RE

Barriers to and solutions for Engagement, Progress and Achievement in RE

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND
- For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. •	• May struggle with contrasting colours	• Difficulty in recording in writing and diagrams • Cutting out and sticking in • Finishing work in the time available	• Difficulty recalling instructions • Difficulty recalling prior learning (long and short term)	• Noise and movement – overstimulating • Sharing space and equipment with others • Maintaining attention • Sitting still • Listening and understanding other's views	• Learning subject specific words.	• Difficulty in understanding cause and effect • Difficulty recording in a way which supports learning and retrieval	• Motivation • Participation • Team/partner work • Sharing materials • Concentration

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC and ADHD	Speech and Language	Cognition and Learning	SEMH
Solutions Identified by subject co-ordinator	• Pictorial representations • Vocab lists and explanations • Position within the class Pictorial representations • Position within the class • Simple instructions • Supportive peer placed next to child	•Enlarged resources •Knowledge/graphic organisers •Adult to record responses •Supportive peer placed next to child (vary the peer) •Speak directly to child	• Knowledge/ graphic organisers • Alternative ways of recording • Simplification of diagrams • Support with fine motor skills e.g., cutting out and drawing charts • Instructions broken down into small chunks • Hovering support from TAs remove barriers such as cutting out	• Graphic organisers • Pre and re-teaching • Simplifying work-reduced load • Use of symbols of faith to support subject words • Sentence starters	• Visual representation • Graphic organisers • Now and next. • Quiet area for child – workstation • Ear defenders if needed • Pre-warning of content • Clear expectations • Modelling and explanations clarity • Movement breaks • Break down task into small chunks • Ear defenders if needed • Visual timetable/now and next	• Graphical organisers • Step by step instructions • Teach key new vocabulary for topic • Hovering adults for support • Sentence starters	• Graphic organisers • Word banks • Writing frame • Visual timeline • Alternative methods of recording- word processing or scribe if available. Recording by picture not writing to show understanding • Reduced recording in writing • Hovering support from TAs • Sentence starters • Cloze procedures • Apply expectations that are developmentally appropriate.	• Thinking through in advance to manage any possible barriers • Clear expectations • Modelling and explanation clarity • Realistic expectations • Record then reward (now and next) • Interactive experiences-artefacts • Hovering adults for support • Sensitive grouping