



Including pupils with SEND in R.E

- **Sound and light issues**

- Interactive whiteboards are non-reflective to reduce glare.

- **Seating**

- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

- **Resources**

- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.

Multi-sensory approaches

- Some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy.
- Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths.
- Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers

- **ICT**

- Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.

- **Planning support**
- Pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and preparing grids for recording information, which can be helpful for some pupils.
- **Developing responsibility**
- Use collaborative tools like blogs, wikis and podcasts to enable pupils to make a positive contribution.
- **Teachers' communication**
- Recognise that the language of RE may be challenging for many pupils, eg: " language used in religious texts may be difficult to understand and will need to be explained " some vocabulary can have different meanings in different contexts, and " metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.
- Plan to teach new vocabulary explicitly at the start of a new topic.
- Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.
- **Pupils' communication**
- Build on activities, visits and stories, using careful discussions that help pupils understand and use geographical vocabulary and help them to analyse and understand what they have seen.
- **Understanding the aims of the lesson**
- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in R.E. This could include symbols, images or objects to make it more accessible.
- **Recapping**
- Invite pupils to reformulate concepts in their own words to check their understanding – eg asking pupils how they would explain it to another person, using cartoons.
- **Reducing reliance on memory**
- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.
- **Consolidating learning**

- Leave enough time to consolidate pupils' learning away at different points.