

## SEND across the curriculum

*What do we do across school to support SEND needs?*

### Subject: RE

*As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)*

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs/LSPs.
- Use of the RE assessment framework to monitor attainment in the different strands of RE for all children
- Differentiated activities, pitched appropriately for all ability levels and including challenge
- Sharing of important SEND information with HLTAs and TAs to ensure that lessons and progression are appropriate
- Invitations to special RE events. For example, opportunities to join the Chaplaincy Team are highlighted for SEND children
- Inclusion in Religious practice is promoted. SEND children are given the opportunity to read in church and encouraged to take part in Parish events, including training to become altar servers and help in church.
- Extra staff timetabled to support children with SEND during RE lessons or events such as collective worship and church services
- Opportunities for SEND children to take on leadership roles such as Chaplaincy and leading worship in class as part of the "Respond" areas of the curriculum to encourage social and emotional targets.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Use of 'floor books' and alternative ways to record (e.g. post-its, iPad, photographs).

### Specific examples for the different areas of need

<b>Cognition &amp; Learning</b>	
Barriers	Provision
<ul style="list-style-type: none"> <li>• Ability to demonstrate knowledge through written work.</li> <li>• Retention of previous learning in RE as often a large gap between revisiting topics.</li> <li>• Understanding of more abstract concepts/themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear LO and success criteria – use of driver words in RE to allow for opportunities to always up-level</li> <li>• Modelling from the teacher of correct answers during the input and clear explanations of religious terminology</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to act out stories from the bible or view them/listen to them to help children who may struggle with lots of reading</li> <li>• Differentiation in planning – there are specialist SEND activities highlighted in the online planning tool with an *</li> </ul>
<b>Communication &amp; Interaction</b>	
<b>Barriers</b>	<b>Provision</b>
<ul style="list-style-type: none"> <li>• Learning of subject specific vocabulary.</li> <li>• Participation is subjects, which are predominantly discussion based.</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller groups where possible</li> <li>• Use of talk partners to support</li> <li>• Adult support – flexible approach</li> <li>• Class discussion to help promote communication and interaction. Use of w/bs or a ‘hand across chest’ approach to support children with contributing</li> <li>• Colourful semantics</li> <li>• Objectives such as “To discuss” promote this</li> </ul>
<b>Social, Emotional &amp; Mental Health (SEMH)</b>	
<b>Barriers</b>	<b>Provision</b>
<ul style="list-style-type: none"> <li>• Anxiety about visits to new places with different expectations.</li> <li>• Difficulty discussing topics/concepts that they find uncomfortable.</li> <li>• Social appropriateness of discussing topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult support</li> <li>• Opportunities to discuss personal thoughts and feelings</li> <li>• RE work lends itself to discussing how we and others feel</li> <li>• Understanding of different family backgrounds/situations and considerations of this when planning</li> </ul>
<b>Physical and/or Sensory</b>	
<b>Barriers</b>	<b>Provision</b>
<ul style="list-style-type: none"> <li>• Ability to read or to see text sources.</li> <li>• Sensory overload/unusual sensory stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips for writing</li> <li>• Use of prayer pebbles to help children stay focussed</li> <li>• Use of quiet reflective music</li> <li>• Drawing/colourful and practical activities in each unit</li> </ul>

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record.
- Children's verbal and pictorial understanding of each area of the curriculum is also considered when assessing RE
- Teacher feedback and discussion is also used to assess
- Children encouraged to discuss what they don't understand with an adult to help find areas for development

How are we challenging SEND pupils in this subject?

- Personalised progression expectations
- Support from adults to gradually improve skills
- Questioning children throughout the unit to ensure knowledge is being retained
- Use of 'Big Questions' – further thinking
- Context for learning – Why are we learning this? Why is this important in a game situation?
- Respond section of each unit encourages children to build upon prior learning and apply this knowledge in a different context.

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Learning sequences – Explore, Reveal and Respond the same in every unit
- Repetition
- T.A. support
- Use of Respond booklets
- Display/working wall
- Application in all areas of school life e.g. assemblies
- Gospel Value each month and noting examples of how we live them out in class
- Displaying and regularly revisiting key vocabulary (pre-teach vocabulary books).