



SEND Ambition and Access in Religious Education (RE)

AMBITION

What are we aiming for children with SEND to achieve in this subject?

To have high expectations of what an SEN child can understand or explain during a RE lesson. RE is a chance for them to explain their own thoughts and beliefs which isn't limited to ability. Individual children's barriers should be considered for the specific support needed; however, linking the concrete with the abstract should allow all children to understand other's beliefs as well as explaining their own.

ACCESS

What amendments are made to the subject in order to help children with SEND to achieve?

Ensuring that pupils with Special Educational Needs and Disabilities (SEND) have access to Religious Education (RE) in primary school is essential for their holistic development and inclusion. RE provides opportunities for pupils to explore and understand different belief systems, ethics, and cultural perspectives. Here are strategies and considerations for providing effective SEND support in RE:

Personal Learning Plan

Develop Learning Plans for pupils with SEND to access RE.

These plans should outline clear, measurable goals and strategies to help pupils engage in RE activities and achieve learning outcomes.

Collaboration and Communication

Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of pupils with SEND.

Maintain open and regular communication to discuss progress, goals, and strategies.

Accessible Materials and Resources

Ensure that RE materials and resources, including textbooks, reading materials, and visual aids, are available in accessible formats, such as large print, braille, or digital, to meet the needs of pupils with visual impairments or other disabilities.

Differentiate Instructions

Tailor RE instruction to accommodate diverse learning styles, abilities, and communication methods.

Offer a variety of teaching strategies, including visual aids, hands-on activities, storytelling, and multimedia resources, to engage pupils.

Visual and Multisensory Materials

Provide visual aids, diagrams, images, and tactile materials to support pupils' understanding of religious concepts, rituals, and cultural practices.

Incorporate multisensory activities, such as interactive simulations or object-based learning, to make RE more engaging and accessible.

Adaptive Technology

Make sure pupils have access to any necessary assistive technology devices or resources.

Inclusive Classroom Environment

Foster an inclusive classroom environment where students with SEND in RE feel valued and included in all discussions and activities.

Promote respectful discussions and encourage pupils to share their perspectives and experiences.

Flexible Assessment

Modify assessment methods to accommodate the unique abilities and challenges of each pupil with SEND.

Allow for alternative ways of demonstrating understanding, such as oral presentations, creative projects, or multimedia presentations.

Sensory Considerations

Be mindful of sensory sensitivities or challenges that some pupils with SEND may have. Create a comfortable and non-disruptive learning environment that minimizes sensory distractions.

Peer Support

Encourage peer support and mentorship among pupils.

Pair SEND children to a partner who can provide assistance, support, and friendship during RE tasks.

Cultural Sensitivity

Ensure that RE materials and discussions are culturally sensitive and inclusive of diverse belief systems, traditions, and worldviews.

Promote understanding and respect for different faiths and cultures.

Teacher CPD

Provide RE teachers with training and professional development on inclusive teaching practices and strategies for supporting pupils with SEND.

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By implementing these strategies and creating an inclusive RE environment, primary school educators can help students with SEND engage in meaningful discussions about religion, ethics, and culture while fostering a sense of belonging and respect for diverse perspectives. Regular assessment and communication with students, parents, and specialists are essential components of effective SEND support in RE.