



## Supporting SEND Children within PSHE

<b>Cognition and Learning</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Ability of children to access learning of their year group</p> <p>Gaps in knowledge and understanding (Covid19)</p> <p>Accessing learning due to poor literacy skills</p>	<p>Using stories, videos and songs to understand different contexts</p> <p>1:1 or small group support</p> <p>Age appropriate content for all children in the class – adaptive to individual needs</p> <p>Keywords displayed</p> <p>Writing frames and stem sentences to support written work</p>
<b>Communication and Interaction</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>PSHE lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access</p> <p>Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language</p>	<p>Children to have a partner to practice answers with first or discuss in a kagan group.</p> <p>Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad</p> <p>Use of dual coding and visuals to support understanding</p> <p>Scaffolding through careful questioning</p>



		<p>Use of simple instructions</p> <p>Careful and appropriate modelling to support understanding.</p>
<b>Sensory and Physical</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Children with visual impairment may not be able to access their learning or resources available</p> <p>Recording information may be difficult</p> <p>Accessibility to equipment or resources – physical disabilities</p>	<p>Consider seating plan and circle time seating</p> <p>Provide alternative resources e.g. in large print</p> <p>Use buddies and working in groups to support</p> <p>Provide additional ways to record info(video/ICT/clicker etc)</p> <p>Use of ICT to support access</p> <p>Detail cards and descriptions for children to understand how objects or resources might feel like.</p> <p>Consider how children with support equipment e.g. cane can be part of physical lessons</p>
<b>SEMH</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
	<p>Children may struggle to empathise with scenarios in PSHE/show respect to others views</p>	<p>Use of stories and feeling cards to support understanding of emotions.</p> <p>Talking to children on 1-1 basis rather than a large group.</p>



	<p>Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc</p> <p>Children's mental health and wellbeing impacted by what is being discussed</p>	<p>Opportunities to work in smaller groups</p> <p>Establish clear routines and expectations/boundaries for the start and end of every PSHE session – children know what to expect</p> <p>Sensory breaks when required</p> <p>Providing a safe space for the children within the lesson if needed.</p> <p>Pre-warn children of subjects that may be being talked about so they are aware in advance.</p> <p>Social Stories</p>
<p><b>Non Negotiables that need to be in place in all lessons/classrooms when teaching PSHE</b></p>	<ol style="list-style-type: none"><li><b>1. Opportunities to explore tactile resources/equipment where appropriate</b></li><li><b>2. New vocabulary on display/dual coded (pre-taught where necessary)</b></li><li><b>3. Explicit modelling of key expectations and boundaries.</b></li><li><b>4. Effective communication with parents/carers through discussions and IEPs</b></li></ol>	