



Timbertree Academy

The best in everyone™

Part of United Learning

SEND provision in Religious Education

| Cognition and Learning | | Communication and Interaction | |
|--|---|---|---|
| Learning Challenges | Provision | Learning Challenges | Provision |
| <ul style="list-style-type: none"> • Accessing reading resources • Unable to produce or poor level of written work • Poor memory and recall skills • Poor sequencing skills • Unable to link prior learning • Struggle to compare different religions and beliefs • Understanding importance of key religious symbols/artefacts | <ul style="list-style-type: none"> • Confident to speak out in a safe learning environment • Use of word banks including pictures (widget online) • Kagan style tables to support with discussions • Small group/1:1 support where necessary – modelling discussions and answers • Knowledge organisers to help children identify key areas of learning to refer to throughout unit of work • Social stories/video to explore new religions and faiths • Not all work needs to be recorded/written in books – post it note children's answers/drama to be used. • Sentence stems to guide written responses | <ul style="list-style-type: none"> • Understanding new topic including vocabulary • Understanding tasks that include empathy and understanding differences of others • Lower than expected levels of expressive vocabulary – 'they can't find the words' • Following instructions and sequences | <ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before starting the genre. • Limit vocabulary to that which is necessary to ensure progress. • Social stories • Adult support • Group discussions to gain ideas • Sequencing activities • Use of puppets to explore new belief/religion |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |

| Learning Challenge | Provision | Learning Challenge | Provision |
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| <ul style="list-style-type: none"> • Group work. • Videos or photos with over stimulating or challenging themes. • Sensory overload with artefacts • Overload with themed religious festival days | <ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Provide advance warning of a challenging theme/activity/image or video | <ul style="list-style-type: none"> • Anxiety towards new or unknown themes. • Difficulties understanding social/religious beliefs concepts. • Difficulties understanding own beliefs/ thoughts and contrasting with those of others | <ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually • Pre teaching and discussing the responses to the learning • Clear rules and expectations, consistent boundaries, rewards and sanctions |

