



Barriers to and solutions for Engagement, Progress and Achievement in Religious Education-

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 both in terms of what pupils see and hear and are expected to learn

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.

Use of word banks support understanding of new vocabulary for all children

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	Difficulty in hearing instructions Vocab Filtering noise to hear what is important Difficulty with vocabulary. Group work	Reading Managing resources and equipment May struggle with contrasting colours on the board	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	Understanding instructions Memory of subject specific words	Understanding concepts Recording Retaining information Memory of subject specific words and definitions	Making links to prior learning Resilience/ fear of failure. Could be lack of religious education capital Motivation Participation

								Team/partner work Sharing materials Concentration
Solutions	<p>Pictorial representations</p> <p>Vocab lists and explanations</p> <p>Position within the class</p> <p>Pictorial representations</p> <p>Simple instructions</p> <p>Supportive peer placed next to child</p>	<p>Enlarged resources</p> <p>Knowledge/graphic organisers</p> <p>Adult to record responses</p> <p>Supportive peer placed next to child (vary the peer)</p> <p>Speak directly to child</p>	<p>Knowledge/graphic organisers</p> <p>Alternative ways of recording</p> <p>Simplification of diagrams</p> <p>Support with fine motor skills e.g., cutting out and drawing charts</p> <p>Instructions broken down into small chunks</p> <p>Hovering support from TAs remove</p>	<p>Graphic organisers</p> <p>Pre and re-teaching</p> <p>Simplifying work-reduced load</p> <p>Use of symbols of faith to support subject words</p> <p>Sentence starters</p>	<p>Visual representation</p> <p>Graphic organisers</p> <p>Now and next.</p> <p>Quiet area for child – workstation</p> <p>Ear defenders if needed</p> <p>Pre-warning of content</p> <p>Clear expectations</p> <p>Modelling and explanations clarity</p> <p>Movement breaks</p>	<p>Graphical organisers</p> <p>Step by step instructions</p> <p>Teach key new vocabulary for topic</p> <p>Hovering adults for support</p> <p>Sentence starters</p>	<p>Graphic organisers</p> <p>Word banks</p> <p>Writing frame</p> <p>Visual timeline</p> <p>Alternative methods of recording-word processing or scribe if available.</p> <p>Recording by picture not writing to show understanding</p> <p>Reduced recording in writing</p>	<p>Thinking through in advance to manage any possible barriers</p> <p>Clear expectations</p> <p>Modelling and explanation clarity</p> <p>Realistic expectations</p> <p>Record then reward (now and next)</p> <p>Interactive experiences artefacts</p>

			barriers such as cutting out		<p>Break down task into small chunks</p> <p>Ear defenders if needed</p> <p>Visual timetable/now and next</p>		<p>Hovering support from TAs</p> <p>Sentence starters</p> <p>Cloze procedures</p> <p>Apply expectations that are developmentally appropriate.</p>	<p>Hovering adults for support</p> <p>Sensitive grouping</p>
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