



RE & World Views Adaptations for SEND

Area of need	Learning Challenge / Barrier	Provision
Cognition and learning	Learning objectives may take longer to achieve and information may not be retained or understood.	Children are given extra time to complete work. Focus groups with an adult. Writing structures and writing frames. Repetition of ideas during lessons. Rest breaks. Child is seated near the teacher. Resources are labelled clearly. Displays within the classroom. Questions / tasks are differentiated to allow for different styles/levels of learning for different pupils.
	Ability to retain previously learnt information may be hindered.	A wide variety of experiences such as visiting places of worship and handling artefacts. Photographic reminders of key learning points. Photographic and video evidence of the pupils carrying out activities could be provided to help the pupil remember the previous experience and feel a sense of self-esteem and achievement.
Communication and Interaction	Understanding and using new vocabulary correctly.	Explicit teaching of new vocabulary. New vocabulary displayed with visual aids as appropriate. New vocabulary limited to manageable number. Word banks provided.
	Difficulty participating in class discussions.	Structured support for verbal responses (verbal version of writing frames). Carefully considered groupings/pairings with adult support as appropriate. Broad topic and specific lesson questions made accessible by breaking into steps or simplifying.
Social, Emotional Mental Health	Anxiety around new sensitive topics being discussed.	Prepare children for visiting new places - photos, discussion of what to expect etc. to reduce anxiety. Social Stories. Discussion with parents.
	The child may struggle with relating what has been learnt back to them own experiences.	Give children time to think about questions before a response is expected. Reduce reliance on memory by having resources and key learning displayed or modelled. Teachers consider the background / religious status of the child and how comfortable they may feel during the lesson / subject. Develop sense of self-identity and personal views/beliefs. E.g. what is my view? Does everyone share the same beliefs?
	The child may struggle to maintain focus on the activity.	For group work - carefully pair the child with a supportive partner / group. Value the child's verbal answers, rather than being heavily reliant on written work. Regular rest breaks for focus and short, achievable activities.

Sensory and Physical Needs	Sensory processing issues.	Consider how different sources could be used to convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos. Tasks can be split up into manageable steps.
	Disabilities such as physical disability, visual impairment, hearing impairment.	Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc). Physical and sensory needs taken into consideration in advance of practical work (including school trips, etc) to ensure activities are accessible to all. Use of range of different resources (for example, planning hands-on practical learning or the use of ICT). Options to record learning in different ways if appropriate. Close working links with other agencies supporting individual children.

