

## Strategies for supporting pupils with Special Educational Needs and Disabilities in R.E lessons.

At Fourlanesend we strive to achieve the very best outcome for all of our pupils. We understand that for some children that means we have to provide additional support to support them in accessing the same learning opportunity as their peers. Although we have an extensive list of strategies we are very aware that every child is different and may require different strategies to those listed below, which we will endeavour to provide to the best of our abilities.

	Strategies that can be used to support named children, where appropriate to the individual.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> <li>• Ensure all adults in the lesson know the child well and can recognise when to enforce rules and when not to. A non-confrontational approach will help the child to self-regulate and reduce any anxiety and arousal;</li> <li>• Ensure any rules are consistently implemented and reinforced - for example those during group discussions. (School rules may need to be differentiated;</li> <li>• Allow a calming-down period before the lesson starts, especially if it follows a breaktime/lunchtime, as transition points may be difficult for the child to manage.</li> <li>• A 'time-out' card. This may support the child with moderating their own behaviour and to take responsibility for their actions;</li> <li>• A 'stress ball', or other fiddle object (agreed by the SENCO) may help with concentration.</li> <li>• Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet</li> <li>• Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking               <ul style="list-style-type: none"> <li>• Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities. With this in mind, plan in time-limited learning breaks to allow for the release of excess energy. (an active 'job' might be useful strategy to break up the lesson).</li> </ul> </li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>• Sit the child where they feel most comfortable during the lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• Let the child know who is there to support them. This may be a particular friend, group of friends or an adult.</li> <li>• Ensure expectations and outcomes are explicit to help children feel securing in what is expected of them.</li> <li>• Learn to spot a child's triggers, and what the child looks like in a heightened state of anxiety.</li> </ul>
Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case.</li> <li>• Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this.</li> <li>• Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli.</li> <li>• Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary.</li> <li>• Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties.</li> <li>• Prepare the child for what is coming - picture cues and discussing what the lesson will be like is helpful.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>• • Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class.</li> <li>• • Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used).</li> <li>• • Provide print outs of diagrams and visual support in lessons.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>• Pastel shades of paper and backgrounds will reduce 'glare' when reading music or following musical notations.</li> <li>• Use large font sizes and double line spacing where appropriate.</li> <li>• Avoid 'cluttered' backgrounds with lots of unnecessary images.</li> <li>• Numbered points, or bullet points are easier to follow, rather than continuous prose. Keep paragraphs short and pages uncluttered. For example, avoid using background graphics with text over the top, as this can be too visually confusing.</li> <li>• Consider using visual representations (flow charts, illustrations, diagrams) to break up large sections of text, or to explain a particular point in a visual, rather than a written,</li> </ul>

	<p>way.</p> <ul style="list-style-type: none"> <li>Consider colour-coding text. For example, information in one colour, questions in another (bearing in mind the contrast in the colours/background).</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work.</li> <li>Write instructions for any activities, using different colours for each line.</li> <li>Provide templates with headings to help the child structure their work.</li> <li>Prepare diagrams to label, as copying and drawing neatly can be challenging.</li> <li>Provide an equipment list and encourage the child to only get out what they need.</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>Prior to the lesson, ask the child where they'd prefer to sit.</li> <li>If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable.</li> <li>Discreetly check if the child is wearing their hearing aid.</li> <li>Clearly demonstrate and speak clear to ensure that you are loud enough to be heard/understood. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them.</li> <li>Remove all barriers to lip-reading. Make sure the child can clearly see the teacher.</li> <li>Share the lesson using a laptop with headphones or other assistive technology.</li> <li>Provide lists of subject-specific vocabulary which children will need to know, as early as possible.</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet.</li> </ul>
Cognition and Learning Challenges	<ul style="list-style-type: none"> <li>Work will be carefully planned and differentiated, and broken down into small, manageable tasks.</li> <li>Visual word mats to support new topic language.</li> <li>Visual timetables and instructions.</li> <li>Use picture cards and visual prompts to remind them what to do and keep children on track.</li> <li>Physically demonstrate what to do rather than just rely on verbal instructions.</li> <li>Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they</li> </ul>



	are doing well.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <li>• Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding.</li> <li>• Use signs, symbols and visual representations to help children's understanding.</li> <li>• Respond positively to any attempts pupils make at communication - not just speech.</li> <li>• Visual word mats to support new topic language.</li> <li>• Visual timetables and instructions.</li> <li>• Provide opportunities to communicate in a small group and be fully involved in the activity.</li> <li>• Use non-verbal clues to back-up what is being said e.g. gestures.</li> </ul>
Experienced Trauma	<ul style="list-style-type: none"> <li>• Understand behaviour in the context of the individual's past experiences.</li> <li>• Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy.</li> <li>• Actively ignore negative behaviour. Praise good behaviour and reward learning.</li> <li>• Incorporate opportunities for humour and laughter in R.E lessons (laughter reduces the traumatic response in the brain).</li> <li>• Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions.</li> <li>• Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• Sit children where they have the best view of the teacher and the board/resources.</li> <li>• To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room.</li> <li>• Add more light to an area if necessary.</li> <li>• Children may benefit from high-contrast objects and pictures.</li> <li>• Ensure children wear their prescribed glasses.</li> </ul>