



SEND in my subject area: RE

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	<p>Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate.</p> <p>Pre-teach to understand vocabulary or subject content.</p> <p>Word banks - children can be involved in selecting the vocab</p> <p>In-print</p> <p>Artefacts</p>	Difficulties using language / expressing themselves	<p>Sentence starters / modelled language.</p> <p>Stem sentences / repetition</p> <p>Partner talk</p> <p>My turn-Your turn</p> <p>Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram</p> <p>Additional time given to complete tasks</p>
Literacy Skills - ability to read/write information	<p>Labels with picture cues, word banks</p> <p>Scaffolding</p> <p>Writing frames</p> <p>Alterative recording method (mind map, video, photographs, poster, picture/mark making adult scribe, iPad, Clicker)</p> <p>Adult support, peer support (mixed ability pairing supports)</p>	Difficulties with processing language /following instructions	<p>Simplified step by step instructions.</p> <p>Chunking.</p> <p>Pictorial prompts</p> <p>Model - do</p> <p>Time to formulate information / answers</p> <p>Additional time given to complete tasks</p>

<p>Conceptual Understanding difficulties</p>	<p>Pre-teach activities Symbols/visuals Additional time given to complete tasks</p> <p>Pre-teach opportunities Adaptive teaching - allow small groups for overlearning opportunities Provide worked examples to use as a model for independent work Additional time given to complete tasks</p>		
<p>Physical and Sensory</p>		<p>Social Emotional and Mental Health</p>	
<p>Subject challenges for SEND</p>	<p>Provision for SEND</p>	<p>Subject Challenges for SEND</p>	<p>Provision for SEND</p>
<p>Children with fine motor difficulties</p>	<p>Usual supports must be available: pencil grip sloping board writing frames scaffolds scribe Alternative recording methods (iPad, voice note, Clicker)</p>	<p>Children who struggle to maintain attention</p>	<p>Fast paced lessons, model and do approach to teaching, use of interactive resources Opportunities to move - give out books, maps etc Non-verbal reminders Seating plans Brain breaks</p>

<p>Children with gross motor difficulties</p>	<p>All children must be able to access a planned activity / field trip (e.g. Church Visit) with their normal support available.</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Advance preparation for how the lesson will run Now and next strategy</p>
<p>Children with hearing difficulties</p>	<p>Seating plan - ensure children are seated where they can hear and see the adult Picture prompts Adult check ins Adult repeat back other children's answers that may not be heard Adults speak loudly and clearly & encourage others to. Headphones/ ear defenders</p>		<p>Advance preparation for practical / field work (e.g. Church Visit) - ensure they are aware of the location and feel supported by a familiar adult Safe spaces in the environment</p>
<p>Children with visual difficulties</p>	<p>Seating plan - can they see the board? Enlarged resources</p>		