



Inclusive strategies to
support pupils with
SEND in RE



Bebrave 

Bebrilliant 

Believe 

Cognition and learning

Memory



- ★ Offer additional thinking time to formulate responses and act upon instructions. To support this, warning of the question/response is useful
- ★ Offer short, personalised instructions in the correct task sequence
- ★ Provide visuals to support vocabulary
- ★ Offer pre-teaching sessions to make the unfamiliar feel familiar
- ★ Encourage the pupil to make a checklist/steps to success
- ★ Echo reading.
- ★ Use of a voice recording device such as talking tins.
- ★ Breakdown tasks into manageable chunks

Task Organisation



- ★ Offer a visual task timeline/task management board
- ★ Offer a Workstation approach
- ★ Ensure equipment and/or resources are well organised and easily accessible
- ★ Use of visual time prompt such as timers
- ★ Tasks to be broken down into smaller, manageable steps

Concentration



- ★ Offer a visual task timeline/task management board
- ★ Sensory breaks built into timetable
- ★ Use of a table top timer to show how long the child has to work for
- ★ Ask the child to explain in their own words what they are learning/their task
- ★ Break larger tasks into small steps and offer a motivator for successful completion of each one
- ★ Keep focused activities short and intersperse with child-led activity

Information Processing



- ★ Allow additional thinking time to process and react to instructions/information
- ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure you offer a range of teaching styles within your QFT.
- ★ Resources to support structure of tasks e.g task management boards, recorded instructions, visual instructions
Individual workstations to lower visual and sensory stimuli
Verbal information to be supported with use of visuals.

Recognition and Recording



- ★ Teachers must assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences e.g.
 - Alternative methods of **recording** such as **mind maps, the use of ICT, filming, photographs, drawing**
 - **Children can dictate work using immersive reader or to an adult scribe, or use technology to record notation.**
 - **Flash cards with pictures/vocab of key religious artifacts.**

Application



- ★ Ensure the environment is language rich.
- ★ Ensure new concept teaching is linked to previous learning.
- ★ Offer opportunities to physically build vocabulary.
- ★ Let children access, explore and handle a range of artifacts and role play resources related to the religion they are studying.
- ★ Ensure the range of reading materials in the setting is age appropriate and reflective of their interests.
- ★ Explore technology linked to learning.
- ★ Implement opportunities for listening and sharing with different peers and adults.
- ★ Create sensory stories.
- ★ Link learning to known stories and introduce new stories to deepen understanding of new concepts.
- ★ Provide story boards, washing lines, visual representations using 'widget' software.
- ★ Use repetitive songs/chants/rhymes to build familiarity with high frequency words and tunes.
- ★ Use of a coloured overlay/coloured paper where needed.
- ★ Offer opportunities for children to share their thoughts and opinions in different ways.
- ★ Question child around real-life events and experiences use photographs to support this.
- ★ Practitioner to model thinking whilst reading – 'Think out loud' using a variety of reading searchlights e.g. pictures, context etc.
- ★ Ask learners questions to check understanding.
- ★ Pre teach vocabulary Over learn vocabulary linked to topic/text.
- ★ Rehearse listening skills and turn taking.
- ★ Encourage children to share their own experiences within their own religion/culture- celebrating and respecting others within whole class or small groups.
- ★ Incorporate role play and drama to perform sacred rituals, dances and other.

Communication and Interaction

Social interaction Communication



- ★ Introduce specific my turn/your turn activities so that the pupil can work collaboratively with another to complete a task
- ★ Teach inference skills explicitly in context. 'It is hot in here.' What might that mean I need you to do to help?'
- ★ Always give a clear role/purpose in group work. Provide a brief check-list of what that role looks like/involves
- ★ Give the pupil a clear role such as listener/speaker and signpost the information that they need to collect
- ★ Surround with positive peer role models and explicitly narrate their behaviours
- ★ Model 'wondering aloud': 'I can see that Daniel has tears in his eyes. I wonder if this is because he is sad. I will go and see if I can help him.'
- ★ Shared signals are developed so that pupils can convey their understanding, uncertainty or need for help

Verbal/non-verbal Communication



- ★ Use partner talk strategies if the child has a peer or adult that they can talk to.
- ★ Visual instructions to support understanding
- ★ Use of Makaton signing if appropriate
- ★ Objects of reference/ visuals to aid understanding and following routines where appropriate
- ★ Being aware of children's non-verbal communication such as gestures and body language
- ★ Core word boards to allow non-verbal learners join in with discussions and sharing ideas

Receptive and Expressive language



- ★ Introduce pre- teaching of targeted subject specific vocabulary
- ★ Provide opportunities for overlearning vocabulary
- ★ Make vocabulary mats available as a table top resource with supporting visuals
- ★ Support the pupil to create a personalised vocabulary bank/dictionary containing visual supports.
- ★ Adult modelling of vocabulary
- ★ My turn/ your turn approach to learning vocabulary and definitions
- ★ Ensure vocabulary is broken down and presented in different ways as language used in religious texts can be difficult to understand

Attention



- Sit the child near the front and make frequent eye contact. Consider who they are sitting next to (positive peer role model)
- Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time.
- Reduce visual and noise distractions
- Gain attention through saying child's name before giving instructions
- Give a synopsis of what is to come, 'After they go in the church they will find the water and place on the baby/persons head. Then...'

Listening



- ★ Give the child a question to ask prior to the lesson or give them an answer to a question that will be asked during the lesson. This can promote active listening. When first introduced make sure you ask the question early in the lesson, slowly, this time can be extended.
- ★ Allow child extra time to process the language they are being told.
- ★ Say child's name before giving instructions
- ★ Think about seating plan to minimise distractions

Social, Emotional and Mental Health

Regulation



- ★ Feelings charts
- ★ Staff trained in emotions coaching
- ★ Safe spaces for withdrawal
- ★ 5-point scale charts used
- ★ Emotions cards
- ★ Sensory diet and use of sensory manipulatives

Self Esteem





- ★ Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer marking approach.
- ★ Openly acknowledge and model that it is okay to make mistakes. During adult led activities role play making a mistake and talk through how to recover.
- ★ Scaffolded learning where pupils can succeed
- ★ Having clear success criteria so pupils can recognise success
- ★ Task management boards
- ★ Visual timetables
- ★ To begin with offer small, private praise
- ★ When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task. Work on developing metacognition skills would support this.

Anxiety





- ★ 1:1 or small group reading/talk partners to help build confidence
- ★ Task management boards
- ★ Visual timetables
- ★ Use of timers
- ★ Worry monsters/jars/wellbeing-emotions plaques
- ★ 5-point scale charts used
- ★ Mindfulness activities

<p>Resilience</p> 	<ul style="list-style-type: none"> ★ Re-read familiar texts and repeat tasks regularly ★ Growth mindset approach ★ Structured and repetitive sequences of lessons ★ Visual timers ★ Visual timetables ★ Task management boards ★ Modelling making mistakes
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<p>Self-confidence</p> 	<ul style="list-style-type: none"> ★ 1:1 or small group reading to help build confidence ★ Re-read familiar texts and repeat activities ★ Growth mindset approach - modelling making mistakes ★ Structured and repetitive sequences of lessons ★ Visual timers ★ Visual timetables ★ Task management boards ★ Modelling making mistakes
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Physical and/or Sensory needs

<p>Fine Motor Skills</p> 	<ul style="list-style-type: none"> ★ Use of alternative methods of recording including mind maps, use of ICT, photographs and videos ★ Pencil grips ★ Writing slopes ★ Enlarged worksheets/large paper, wide lines ★ Adapted tools such as training scissors, triangular pencils
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<p>Gross Motor Skills and mobility impairment</p> 	<ul style="list-style-type: none"> ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary. ★ Adaptive seating e.g. wobble cushion, physio chair, fidget chair bands ★ Writing slopes ★ Use multi-sensory approaches such as drama and role play
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Hearing impairment



- ★ Provide a note taker (adult or peer) to record key information
- ★ Include opportunities for repetition in lesson time.
- ★ Use open-ended questions to check understanding, as this prevents the deaf pupil from nodding without really understanding.
- ★ Appropriately placed seating within the classroom
- ★ Use of hearing loops etc – if appropriate
- ★ Reduced background noises within the class e.g. fans, radiators etc
- ★ Pre teach of vocabulary
- ★ High level of visual support or Makaton for the spoken word
- ★ Use of subtitles if watching video stimulus

Visual Impairment



- ★ Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed.
- ★ Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their own computers.
- ★ Use symbols, larger print, colour codes and multi-sensory methods.
- ★ Increase line spacing (at least 1.5).
- ★ Interactive whiteboards are non-reflective to reduce glare.
- ★ Ensure there is enough light for written work.
- ★ Allow work to be completed on electronic device and written feedback to be given in the same way
- ★ Offer coloured overlays and printed materials on pastel coloured paper; Increase line spacing (at least 1.5)

Sensory processing



- ★ Multi-sensory approaches e.g. recording answers/drawings in different textures (sand, shaving foam etc)
- ★ Use of drama and role-play
- ★ Explore the use of different coloured overlays and paper
- ★ Use of sensory stories
- ★ Ensure tasks are presented clearly and uncluttered
- ★ Recognise support needed for different sensory aspects e.g. a child with a visual sensory need would benefit from reduced visuals within their text/on the flipchart etc. A child with an auditory sensory need may benefit from sitting near the door so that they can withdraw from the room if the noise level gets too high.
- ★ Individualised sensory timetables with regular sensory breaks to reduce sensory arousal
- ★ Use artefacts to support understanding of different faiths