



Rationale for SEND pupils within Religious Education

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our Religious Education curriculum structured through the North Yorkshire RE framework as well as Understanding Christianity, is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). Learning is carefully scaffolded from Reception to Year 6, ensuring a clear progression of knowledge and skills. Adaptive teaching ensures all pupils can access the same rich curriculum. Visual resources, practical activities, structured questioning and collaborative learning provide multiple entry points so that pupils with SEND can engage with key concepts.

Oracy is central to our approach. Pupils regularly discuss, explain and debate geographical ideas using subject-specific vocabulary, allowing them to develop understanding before recording their learning. Through community, compassion and courage, clear progression, scaffolded learning and strong opportunities for talk and enquiry.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within RE?

Maintaining an inclusive learning environment	In RE this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> • Clear and simple instructions given and provided in different ways (spoken, broken down, visual) • Seating positions carefully thought through allowing for peer or adult support • Areas of the classroom are labelled to allow for independent resourcing • Individual resources • Font choices carefully considered - considering number formation • Accessible, engaging display materials 	<ul style="list-style-type: none"> • Clear tasks given • Peer support • Teacher assessment • Teacher support • Personalised task • Independent resourcing • Clear, simple, engaging display • Adaptive teaching activities
Multi-sensory approaches	In RE this could look like...
<ul style="list-style-type: none"> • Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to written recording • Visual timetable • Visual picture cues • Different font size used where necessary 	<ul style="list-style-type: none"> • Using auditory forms of evidence to develop understanding including songs, videos, chants • Using symbols and drawings to convey information • Drama to explore themes • Storyboarding • Visual timelines and illustrations • Role Play Events
ICT	In RE this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils have access to typing programmes to develop their key skills 	<ul style="list-style-type: none"> • Dictation to support with writing or spell checking



<ul style="list-style-type: none"> • Screen background is adapted for pupils with visual difficulties of dyslexia • Access to iPads & laptops 	<ul style="list-style-type: none"> • Using specific apps to aid with reading / writing / spellings
Assessment	In RE this could look like...
<ul style="list-style-type: none"> • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend • Pupils are given 25% extra time when they present difficulties with reading fluency / processing 	<ul style="list-style-type: none"> • iTrack • 5 Fantastic Facts recall
Adult Support	In RE this could look like...
<ul style="list-style-type: none"> • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.