

Oakdene Primary Academy



SEND Provision in Religious Education

Cognition & Learning

Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading resources • Unable to produce/poor level of written work • Poor memory and recall skills • Unable to link prior learning • Struggle to compare different religions and beliefs • Understanding importance of key religious symbols/artefacts 	<ul style="list-style-type: none"> • Confident to speak in a safe learning environment • Use of word banks including pictures where appropriate • 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 a unit of work • Social stories or videos to explore new religions and faiths • Not all work needs to be recorded or written in books - post-it note answers, drama can be used • Sentence stems to guide/scaffold written responses 	<ul style="list-style-type: none"> • Understanding new topic, including vocabulary • Understanding tasks that include empathy and understanding differences and others • Lower than expected levels of expressive vocabulary - children 'can't find the words' • Following instructions and sequences 	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson • Vocabulary word mats can be sent home before starting a topic • Limit vocabulary to that which is necessary to ensure progress. • Social stories if required • Adult support • Group discussions to gain ideas • Sequencing activities • Use of puppets to explore new belief/religion

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SEND Provision in Religious Education

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Group work • Videos or photos with over stimulating or challenging themes • Sensory overload with artefacts • Overload with themed religious festival days 	<ul style="list-style-type: none"> • Provide resources which are matched to the needs of the child. i.e. enlarged resources/visuals/I.T • Support to avoid conflict/sensory overload – 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 video 	<ul style="list-style-type: none"> • Anxiety towards new or unknown themes • Difficulties understanding social/religious concepts • Difficulties understanding own beliefs/thoughts and comparing/contrasting with those of others 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually • Pre-teaching and discussing the upcoming objectives/activities to the learning • Clear rules and expectations, consistent boundaries, rewards and sanctions

Communication
& Interaction

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties



SEND
Areas of Need

Cognition
&
Learning

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder

Sensory and/or
Physical Needs

Social, Emotional &
Mental Health
Difficulties

Autism Spectrum Disorder (ASD)
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)