

SEND Curriculum Access Statement for RE

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

RE - High Expectations

We are committed to creating an inclusive learning environment that caters to the diverse needs of all our students, including those with SEND. By implementing the below strategies, we create an inclusive environment where all children, regardless of their SEND status, faith or beliefs can actively engage, learn, and develop a deeper understanding of spirituality, faith, and religious teachings.

Curriculum Access

A spiral curriculum - children have revisit and revise previous learning.

Differentiated Instruction: We modify lesson content, tasks, and assessments to suit the individual needs and interests of each child with SEND.

Multi-Sensory Learning: Incorporating multiple senses (sight, sound, touch) into lessons using visual aids, audio recordings, interactive activities, and hands-on experiences. This approach enhances engagement and understanding for children with sensory or physical disabilities.

Visual Supports: Our teachers provide visual aids such as pictures, symbols, and diagrams to support comprehension and communication for children with learning disabilities or language impairments. Visuals can assist in reinforcing key concepts and vocabulary when exploring different faiths.

Adapted Resources: We create or modify teaching materials to meet the specific needs of children with SEND. This may include simplifying text, breaking down complex concepts, or using alternative formats like adapted books or visual schedules.

Assistive Technology: We utilise assistive devices or software to support children with manage their cognitive load. This may include screen readers, specialised keyboards, or communication apps that facilitate engagement and learning.

Peer Support and Collaboration: Teachers encourage peer-to-peer interaction and cooperation in Religious Education activities. Pairing SEND children with classmates who can provide support, guidance, and positive social interaction fosters inclusivity and a sense of belonging.

Flexible Assessment: Teachers adapt assessment methods to suit the learning styles and attainment of children with SEND. They offer alternative methods such as oral presentations, visual representations, or practical demonstrations, which allow children to demonstrate their understanding in ways that align with their strengths.

Additional Needs Plans: Personalised learning plans are deployed in collaboration with parents, educational professionals, and specialists in line with the child's specific needs and goals. The ANP outlines targeted support strategies, accommodations, and modifications necessary for successful participation in Religious Education.

Collaborate with Support Staff: Teachers work closely with the SENCo, teaching assistants, and other professionals to provide additional guidance and tailored interventions for children with SEND during Religious Education lessons.