

Adaptations for SEND in RE

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Identify key vocabulary being taught and ensure understanding ● Children given copies of what is on board so that they are not required to copy ● Repetition of teaching of key vocabulary to ensure overlearned ● Word mats given ● Build on existing learning – what did we learn last week, what will we learn next? ● Writing frames given to support recording ● Use of ICT to record understanding – video role play, speech to text, photos ● Alternative ways to show understanding – use of visuals to finish sentences, drawings, diagrams, mind maps, discussion. ● Coloured background when using whiteboard 	<ul style="list-style-type: none"> ● Now and Next boards ● Checklists to help with organisation ● Structured routine in the lesson ● Use of visuals ● Regular modelling of key vocabulary in sentences so that learners can hear them being used in the correct context. ● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language. ● Multi-sensory approach to support spoken language – pictures, concrete resources, role play ● Instructions in manageable chunks ● Slow down delivery to allow processing time – time to talk ● Display key vocabulary on a working wall for learners to access each lesson or display terms that will be used in the lesson on the board for learners to refer to. ● Speaking frames given to support ● Talk partners used
Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> ● Careful seating arrangements ● Visual: Coloured background when using whiteboard ● Avoid getting child to copy from the board ● Appropriate print size used and text read out for child where needed ● Hearing: Careful seating ● Repeat contributions from other children ● Repeat instructions to the child ● More thinking time given ● Slow down speech to ensure key points heard and processed ● Allow children to handle artefacts 	<ul style="list-style-type: none"> ● Now and Next boards ● Clear behaviour expectations modelled by teachers ● Use of social stories and comic strip conversations ● Role play to act out stories ● Provide all learners with planned movement breaks in lesson routines. ● Break down instructions- checklists to help them attend to the task independently. ● Quiet space to go to if children struggle with the content ● Wobble cushions to support sitting during discussion time

<ul style="list-style-type: none">• Fiddle toys to support concentration or sensory needs• Support with writing where needed: writing frame, lined paper	
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