

RE
Supporting Children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Children not knowing what different things are in different religions</p> <p>English skills</p> <p>Conceptual understanding of key historical and modern-day religious practices</p> <p>Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information</p>	<p>Artefacts and RE resources in school to use in class</p> <p>Frequent exposure to a range of beliefs and 'none'</p> <p>Express knowledge and thoughts in a range of ways – not just written</p> <p>Vocabulary with visuals</p> <p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources. Potentially additional support during lessons.</p> <p>Differentiate to provide shorter, simplified texts/information</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>	<p>Child not able to express thoughts</p> <p>Language/communication difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Sentence stems</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.</p> <p>Alternative ways to present/access work e.g. through technology</p> <p>Simplified step by step instructions, visuals and mixed ability pairs</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Children may not want to touch the artefacts depending on their sensory needs</p> <p>Obsessiveness with items – touch</p> <p>Children with sensory impairments may find it difficult to access physical resources</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Accessibility/participation in particular activities may be impacted by physical disabilities</p>	<p>Alternative resources</p> <p>Use of technology to support access e.g. iPad</p> <p>Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties.</p> <p>Use of audio descriptions for visuals e.g. artefacts</p> <p>Ensure those with PD are considered at the planning stage – how can staff ensure full inclusion?</p> <p>Allow time – now/next to help stop</p> <p>Use 3 red spots to end activity</p>	<p>Trigger feelings</p> <p>Difficult questions and topics e.g. death and racism.</p> <p>If children believe they cannot be successful in class they may become frustrated and withdraw – low self-esteem etc</p> <p>Children may find certain topics within RE difficult or triggering e.g. loss, death etc.</p>	<p>Zones of regulations</p> <p>Pre-warning/discussion with key children/families</p> <p>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.</p> <p>Allow children to have a safe space to express these feelings if they wish.</p>