



SEND – Ambition and Access in RE

Ambition –What are we aiming for children with SENs to achieve in this subject?

We need to be ambitious about what our children learn with SEN in RE. All pupils have access to a high-quality RE education and teachers have the same level of ambition for all pupils. Although consideration of barriers to learning are considered, we should not let these limit learner's opportunities.

Access –What amendments are made to the subject in order to help children with SENs to achieve?

- A carefully planned curriculum with learning sequenced so that children revisit and revise key concepts. Key vocabulary and key facts are revisited at the start of lessons in order to give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Knowledge organisers with definitions of key vocabulary are used to help children retrieve key information and to help with spelling and writing activities.
- Chunking learning into small steps can support SEN children to comprehend new ideas. Therefore, there is a carefully planned progression within and between lessons. Regular checks throughout the lesson help to ensure that pupils understand the key content in the lesson.
- Promoting a positive and supportive environment for all pupils in RE is essential for supporting SEND pupils. We work hard to ensure positive relationships and active engagement in lessons.
- Flexible groupings ensure that pupils with SEND are fully integrated and benefit from peer-to-peer support.
- Resources with strong visual elements are used to aid memory and understanding with regular retrieval activities being planned in.
- Flexible recording strategies are used in order that children are not impaired by their writing ability when demonstrating their RE knowledge.