

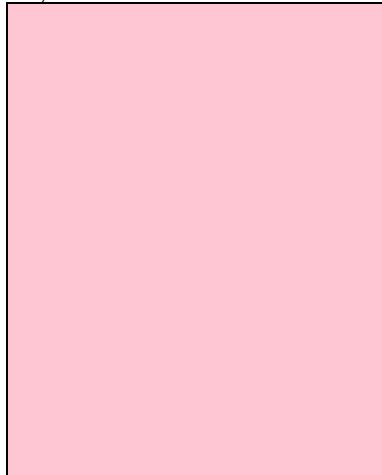


Strategies for supporting pupils with Special Educational Needs and Disabilities in Religious Education lessons.

| <u>Area of Need...</u> | <u>How we support our pupils to succeed...</u> |
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| Communication and Interaction | <ul style="list-style-type: none"> • Match your language to the language of the child • Ensure there are visuals for religious artefacts and symbols discussed • Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson • Be aware of the level of language the child is using – use a similar level to ensure they understand • Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. • Use a visual timetable where necessary. • Use visual prompt cards/posters. • Give children time to process questions and formulate answers |
| Cognition and Learning | <ul style="list-style-type: none"> • Recognise that the language of RE may be challenging for many pupils, eg: " language used in religious texts may be difficult to understand and will need to be explained" some vocabulary can have different meanings in different contexts, and" metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. • Plan to teach new vocabulary explicitly at the start of a new topic. • Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. • Use signs, symbols and visual timetables to support communication; • Use visual displays (objects and pictures) that can be used to support understanding; |



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| | <ul style="list-style-type: none"> • Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding. • Consider alternative methods of recording children's understanding. • Scaffold speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, • Give children time to process questions and formulate answers |
| Social Emotional and Mental Health | <ul style="list-style-type: none"> • Create a classroom climate that ensures every child feels safe to make mistakes • Provide lots of opportunities to ask questions throughout the lesson • Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory effects. • Avoid changing seating plans • Use of TIS strategies throughout a lesson. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand. • Understand the student's skills, and where their starting place is. • Provide task management boards to sequence the learning into manageable chunks. |
| Sensory and Physical | <ul style="list-style-type: none"> • Use movement breaks within the lesson to refocus and support concentration. • Provide a lesson breakdown, with a clear end. • Speak clearly and slowly so that children can understand what is being said, what information is being shared and any instructions that are being given • For those with visual impairment provide a thicker/darker pencil to support the child with reading their own writing • Give enlarged images, pictures and diagrams |



- Ensure resources are in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible
- Face the child when talking and ensure children sit closely to the front having clear vision of all aspects of the lesson
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting and using the interactive whiteboard with pupil involvement.