St Cuthbert's Church of England Primary School

Supporting SEND Children within RE		
Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	Conceptual understanding of key historical and modern day religious practices Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information	Use of simplified visual activities to support children's understanding. Use of simplified, dual coded resources. Potentially additional support during lessons. Differentiate to provide shorter, simplified texts/information Teacher / TA support for children during lessons to access learning. Use of writing frames to support children to access activities.
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	Language/communication difficulties may make it difficult for children to participate in activities and access learning. Difficulties with processing language.	Teacher / TA support for children during lessons to access learning. Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. Alternative ways to present/access work e.g. through technology Simplified step by step instructions, visuals and mixed ability pairs

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Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	Children with sensory impairments may find it difficult to access physical resources Children with visual or auditory impairment may have related challenges to accessing lessons. Accessibility/participation in particular activities may be impacted by physical disabilities	Use of technology to support access eg Immersive reader Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties. Use of audio descriptions for visuals e.g. artefacts Ensure those with PD are considered at the planning stage – how can staff ensure full inclusion?
SEMH	Subject Challenges for SEND	Provision for SEND
	If children believe they cannot be successful in class they may become frustrated and withdraw – low self-esteem etc Children may find certain topics within RE difficult or triggering e.g. loss, death etc.	Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. Ensure content being used in lesson is not overly distressing for any children in class. Allow children to have a safe space to express these feelings if they wish.
Non Negotiables that need to be in place in all lessons/classrooms when teaching RE	1. Provide access to physical resources such as real life objects from different religions where appropriate to support children with SEN access learning 2. Access to dual coded resources/word mats to support understanding of key vocabulary 3. Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally.	