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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 |





