

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.

