

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



Individual Need	How we help...
ADHD	<ul style="list-style-type: none"> • All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach. • Any rules/expectations will be consistently implemented. • Seating arrangements will be considered carefully to minimise distractions within the history session. • ‘Time out’ or ‘help cards’ can be used to ensure the child is able to communicate that they need to use their break out space. • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention. • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the RE lesson.
ASD	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • Learning will be adapted so that it is accessible to the child. • Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals. • Preparation for what is coming will be provided with the use of visuals. • Time will be given for the child to process new information and instructions with the support of visual cues. • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson. • Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.
DCD/ Physical Impairment	<ul style="list-style-type: none"> • Children will be provided with a larger working space with an accessible route into and out of the classroom. • Instructions will be written clearly for the child, using different colours for each line – if required. • Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach the WALT.
Hearing & Visual Impairment	<ul style="list-style-type: none"> • Time will be provided for the child to: move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed. • Adults will discretely check that the child is wearing their hearing aid. • A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.

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	<ul style="list-style-type: none"> • Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson. • Children will be provided with key vocabulary specific to history with technical terms explained. • A thicker/darker pencil will be provided to support the child with reading their own writing. • Children will be given enlarged images, pictures and diagrams. • If the child needs a typoscope when reading information, this will be accessible whenever necessary. • Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible.
Cognition and Learning Needs	<ul style="list-style-type: none"> • Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information. • Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson. • Children will be given time to process questions and formulate answers. • Word banks will be provided with key vocabulary linked to the history focus of the lesson. • Information will be repeated in a variety of ways, using a range of vocabulary. • A writing frame may be provided to support writing during independent activities.
Dyslexia/ Dyscalculia	<ul style="list-style-type: none"> • Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper. • Numbered points or bullet points will be used rather than large paragraphs of writing/information. • Children will be able to use a ruler or their finger to follow writing/text when reading. • Text boxes or borders will be used to highlight important information. • The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information. • Text to speech technology will be used if necessary. • The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard. • Adults will ensure that questioning is adapted to support the child's understanding.
Speech Language and Communication Needs	<ul style="list-style-type: none"> • Children will be given time to process information and to give responses to answers. • Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. • Long sentences will be broken up into smaller, short sentences that can clearly be interpreted.

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	<ul style="list-style-type: none"> • Symbols, signs and visual timetables will be used to support communication. • Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. • Positive responses will be given to any attempts at communicating. • Adults will regularly check the child's understanding throughout the lesson.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Time will be given for considered and in depth responses. • Reflection frames may be provided to prompt further thinking. • Mixed ability groupings may be used with G and T pupils being given a specific role in the group – facilitator or scribe or speaker.