



## SEND Provision in RE at Nythe

We endeavour to make learning as inclusive as we can, and at the core of our visions is the belief that all children should have the same opportunities to learning at its core. Within RE lessons, all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome as opposed to directly differentiating by task.

Research shows that this way of learning results in positive outcomes both academically, and for the mindsets of our learners. Where possible, our aim is for children to move through the RE curriculum at broadly the same pace. If a child is stalling in their learning, the first instance will be to provide extra support to help them to 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, discrete interventions or additional adult support within the classroom.

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
<p>Ability to demonstrate knowledge through written work</p> <p>Retention of previous learning in RE as often a large gap between revisiting topics.</p> <p>Understanding of more abstract concepts/themes.</p>	<ul style="list-style-type: none"> <li>• Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software.</li> <li>• Flexible groups, careful choice of learning partner.</li> <li>• Appropriate positioning of children in the classroom</li> <li>• Pre teaching opportunities</li> <li>• Use of golden sentences and paragraphs to support with recording ideas</li> <li>• Recap of prior learning prior to the topic.</li> <li>• Knowledge organisers outlining key prior knowledge</li> <li>• Visual prompts</li> <li>• Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.</li> </ul>	<p>Learning of subject specific vocabulary.</p> <p>Participation is subjects, which are predominantly discussion based.</p>	<ul style="list-style-type: none"> <li>• Topic specific vocabulary supported by artefacts, pictures etc.</li> <li>• Practical learning assists with development of new vocabulary.</li> <li>• Word mats, knowledge organisers, pre teaching of vocabulary.</li> <li>• Scaffolded sentence starters 'I think that...'</li> <li>• Additional thinking time after posing a question before returning.</li> <li>• Emotions fans or cards.</li> <li>• Supporting by reasoning aloud, 'I think that'...</li> <li>• Group / partner work with shared writing</li> </ul>



Physical and/or Sensory		Social, emotional and Mental Health	
Barriers	Provision	Barriers	Provision
<p>Ability to read or to see text sources.</p> <p>Sensory overload/unusual sensory stimuli</p>	<ul style="list-style-type: none"> <li>Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper.</li> <li>Consider how different sources could be used to</li> <li>Convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos.</li> <li>Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children.</li> <li>Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice.</li> <li>Advance preparation of any sensory stimuli.</li> <li>Take into account pupil sensory audits and adaptations</li> </ul>	<p>Anxiety about visits to new places with different expectations.</p> <p>Difficulty discussing topics/concepts that they find uncomfortable.</p> <p>Social appropriateness of discussing topics.</p>	<ul style="list-style-type: none"> <li>Prepare the children in advance using social stories, pictures, and video's to enable them to know what to expect.</li> <li>Prepare the children with any routines/cultural expectations they may be asked to follow.</li> <li>Social stories around accepting different beliefs and views.</li> <li>Clear expectations that no one will be made to share if they are not comfortable.</li> <li>Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion.</li> <li>Sentence starters to aid productive discussion/avoid offence.</li> <li>Bank of appropriate words to discuss topics if this is a concern.</li> <li>Promote the use of the worry monster if children don't feel able to verbally speak about the topic.</li> </ul>