

Adaptations for RE	
Cognition and Learning	
Barriers	Provision
<p>Ability to demonstrate knowledge through written work.</p> <p>Retention of previous learning in RE as often a large gap between revisiting topics.</p> <p>Understanding of more abstract concepts/themes.</p>	<ul style="list-style-type: none"> • Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software. • Pre- teaching opportunities • Recap of prior learning prior to the topic. • Knowledge organisers outlining key prior knowledge • Visual prompts • Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.
Communication and Interaction	
Barriers	Provision
<p>Learning of subject specific vocabulary.</p> <p>Participation in subjects, which are predominantly discussion based.</p>	<ul style="list-style-type: none"> • Topic specific vocabulary supported by artefacts, pictures etc. • Practical learning assists with development of new vocabulary. • Word mats, knowledge organisers, pre-teaching of vocabulary. • Scaffolded sentence starters 'I think that...' • Additional thinking time after posing a question before returning. • Emotions fans or cards. • Supporting by reasoning aloud, 'I think that'... • Group / partner work with shared writing
Sensory and/or physical	
Barriers	Provision
<p>Ability to read or to see text sources.</p> <p>Sensory overload/unusual sensory stimuli.</p>	<ul style="list-style-type: none"> • Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper. • 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. • Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children. • Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice. • Advance preparation of any sensory stimuli. • Consider pupil sensory audits and adaptations
Social, Emotional and Mental Health	
Barriers	Provision
<p>Anxiety about visits to new places with different expectations.</p> <p>Difficulty discussing topics/concepts that they find uncomfortable.</p> <p>Social appropriateness of discussing topics.</p>	<ul style="list-style-type: none"> • Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect. • Prepare the children with any routines/cultural expectations they may be asked to follow. • Social stories around accepting different beliefs and views. • Clear expectations that no one will be made to share if they are not comfortable. • Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion. • Sentence starters to aid productive discussion/avoid offence. • Bank of appropriate words to discuss topics if this is a concern. • Promote the use of the worry monster (or similar) if children don't feel able to verbally speak about the topic.