



### Inclusion Support Strategies for the Curriculum – RE

Cognition and Learning	
Learning Challenge	Provision
Learning intentions may take longer to achieve and information may not be retained or understood	<ul style="list-style-type: none"> <li>• Children are given extra time to complete work.</li> <li>• Focus groups with an adult.</li> <li>• Writing structures and writing frames.</li> <li>• Repetition of ideas during lessons.</li> <li>• Summary of main ideas/themes.</li> <li>• Recognition and appreciation of achievement of any objective, from any key stage, irrespective of the chronological age of the pupil is very important for self-esteem.</li> <li>• Rest breaks.</li> <li>• Child is seated near the teacher.</li> <li>• Resources are labelled clearly.</li> <li>• Displays within the classroom.</li> <li>• Questions/tasks are differentiated to allow for different styles/levels of learning for different pupils.</li> </ul>
Ability to retain previously learnt information may be hindered	<ul style="list-style-type: none"> <li>• A wide variety of experiences such as visiting places of worship and handling artefacts.</li> <li>• Photographic reminders of key learning points.</li> <li>• Photographic and video evidence of the pupils carrying out activities could be provided to help the pupil remember the previous experiences and feel a sense of self-esteem and achievement.</li> </ul>

Communication and Interaction	
Learning Challenge	Provision
Understanding and using new vocabulary correctly	<ul style="list-style-type: none"> <li>• Explicit teaching of new vocabulary.</li> <li>• New vocabulary displayed with visual aids as appropriate.</li> <li>• New vocabulary limited to manageable number.</li> <li>• Word banks provided.</li> </ul>
Difficulty participating in class discussions	<ul style="list-style-type: none"> <li>• Structures support for verbal responses (verbal version of writing frame).</li> <li>• Carefully considered groupings/pairings with adult support as appropriate.</li> <li>• Broad topic and specific lesson questions made accessible by breaking into steps or simplifying.</li> </ul>

Social, Emotional, Mental Health	
Learning Challenge	Provision
Anxiety towards new or sensitive topics being discussed	<ul style="list-style-type: none"> <li>• Prepare children for visiting new places – photos, discussion of what to expect etc. to reduce anxiety.</li> <li>• Social stories.</li> <li>• Discussion with parents.</li> </ul>



<p>The child may struggle with relating what has been learnt back to their own experiences.</p>	<ul style="list-style-type: none"> <li>• Give children time to think about questions before a response is expected.</li> <li>• Reduce reliance on memory by having resources and key learning displayed or modelled.</li> <li>• Teachers consider the background/religious status of the child and how comfortable they may feel during the lesson/subject.</li> <li>• Develop sense of self-identity and personal views/beliefs. E.g. what is my view? Does everyone share the same beliefs?</li> </ul>
<p>The child may struggle to maintain focus on the activity</p>	<ul style="list-style-type: none"> <li>• For group work – carefully pair the child with a supportive partner/group.</li> <li>• Value the child’s verbal answers, rather than being heavily reliant on written work.</li> <li>• Regular rest breaks for focus.</li> <li>• Short, achievable activities.</li> </ul>

Sensory and Physical	
Learning Challenge	Provision
<p>Sensory processing issues</p>	<ul style="list-style-type: none"> <li>• Consider how different sources could be used to convey the information – physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos.</li> <li>• Tasks can be split up into manageable steps.</li> </ul>
<p>Disabilities such as physical disability, visual impairment, hearing impairment</p>	<ul style="list-style-type: none"> <li>• Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc).</li> <li>• Physical and sensory needs taken into consideration in advance of practical work (including school trips, etc) to ensure activities are accessible to all.</li> <li>• Use of range of different resources (for example, planning hands-on practical learning or the use of ICT).</li> <li>• Options to record learning in different ways if appropriate.</li> <li>• Close working links with other agencies supporting individual children.</li> </ul>