



Strategies for supporting pupils with SEND in RE lessons.

Individual Need	Here's how we support everyone...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"><input type="checkbox"/> Incorporate drama into stories and scenarios<input type="checkbox"/> Ask children to repeat the instructions to ensure they know what and how to perform a task<input type="checkbox"/> Ensure opportunities for paired work / talk partner work<input type="checkbox"/> Lots of planned opportunities for movement
Anxiety	<ul style="list-style-type: none"><input type="checkbox"/> Ensure consistency with regard to group work – (i.e. talk partners are always the same)<input type="checkbox"/> Positive relationships are maintained with regular dialogue<input type="checkbox"/> Give prior warning if an RE lesson is going to look different from normal or if there will be drama elements involved
Autism Spectrum Disorder	<ul style="list-style-type: none"><input type="checkbox"/> Differentiate tasks to ensure that the child can access and make progress.<input type="checkbox"/> Ask direct 'closed' questions through class discussion<input type="checkbox"/> Where possible, use visual prompts to aid discussion and written work<input type="checkbox"/> Adopt a consistent approach to RE lessons and avoid drastic changes to the format of a lesson without prior warning<input type="checkbox"/> Give a clear goal for the content of independent work and how much is expected by the end of a lesson
Dyslexia	<ul style="list-style-type: none"><input type="checkbox"/> Using a background other than white when displaying slides (paper based or on interactive whiteboard)<input type="checkbox"/> Using font size 12 or above on printed sheets (stories / information texts)<input type="checkbox"/> Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)
Dyspraxia	<ul style="list-style-type: none"><input type="checkbox"/> Build in opportunities to type written work<input type="checkbox"/> Provide writing slopes for independent work<input type="checkbox"/> Plan for different outcomes (not just written)<input type="checkbox"/> Include opportunities for oracy discussions
Hearing Impairment	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher<input checked="" type="checkbox"/> TA to support independent learning to ensure the child knows what to do<input checked="" type="checkbox"/> Ensure that any videos that are shown in lessons are subtitled

	<ul style="list-style-type: none"> <input type="checkbox"/> Provide print outs from the main input in a RE lesson which the child can refer to <input type="checkbox"/> New and unfamiliar vocabulary in a text is discussed at the start of a jigsaw piece.
Toileting Issues	<ul style="list-style-type: none"> <input type="checkbox"/> Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate) <input type="checkbox"/> Sit the child close to the door so that they can leave the classroom, discreetly
Cognition and Learning Challenges	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate learning tasks to ensure that the child can access and make progress <input type="checkbox"/> Provide word mats and vocabulary if needed <input type="checkbox"/> Provide scaffold sheets to aid in successfully completing a task. <input type="checkbox"/> Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident expectations <input type="checkbox"/> Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task; <input type="checkbox"/> Provide a word bank, with key vocabulary – could use Widget to support understanding <input type="checkbox"/> Provide key words with pictures/symbols to help with the child's memory <input type="checkbox"/> Keep Powerpoint slides simple and uncluttered. Highlight key information.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <input type="checkbox"/> Be prepared to adapt a story or non-fiction text so that the child can understand it <input type="checkbox"/> Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing Use signs, symbols and visual timetables to support communication; <input type="checkbox"/> Use visual displays (objects and pictures) that can be used to support understanding; <input type="checkbox"/> Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.
Tourette Syndrome	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a list of expectations for the session. <input type="checkbox"/> Be aware that a task may not be fully completed. <input type="checkbox"/> Make tasks short and achievable.
Experienced Trauma	<ul style="list-style-type: none"> <input type="checkbox"/> Provide space and time to 'walk away' if themes within stories stir memories & negative emotions <input type="checkbox"/> The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements
Visual Impairment	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide thicker pencil/pen that to make it easier to read own writing

	<ul style="list-style-type: none"><li data-bbox="539 100 1449 212">□ Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom<li data-bbox="539 224 1449 336">□ Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue<li data-bbox="539 347 1449 409">□ Allow more time when visually exploring a material and when completing a visually challenging task
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