



How we help everyone shine in Religious Education and World Views ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Use of mirror, window, door, candle at the beginning of sessions to make it clear to all how the children will be answering the questions.• Light a candle during reflection as a visual that we are going to be silent with our own thoughts.• Use of authentic clips from inside different places of worship to show exactly what the rituals are.• Use podcasts, clips and visitors to bring the World religions to the classroom.• Repetition of key concepts and discussion in groups to embed understanding.• Children working with the teacher and additional adults to develop empathy with other religions and how life might be different.• Adult support with making connections for those with processing disorders.• Pre-teach or preparation for specific concepts may need to be considered as it often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues.• Visual information displayed on the screen is considered to avoid cognitive overload.• Word banks will be provided with key vocabulary linked to the RW focus of the lesson.• A writing frame may be provided to support writing during independent activities.• Alternative ways to record learning will be considered.

