

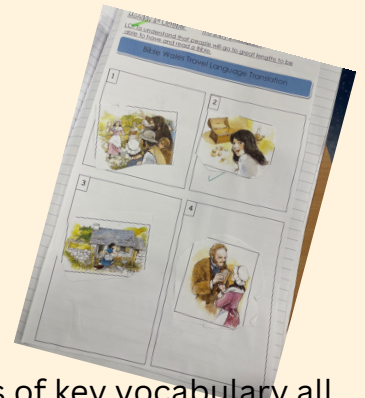
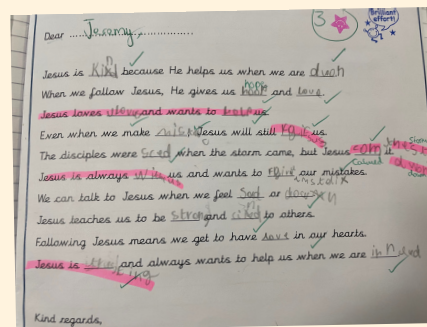
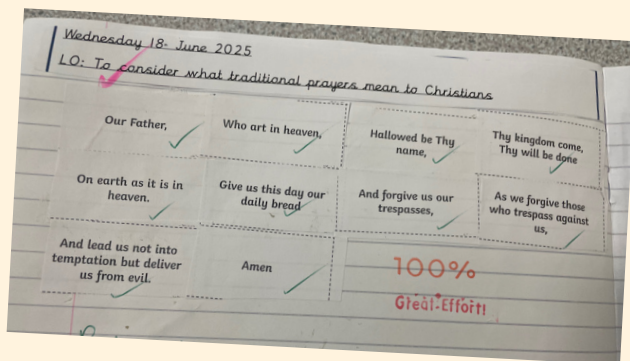


Our approach to SEND provision focuses on removing barriers to understanding and building confidence through thoughtful task design and targeted digital tools.

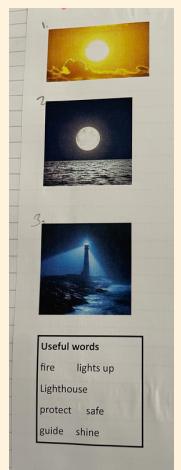
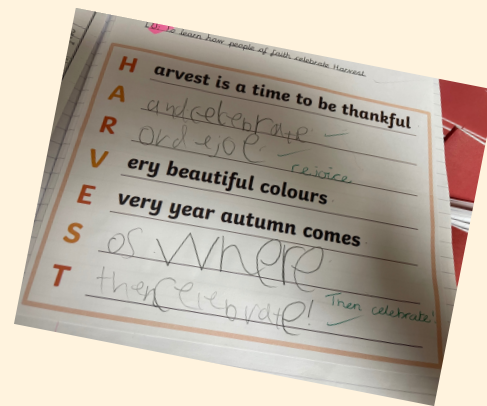
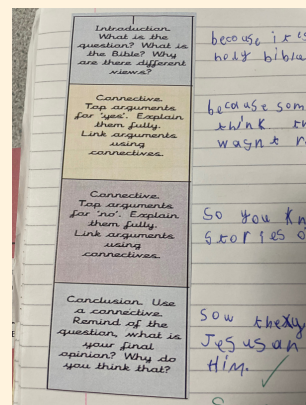
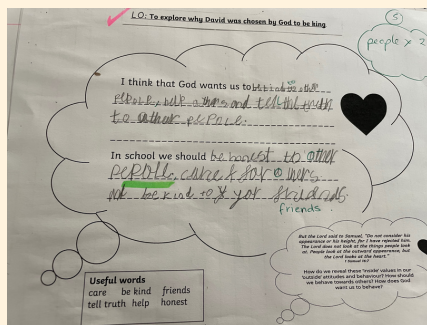
1. Adapting Task Design

We plan carefully to ensure the task design is accessible for all and achieves the Learning objective for that lesson.

- **Choice of output** – a labelled diagram, cloze procedure, short caption, storyboard, audio response or sorting tasks. For example we videoed one group retelling the parable of the Good Samaritan.



Structured scaffolds – sentence stems, structure strips and word banks of key vocabulary all reduce cognitive load and support clear expression of ideas. On our school shared drive we have a bank of adapted templates created by teachers in our school that all staff can access and then adapt for their own lessons.



Visual prompts – photos, symbols, and storyboards help pupils connect abstract concepts with concrete examples

Using Digital Tools for Accessibility



Using The Immersive Reader tool in Microsoft Word has proved to be really helpful so all pupils can access RE texts and Bible passages. They can use headphones to listen to the text, stop it and relisten to it if needed.

Building Confidence and Belonging

These small but deliberate adaptations not only support SEND pupils but also benefit the whole class. They foster a classroom culture where every voice can be heard and every learner feels capable of success.

I like learning about God. The help I have makes things easier for me to work in lessons..

The pictures and word banks give me clues about how to do my work.

Emma Cooper
RE and Collective worship lead