

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	Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate. Pre-teach to understand vocabulary or subject content. Word banks – children can be involved in selecting the vocab	Difficulties using language / expressing themselves	Sentence starters / modelled language. Stem sentences / repetition Partner talk My turn-Your turn Opportunities to present ideas in different ways other than verbal e.g. pictorial, written, diagram
Literacy Skills – ability to read/write information	Labels with picture cues, word banks Scaffolding Writing frames Alternative recording method (mind map, video, photographs, poster, adult scribe, journaling technique) Adult support, peer support (mixed ability pairing supports) Pre-teach activities Clicker 7 access	Difficulties with processing language /following instructions	Simplified step by step instructions. Chunking. Pictorial prompts Model – do Time to formulate information / answers
Conceptual Understanding difficulties	Pre-teach opportunities Adaptive teaching – allow small groups for overlearning opportunities Provide worked examples to use as a model for independent work		

Children with dyslexic tendencies	Coloured overlay Coloured background on screens Usual dyslexic support given when reading / writing		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	Usual supports must be available: pencil grip sloping board writing frames scaffolds scribe journaling cut up sentence	Children who struggle to maintain attention	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
Children with gross motor difficulties	All children must be able to access a planned activity / field trip (e.g. Church Visit) with their normal support available	Children who have difficulty with transitions and routines	Advance preparation for how the lesson will run Now and next strategy Advance preparation for practical / field work (e.g. Church Visit) – ensure they are aware of the location and feel supported by a familiar adult
Children with hearing difficulties	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		
Children with visual difficulties	Seating plan – can they see the board? Enlarged resources		