



SEND Possible adaptations in Religious Education

St Erth School

Our aim for all children with SEND is for them to be happy, ready to learn, accessing the curriculum and making progress. To achieve this we aim to ensure that any barriers that they have are addressed as much as possible so as not to limit their opportunities. Our approach to achieving this will always depend on what is best for the individual some examples of how we achieve this in RE through curriculum design and adaptation are below:

- **Varied Learning Activities:** Using a mix activities to engage students. For example, storytelling, role-playing, drawing, and interactive multimedia to help illustrate religious concepts.
- **Simplified Materials:** Providing simplified texts and using clear, concise language. Using visual aids such as pictures, diagrams, and videos to explain religious stories and concepts.
- **Text-to-Speech Tools:** Using software that reads text aloud for students with reading difficulties.
- **Peer Support:** Encouraging peer support and collaborative learning activities. Pairing students with supportive peers who can assist them during group tasks.
- **Small Group Instruction:** Conducting small group sessions with a teacher or TA to provide more focused and individualised support.
- **Hands-On Activities:** Using hands-on activities such as crafts, or model-making to teach religious concepts and stories.
- **Multi-Sensory Approaches:** Incorporating multi-sensory approaches like music, movement, and tactile experiences to make learning more engaging.

By implementing these adaptations such as these and meeting the targets of a pupils individual education plan, religious education can become more accessible and meaningful for SEN students, fostering an inclusive learning environment.