



Religious Education
SEND Adaptations
Cathcart Street Primary School
2025-2026

S U P P O R T	<ul style="list-style-type: none"> • 1:1 Support from Teacher • Students on the pathway need more real experiences and activities in order to learn something. For example, trips or visitors • Scaffolding the lessons with smaller tasks • Group work, peer tutoring • Pupils are given roles in group work to keep them focused • Using prior knowledge and discussion • Giving extra time & giving alternative activities with same knowledge outcome • Providing real life experiences, real objects • Verbal, visual, kinaesthetically, aural approaches • Carefully framed questions to aid formative assessment
E N V I R O N M E N T	<ul style="list-style-type: none"> • Use of ICT e.g video, audio, powerpoints • Highlighting, and paper cutting/ folding, etc • Learning tools such as books and knowledge organisers • Using large fonts or Braille • Tinted paper/transparencies • Tilted writing boards and specialised writing tools • Use of model answers & sorting activities • Sitting away from rest of the class • Ear defenders & limited viewpoint • Step by step instructions • Physical support e.g. personalised chair, word-processor, wheelchair for trips • Teacher's face can be seen • Seats arranged to allow movement for pupils with mobility difficulties to obtain their own resources • Engaging displays in neutral colours
C O N T E N T	<ul style="list-style-type: none"> • New words can be taught using a visual dictionary • Make use of paired reading to promote fluency in reading • Discussions & debates • Role play & acting • Less demanding content • Multiple Choice questions, Cloze procedure & Word Banks • Providing sentence starters • Different outcome with the same knowledge content • Videos use subtitles