

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

## Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge organisers and vocabulary mats are provided.

Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.

Question prompts and example sentence starters given to promote discussion.

Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.

Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses.

Multi-sensory approaches are used to support spoken language (visual prompts, drama/role play)

Opportunities to pre-meet visitors to school to prepare for changes in the curriculum

Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required)

Teacher and support staff employ method of communication appropriate to need

TAs are used effectively (where available) to explain language used and to help understand questions

Pupil is only asked to read aloud texts in class they are comfortable with/have pre-prepared

## Cognition and Learning

Pre-teaching of vocabulary, key skills and ideas Ensure key vocabulary is visible - knowledge organisers/word bank

Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.

Additional overlearning opportunities for children who struggle with chronology - number prompts and specific vocabulary (BCE, BC, AD)

Use of display/ knowledge organisers to aid recall of focus learning and timelines to support chronology.

Clear modelling of tasks. Make it visual - use of pictures, diagrams, textbooks, photographs, etc.

Concrete resources (artefacts) to support learning. Leave resources accessible in classroom for overlearning to occur independently.

Teach the use of learning aids so pupil can use these independently. These could include comic strips and writing frames

Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps

Range of coloured overlays available

Adaptations for presentations (colour of background, printing out presentation, font)

Avoid the need for copying lots of information. Notes can be printed off or adult can be used as a scribe.

Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels)

Using apps in lesson to support learning and knowledge (PicCollage)

Using photographs and video to record work - iPad. Dictate on Microsoft Word helps with writing.

Using drama e.g. hot seating and interview, Conscience Alley

Provide opportunities for cross-curricular experiences - maths and timelines, etc

Revisit a prelearn mindmap of the same area of learning to assess how pupil's understanding of concepts is developing.

### Social, Emotional and Mental Health

Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.

Provide access to sensory materials (e.g. fiddle toy) as appropriate.

Use positive approaches, identify pupil strengths and praise these.

Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.

Be mindful of trigger points for specific children and how this may impact upon their learning.

Ensure resources for task are readily available.

Incorporate tasks which allow movement/sensory movement breaks into daily planning.

Use a visual timer to extend time on task/to measure time on task.

Advance warning of changes to regular events and opportunities to pre-meet visitors.

Using specific areas of interest or give a role of responsibility to raise self-esteem.

Allow to doodle/make notes/mind maps when listening.

Transition times are carefully managed, with rules explained and practiced.

Language of choice (two choices given)

Chunking of learning

Use of visuals and Checklists

Kinaesthetic approaches

Calming music- could be related to RE topic/faith being studied.

Use of ear defenders.

### Physical and/or Sensory

Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.

Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.

Appropriate risk assessments to be carried out before religious visits/guest speakers. Preparation could include using photographs, videos, artefacts etc so the pupil is not worried about unfamiliar situations.

Ensure pupil is seated in the most appropriate position taking into account the child's specific need.

#### Visual

Adapted books (bold lines)

Print resources on coloured paper

Enlarge historical evidence and text, ensuring quality of original document is not compromised

Use of physical artefacts wherever possible.

Ensure pupils have their own copy of a text

When explaining to the class, reading aloud as you write on the board

Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc

Interperse spells of visual activity with less demanding tasks.

#### Hearing

Make sure adult's face is always clearly visible and that everybody in the group can be seen.

Subtitles should be switched on when videos

Use of audio books.

Use lots of visual and concrete resources to explain key concepts

Check for understanding to avoid misconceptions

Gain pupil's attention before giving important information

Keep background noise to a minimum

If required, consider slowing speech rate a little, keeping natural fluency.

Repeat contributions from other children as their voices may be unclear.

Divide listening time into short chunks (when possible)

Key words are written on board to provide focus to vocabulary used in introduction and conclusion

#### Physical

Use of writing slope.

Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.

Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.

Use alternative methods of recording