



SEND / EAL Provision: RE

These strategies could be implemented to ensure pupils identified as having SEND could access the RE curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Pre-teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Concrete resources to support learning. Leave resources accessible in classroom for overlearning to occur independently.</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ fact recall etc.</p> <p>Make it visual - use of pictures, diagrams, photographs etc.</p> <p>Provide opportunities for cross curricular experiences (e.g.English/ art/ DT)</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p> <p>Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Visual support and word mats.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling.</p> <p>Translation of key vocabulary into native language.</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are included in trips with appropriate support and/or adjustments.</p> <p>Be mindful of any trigger points for specific children and how this may impact upon their learning.</p>	<p>Enlarge resources and work, ensuring quality of original document is not compromised.</p> <p>Print resources on buff or coloured paper.</p> <p>Magnifying glasses.</p> <p>Use real artefacts wherever possible</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>	<p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before fieldwork.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p>
Motor Skills		

Consider alternative methods of recording.

Use of technology to support learning.