Lostwithiel Primary School

Strategies for supporting pupils with Special Educational Needs in Religion and World Views

SOCIAL EMOTIONAL MENTAL HEALTH

Strategies for supporting learners who struggle with attention and/or lack confidence/struggle with change and transition:

- **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.
- **Strategies for scaffolding learning**: Learning will be adapted so that it is accessible to the child, e.g.   Learning will be adapted so that it is accessible to the child, e.g. shortened versions of tasks, vocabulary mats, widgit symbols, cloze procedure, talking tins

Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.

Time: extra time will be given for the child to process new information and instructions with the support of visual cues.

Learning Environment**:** consider the seating arrangements to engage all learners and maximise access to resources – location of child to accommodate needs as comfortably as possible for the individual child. Consider that circles and grouped tables can be a barrier to attention on learning.

Pre-warning of change: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.

Supporting resources available include:

- Now & Next boards
- Reward charts – Dojo points
- Home/school communication
- TIS support group/individual
- Spot cards
- Visual timetable
- Visual timers
- Time to talk
- Social group support

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COMMUNICATION AND INTERACTION

Strategies for supporting learners who struggle to retain vocabulary and/or comprehension:

• **Adult Support**: Drip feed key vocabulary throughout the school day. Use adult support or visual cues to keep child focused when listening to a faith story.

• **Strategies for scaffolding learning**: Provide visual word banks that are accessible throughout as necessary. For support with the meaning of vocabulary pictorial word banks can be used.
• Cues: Children could use a 'help card' if they feel that they need support within the classroom

Supporting resources available include:

• Talking tins
• Visual support materials
• Now & Next boards
• Visual timetables
• Visual support materials
• SALT support

SENSORY AND PHYSICAL
Strategies for supporting learners who have sensory and/or physical issues:

Strategies for scaffolding learning: Ear defenders can enable learners to partake in lessons with more confidence. If learners cannot hear, opportunity can be provided for physical contact with artefacts and primary sources.

- Learning Environment**:** consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups. Consideration is given to the lighting in the room if learners would benefit from reduced glare on interactive whiteboards and computer screens.

  Sensory breaks: Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary

- **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.

Supporting resources available include:
- Voice activated software (AAC device)
- Laptops/ICT support
- Bands for chairs
- Visual support materials
- Sensory diet (including regular movement breaks)
- Move and sit cushions
- Sloping desktop
- Fidgets
- Pencil grips
- Springy scissors
- Chew bangle
- Ear defenders
- Pre- cut resources
- Enlarged font and resources where necessary

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COGNITION AND LEARNING

STRATEGIES FOR SUPPORTING LEARNERS WHO STRUGGLE TO ACCESS LESSONS BECAUSE OF LITERACY AND/OR NUMERACY BASED DIFFICULTIES AND/OR THOSE WHO REQUIRE ADDITIONAL TIME TO DEVELOP CONCEPTUAL UNDERSTANDING:

- **Adult Support**: Use of strategies like modelling, demonstrating and initiating to help learners understand historical concepts. Small group provision. Encourage active participation through a scaffolded experience.
- **Strategies for scaffolding learning**:
- Provide visual aids to enable learners to identify historical knowledge. Provide pictorial representations of a composition to provide a form of non-verbal communication. Break down content into small steps.

Supporting resources available include:
- Dyslexia support resources including: coloured overlays, talking tins, talking white boards, reading rulers/catch me cards
- Task boards
- Writing frames
- Pre-teach
- Post teach
- Word mats
- Talking tins
- Access to learning support materials – word lists/mats, primary sources
- Now & Next boards
- Visual timers
- Visual timetable
- Visual prompts

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How do we ensure children at our school are safe in Religion and World Views lessons?

The team at Lostwithiel Primary School ensure that children remain safe in lessons by:

- Maintaining an environment where children feel safe to voice their own opinions about religious events
- Promoting awareness and respect for religions and cultures that are not our own
- Understanding and appreciating how religious events have shaped our lives today
- Ensuring religious trips are appropriate and correctly staffed – visiting St Bartholomew's Church
- Allowing children the opportunity to challenge others' thoughts on religious thought in a respectful and polite manner
- Modelling how to respectfully think about different faiths and use faith specific vocabulary   Enabling children to opportunity to experience diversity within the world through the teaching of different faiths
- For adults to be aware of radicalisation and hate speak of different faiths
- For adults to speak to SLT and CPOM any form of hate speak or radicalisation concerns. This can be identified through children's language and behaviour not fitting in with their peers and age range