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| SEND provision in RE | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing reading resources  • Unable to produce or poor level of written work  • Poor memory and recall skills  • Poor sequencing skills  • Unable to link prior learning  • Struggle to compare different religions and beliefs  • Understanding importance of key religious symbols/artefacts | • Confident to speak out in a safe learning environment  • Use of word banks including pictures (widget online)  • Kagan style tables to support with discussions  • Small group/1:1 support where necessary – modelling discussions and answers  • Knowledge organisers to help children identify key areas of learning to refer to throughout unit of work  • Social stories/video to explore new religions and faiths  • Not all work needs to be recorded/written in books – post it note children’s answers/drama to be used.  • Sentence stems to guide written responses | • Understanding new topic including vocabulary  • Understanding tasks that include empathy and understanding differences of others  • Lower than expected levels of expressive vocabulary – ‘they can’t find the words’  • Following instructions and sequences | • Pre-teaching of new vocabulary prior to lesson.  • Send vocabulary word mats home before starting the genre.  • Limit vocabulary to that which is necessary to ensure progress.  • Social stories  • Adult support  • Group discussions to gain ideas  • Sequencing activities  • Use of puppets to explore new belief/religion |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • Group work.  • Videos or photos with over stimulating or challenging themes.  • Sensory overload with artefacts  • Overload with themed religious festival days | • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T  • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress  • Provide advance warning of a challenging theme/activity/image or vid | • Anxiety towards new or unknown themes.  • Difficulties understanding social/religious beliefs concepts.  • Difficulties understanding own beliefs/ thoughts and contrasting with those of others. | • Working in a small group with a  • trusted adult for emotional support.  • Some children could work individually  • Pre teaching and discussing the responses to the learning  • Clear rules and expectations, consistent boundaries, rewards and sanctions |





