



## Strategies for supporting pupils with Special Educational Needs and Disabilities in RE lessons.

Individual Need	Here's how we help .....
<p><b>Attention Deficit Hyperactivity Disorder</b></p>	<ul style="list-style-type: none"> <li>• Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. ensure the teacher, a TA or a buddy is available.</li> <li>• Allow time-out within the area of learning where the child can calm down if needed – agree this space with the child as required.</li> <li>• There are lots of opportunities within RE for group work – depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling).</li> </ul>
<p><b>Anxiety</b></p>	<ul style="list-style-type: none"> <li>• Most strategies for helping those with anxiety will be the same within RE – knowing the child will help, of course, and ensuring pre-teach is used where helpful.</li> <li>• Reassurance, especially of difficult concepts and explaining several times in different ways.</li> <li>• Time out or a short break if required.</li> </ul>
<p><b>Autism Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>• RE discussions can be overwhelming so allow children time and space if overwhelmed.</li> <li>• Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' – be consistent when correcting ideas and have 'proof' visual as well as written information sheets. Continue to go over these incorrect ideas with the new facts.</li> <li>• Be able to show understanding in a range of ways including visual as well as written information – for extended writing, teacher, TA support or IT resources may be required.</li> </ul>
<p><b>Dyslexia</b></p>	<p>As well as the best practise for Dyslexic pupils e.g. font size and type, in RE, the following will be helpful:</p> <ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Reading text-heavy pages or summarising within handouts if required.</li> <li>• A range of showing understanding – visual, written, drawing, graphs etc.</li> </ul>
<p><b>Hearing Impairment</b></p>	<ul style="list-style-type: none"> <li>• Pre-teach if required.</li> <li>• Demonstrate use of equipment.</li> <li>• Visual aids if required.</li> <li>• Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required</li> <li>• Visual aids and word-mats to help with vocabulary.</li> </ul>

<p><b>Toileting Issues</b></p>	<ul style="list-style-type: none"> <li>• Allowances and provision needed when completing trips away from the school building/trips.</li> </ul>
<p><b>Cognition and Learning Challenges</b></p>	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required.</li> <li>• Writing support for extended writing including examples of text and scaffolded frame.</li> <li>• Step by step instructions.</li> <li>• Group and partner work within fieldwork to help stay on task and provide peer support.</li> </ul>
<p><b>Speech, Language &amp; Communication Needs</b></p>	<ul style="list-style-type: none"> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required.</li> <li>• Writing support for extended writing including examples of text and scaffolded frame.</li> <li>• Step by step instructions with understandable vocabulary.</li> </ul>
<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>• Adults will understand how to individually support the child with tics to ensure they feel safe and respected.</li> <li>• Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable.</li> <li>• Children will be provided with a tick list/structure to completing an activity that supports their attention span and helps with the planning and organisation of the activity.</li> <li>• Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to.</li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• Positive reinforcement and positive atmosphere within lessons.</li> <li>• RE may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. Similar to PSHE lessons, discussion is welcome and sharing within class with boundaries and rules for not sharing other people's stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Enlarge resources given to class.</li> <li>• Give the children time and opportunity to explore through touch.</li> </ul>