack of familiarity.</p>