



SEND- Ambition and Access in RE

<u>Ambition- What are we aiming for children with SEN to achieve in this subject?</u>	<u>Access- What amendments are made to the subject in order to help children with SEN to achieve?</u>
<p>At St Bridget's, we have high expectations of what a SEN child can understand or explain during an RE lesson. RE is a chance for them to explain their own thoughts and beliefs which isn't limited to ability. Individual children's barriers are considered for the specific support needed however; linking the concrete with the abstract should allow all children to understand other's beliefs as well as explaining their own.</p>	<ul style="list-style-type: none"> • A spiral curriculum which supports the revisiting and reinforcement of key learning over time. • Carefully sequenced learning steps and task plans (with visual cues where possible) to support planning and independence. • The consistent use of knowledge notes which include key knowledge and vocabulary to help retain key information. • Key knowledge highlighted on knowledge notes to assist SEN children in their learning. • Starters from previous lessons and topics to help embed prior learning. • Differentiated outcomes for SEN learners to show understanding not writing ability. eg: labelling key artefacts but matching the definition to the picture. • Placing children in mixed ability pairs/ groups to encourage conversations when discussing their own opinions or beliefs. • Breaking learning down into smaller steps where possible to support effective learning and knowledge retention. • Providing SEN learners with extra time to complete tasks (when needed) to ensure each child achieves • Providing a positive and supportive learning environment.