



Subject Specific and Generic QFT Approaches – RE

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Sequencing events and chronological understanding
- Ability to visualise/imagine and understand religion and different forms of worship
- Communication, speaking and listening difficulties
- Sensory overwhelm
- Anxiety
- Focus/concentration difficulties
- Difficulty in explaining ideas
- Difficulty in making links to religion and world views

QFT Strategies/Reasonable Adjustments

- Key vocabulary displayed and visuals of key concepts given
- Pictorial cues to enable sequencing and structure /visual aids
- A variety of strategies for talk based activities such as paired talk and thinking time
- Use of reasonable adjustments such as fidget toys
- Provide learning breaks, sensory circuits, sensory breaks, movement breaks
- Use of now/next boards, timers, workstation approach, visual timetables
- Small step learning, one step instructions and repetition of instructions
- Use of social stories or comic strip learning
- Minimal use of abstract concepts and language
- Use of artefacts, trips, visitors to bring learning to life and aid imagination/practical experiences



Cognition & Learning

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Literacy heavy content • Retaining knowledge • Understanding religious concepts • Too reliant on TA/Teacher support • Dyslexic tendencies • Difficulties with task completion • Need for processing time • Need for repetition and consolidation of key facts • Poor organisational skills • Difficulty in explaining ideas	• A variety of ways in which to record and demonstrate knowledge e.g. through art, drama, music, dance interpretation, digital voice recording, word processing • Use of mind maps to create links and 'sticky' knowledge • Big picture understanding of chronological events • Use of scaffolded writing frames • Use of pale yellow paper/screens, coloured overlays, • Small steps learning • Use of thinking time, paired talk, no hands-up approach • Use of vocabulary lists, word banks, mnemonics, working walls with prompts and cues • Links to prior learning/chronological placement made explicit • Scaffolded/differentiated questioning and lesson content • Shared success criteria, expectations of the lesson and demonstrations • Use of practical resources and artefacts • Visits to places of worship



Social, Emotional and Mental Health

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Sensitive content • Withdrawn, depressed behaviours • Difficulty with social interaction • Challenging or disruptive behaviour • Low confidence/self-esteem • Overwhelm	• Awareness of lived experiences and those in class with specific triggers • Nurture provision where required • Opportunities for success and achievement built into the lesson • Encourage emotional literacy • Safe spaces provided in class • Reasonable adjustments offered – worry worms, fidget toys, stress balls

Physical and/or Sensory

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Enlarged text, larger lines in book • Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • Accessibility ensured in classroom • Specific learning aids provided, such as desk mounts, specialised stationery • Access to IT equipment • Ensure correct seating and positioning