A snapshot of SEN support in Religious Education

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Key vocabulary taken from knowledge organisers is pre-taught EI	Chunked activities are broken into clear steps EI	Teachers' responses to students' errors recognise, value and build on the thinking that led to them MS	Enlarged fonts/ visibility of board is considered T
Vocabulary sheets for each topic is in books for easy reference EI	Scaffolded or adapted tasks carefully planned so that children with SEN can work towards the same objectives but in more accessible ways S	Seating plans and proximity to adults are carefully considered FG	
Sentence stems used to help pupils verbalise ideas e.g. 'In the ….. religion people ….. which is similar to the ….. religion where they ….. S	Alternative ways to record learning where writing is a barrier provided e.g. mind mapping, cloze procedures, using labelled diagrams or storyboards MS T	Movement breaks and opportunities to complete 'jobs' throughout lessons provided e.g. carrying resources, handing out books S	
The amount of instructions given are limited EI	The need for copying lots of information is avoided. For example, notes on interactive whiteboards are printed off for pupils S	Roles are clearly allocated within group work to support clarity of peer expectations FG	
Pupils given time for discussion and opportunities to talk to each other before expected responses FG MS	Links are made between previous learning and other subjects MS	Displays are accessible and informative – too much content is avoided as this could create cognitive overload. EI	
When available, additional adults utilised for targeted support e.g. checking for understanding, prompting and modelling S MS	Word banks are provided to help with recall of key vocabulary S	Emphasis on group/partner work as well as prioritising outcomes through a variety of different mediums rather the regularly through writing. FG	