



## Strategies for supporting pupils with SEND in RE lessons.

<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>• Use of high level interest literature</li><li>• Use a reading ruler to help the child keep their place on the page</li><li>• A non-confrontational approach will help the child to self-regulate and reduce any anxiety and arousal;</li><li>• Ensure any rules are consistently implemented and reinforced – for example those during group discussions. (School rules may need to be differentiated)</li><li>• Consider seating arrangements to minimise distractions struggle to work in a group, so paired seating may be preferable;</li><li>• Allow a calming-down period before the lesson starts, especially if it follows a breaktime/lunchtime, as transition points may be difficult for the child to manage. A timer will provide a focus for the child's attention, enabling them to complete a task;</li><li>• A fiddle object (agreed by the SENDCo) may help with concentration.</li><li>• Pre-teaching new vocabulary</li><li>• Allow additional time when reading texts</li><li>• Use voice recording technology to support retention of ideas</li></ul>
<b>Anxiety</b>	<ul style="list-style-type: none"><li>• Consider where children might sit.</li><li>• Carefully plan groupings – sit with someone who will support them.</li><li>• Ensure everything is prepared for the children and ready</li><li>• If a supply teacher (or another member of staff) is covering a lesson, ensure that the child is made aware of this, so that it is not a surprise to them.</li><li>• Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down.</li><li>• Be considerate when choosing texts. Ensure that it will not bring up past trauma.</li></ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"><li>• Ensure adult working with child has read their pupil passport and is aware of their needs.</li><li>• Ask the child where they would prefer to sit in the classroom.</li><li>• Ensure that both the child and their TA are prepared for what is coming up next and what the lesson is about, so that they know the expectations.</li><li>• Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed;</li><li>• If the child's behaviour becomes challenging, it is important to remember</li><li>• Provide vocabulary, structure, or starting ideas for the lesson.</li><li>• Use visuals to support alongside teaching</li><li>• Allow children to do their work in a different order if they feel it is better for them.</li><li>• Target learning around the child's interests</li><li>• Ensure a low distraction environment for reading activities</li><li>• Try not to use idioms and figurative language</li><li>• Provide time to process information;</li><li>• Support with comprehension of texts/ learning</li></ul>

<p><b>Dyslexia</b></p>	<ul style="list-style-type: none"> <li>• All children have access to dyslexia friendly resources – overlays, coloured paper, highlighters</li> <li>• Use of precision teaching to learn/ retain new information.</li> <li>• Consider colour coding/ highlighting different sections of text – text in one colour, questions in another.</li> </ul>
<p><b>Dyspraxia</b></p>	<ul style="list-style-type: none"> <li>• Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. They may also prefer to stand when handling any equipment/physical resources.</li> <li>• Consider task management boards to encourage children to complete learning independently</li> <li>• Consider alternative methods to record written information e.g. ipads, chromebooks, clicker</li> <li>• Access to a writing slope</li> <li>• Regular breaks in writing to avoid tiredness</li> </ul>
<p><b>Dyscalculia</b></p>	<ul style="list-style-type: none"> <li>• See general curriculum adaptations</li> <li>• Be aware that children may find the concept of time challenging and may require additional support when using and constructing timelines.</li> </ul>
<p><b>Hearing Impairment</b></p>	<ul style="list-style-type: none"> <li>• Discreetly check that the child is wearing a hearing aid (if applicable) and frequently check-in with the child that they are hearing and understanding;</li> <li>• Be aware of seating arrangements to suit the child's specific needs, for example if they are reliant on lip reading etc (ie seated towards the front of the classroom with an unobstructed view, or with their good ear facing outwards into the classroom);</li> <li>• Ensure that any background noise is minimised and control class/group discussions, so that only one person is speaking at once;</li> <li>• Always take advice from the hearing support team.</li> <li>• Re-teach vocabulary for upcoming learning in context.</li> <li>• Ensure any videos/films used are captioned, or a suitable alternative way</li> </ul>
<p><b>Toileting Issues</b></p>	<ul style="list-style-type: none"> <li>• Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet.</li> <li>• Sit the child close to the door so that they can leave the classroom, discreetly;</li> <li>• Appreciate that they may arrive late for lessons because of an urgent need to use a toilet;</li> <li>• Be aware that the child may need to take medication during school hours and/or need extra meal breaks and provide a discreet/comfortable place for them to do this;</li> </ul>
<p><b>Communication Needs</b></p>	<ul style="list-style-type: none"> <li>• Pre-teach and re-teach vocabulary prior to new learning</li> <li>• Extra support for children that have assessed as low on the Welcomm assessments</li> <li>• Ensure all instructions are broken down and supported visually where necessary.</li> <li>• Awareness through staff training that children with communicate needs may find language challenging.</li> </ul>

<b>Experienced Trauma</b>	<ul style="list-style-type: none"><li>• Ensure staff are very familiar with the child's past experiences and context, as this will help you understand their behaviour;</li><li>• Ensure all classroom adults take a non-confrontational, trauma-informed approach. A discreet, understanding and reassuring approach from all classroom adults is vital;</li><li>• Provide a safe, consistent and warm classroom environment.</li><li>• Ensure chosen texts do not reflect a pupil's past trauma.</li></ul>
<b>Visual Impairment</b>	<ul style="list-style-type: none"><li>• Follow advice from Visual Support team.</li><li>• Carefully selected reading material – clear pictures and good visual contrast.</li><li>• Access to books in Braille</li><li>• Access to screen reading technology</li><li>• Include multi-sensory experiences</li><li>• Establish clear turn taking rules</li><li>• Use of electronic texts.</li><li>• Be mindful of sunlight and whether it is too bright for some children.</li><li>• Ensure blinds are closed or dimmed if necessary.</li></ul>





