Supporting SEND Children within PSHE

Cognition and Learning	**Subject Challenges for SEND**	**Provision for SEND**
	Ability of children to access learning pitched at their year group	Age-appropriate content for all children in the class – adapted to individual needs. Use stories, videos and songs to understand different contexts.
	Gaps in knowledge and understanding, including from missed or interrupted learning	1:1 or small group support, including pre-teaching of key ideas and vocabulary. Break skills into small steps and revisit them little and often.
	Accessing learning due to difficulties with reading and writing	Writing frames and stem sentences to support written work; offer opportunities to respond through pictures or discussion.
	Understanding abstract ideas such as feelings, privacy, consent and online risk	Teach with real objects first, then photos, then symbols. Use concrete, age-appropriate examples and scenarios to explain personal boundaries and consent.
	Remembering new vocabulary and applying safety skills in real life	Keywords displayed and dual coded. Practise skills in real places where possible, e.g. the shop, the road, the kitchen. Passport to Safety used to set and track small-step safety targets, with ideas from the Support Staff booklet.
	Difficulty recognising when a situation is unsafe or knowing what action to take	Rehearse simple safety scenarios regularly using visuals, role play and the Passport to Safety; check that children know who to tell and how to seek help.
Communication and Interaction	**Subject Challenges for SEND**	**Provision for SEND**
	PSHE lessons where children are required to take part in discussions or express their views – children with communication difficulties may struggle to access these	Children to have a partner to practise answers with first, or discuss in a Kagan group. Provide opportunities to contribute through drawing, writing, recording answers on an iPad, symbols or signing.
	Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language	Use dual coding and visuals (e.g. Widgit symbols, Makaton) to support understanding. Scaffold through careful questioning and use simple instructions and consistent key phrases, e.g. “Stop, look, listen”. Allow additional processing time.
	Understanding social rules, personal space and non-literal language	Careful and appropriate modelling to support understanding. Social stories and role play to rehearse real situations, including asking permission, respecting boundaries and saying no.

	Telling an adult when something is wrong or they feel unsafe	Communication cards (e.g. “I need help”, “Stop”, “No”) from the Passport to Safety Resource Pack. Every child knows their trust team – the adults at home and in school they can tell.
	Difficulty recognising and communicating their own feelings or needs	Use emotion visuals, choice cards and sentence stems; accept verbal and non-verbal communication and model how to ask for support.
Sensory and Physical	**Subject Challenges for SEND**	**Provision for SEND**
	Children with visual impairment may not be able to access their learning or resources available	Consider seating plan and circle time seating. Provide alternative resources, e.g. in large print, and verbal descriptions of visual materials.
	Children with hearing impairment may miss discussion or information in videos	Use subtitles on videos and face the child when speaking. Check understanding and keep background noise to a minimum.
	Recording information may be difficult	Provide additional ways to record information (video, ICT, Clicker etc.). Use buddies and working in groups to support where appropriate.
	Accessibility to equipment or resources – physical disabilities	Use ICT to support access. Consider how children with support equipment, e.g. a cane, can be part of physical and practical lessons, such as road safety walks.
	Sensory sensitivities (e.g. noise, touch) during practical activities and role play	Detail cards and descriptions for children to understand how objects or resources might feel. Warn children about loud noises (e.g. fire alarm practice) and offer ear defenders where needed. Provide alternative participation options without forcing touch or role play.
SEMH	**Subject Challenges for SEND**	**Provision for SEND**
	Children may struggle to empathise with scenarios in PSHE or show respect for others’ views	Use stories and feelings cards to support understanding of emotions. Use social stories and model respectful responses to different opinions.
	Children with SEMH needs may struggle in PSHE when they feel upset, frustrated etc.	Talk to children on a 1:1 basis rather than in a large group; offer smaller groups, sensory breaks and a safe space. Use the school’s emotions approach, feelings thermometer and personal calm plans to support self-regulation.
	Children’s mental health and wellbeing may be affected by what is being discussed	Establish clear routines and expectations/boundaries for the start and end of every PSHE session. Give appropriate advance notice of sensitive subjects and use stories and characters to distance topics from the child’s own experience.
	Topics such as body safety, secrets and online safety may lead a child to share a worry or disclosure	Listen calmly and follow the school’s safeguarding procedures. Any disclosure is reported to the DSL straight away; do not promise confidentiality.

	Anxiety about sharing personal experiences or speaking in front of others	Allow children to pass on personal questions, use fictional scenarios and offer private or alternative ways to contribute. Never require personal disclosures during PSHE.
Non-Negotiables that need to be in place in all lessons/classrooms when teaching PSHE	**1. Opportunities to explore tactile resources/equipment where appropriate** **2. New vocabulary on display/dual coded (pre-taught where necessary)** **3. Explicit modelling of key expectations and boundaries** **4. Effective communication with parents/carers through discussions and IEPs** **5. Children with SEND have a Passport to Safety that is used and updated throughout their time at St James'** **6. Adapted ways for all children to participate and communicate their views safely** **7. Clear teaching and rehearsal of trusted adults, help-seeking and personal boundaries** **8. Sensitive topics taught through safe, age-appropriate scenarios, with safeguarding procedures followed**	