GORSEWOOD PRIMARY SCHOOL
SEND IN *RE*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations of what a SEND child can understand or explain during a RE lesson. RE is a chance for them to explain their own thoughts and beliefs which isn't limited to ability. Individual children's barriers should be considered for the specific support needed however; linking the concrete with the abstract should allow all children to understand other's beliefs as well as explaining their own.	• Visual links to keywords / festivals / artefacts for help recalling key parts of a religions beliefs • Use of artefacts to help children to make links with the concepts / belief of a religion • Spiral curriculum to allow children to make links to previous religions that they have learnt about throughout their time at school. • Mixed pairing and grouping of children to encourage conversations when discussing their own opinions or beliefs. • Revisiting the key facts / vocabulary at the start of each lesson. • Prompts for discussion lessons with visuals where appropriate • Support with being able to share their opinions / beliefs clearly to their their peers • Adult support and guidance where needed • Using child's support plan access arrangements and quality first teaching in all lessons. • Staff to be aware of access arrangements.