

SEND in my subject area: PSHE

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Ability of children to access learning of their year group	<p>Using stories 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>Task planner/visual aid.</p> <p>PSHE lesson structure evident (using visuals).</p>	PSHE lessons where children are required to take part in discussions/expression of their views- children with communication difficulties may struggle to access.	<p>Children to have a partner to practise answers with first.</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 recordable device.</p> <p>Role play and drama opportunities.</p>
Accessing learning due to poor literacy skills	<p>Key words displayed.</p> <p>Writing frames and stem sentences to support written work.</p> <p>Images to support context of the lesson.</p> <p>Recording of thoughts/ideas in different ways – scribed by the teacher, recorded on device etc.</p>	Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language.	<p>Use of dual coding and visuals to support understanding.</p> <p>Scaffolding through direct questioning.</p> <p>Use of simple instructions.</p> <p>Careful and appropriate modelling to support understanding.</p> <p>Vocabulary for unit to be explicitly taught and available throughout the unit.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may not be able to access their learning or resources available.	<p>Consider seating plan.</p> <p>Provide alternative resources e.g., in large print, coloured paper (buff/blue).</p> <p>Use buddies/Talk Partners.</p>	Children may struggle to empathise with scenarios in PSHE/show respect to others' views.	<p>Use of social stories.</p> <p>Emotion recognition cards to support understanding of emotions.</p> <p>Talking to children on 1-1 basis rather than a large group.</p> <p>Opportunities to work in smaller groups.</p> <p>Pair children appropriately to allow appropriate discussion about topics.</p>
Recording information may be difficult.	Provide alternative ways to record work – using ICT, teacher scribe etc.	Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc.	<p>Establish clear routines, expectations/boundaries for the start and end of every PSHE session – children know what to expect.</p> <p>Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required.</p> <p>Provide 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>

			'Now and Next' to be specific and shared in advance.
Accessibility to equipment or resources – physical disabilities.	<p>Working in groups to support.</p> <p>Use of ICT to support access.</p> <p>Consider how children with support equipment e.g. wheelchair or walking aid can be part of physical lessons.</p> <p>Pre-cut resources - motor skills.</p> <p>Pre planned seating arrangements for circle time opportunities.</p> <p>Consider accessibility routes when planning outdoor lessons.</p>	Children's mental health and wellbeing impacted by what is being discussed.	<p>Use the Jigsaw PSHE charter rule stating the right to pass if children don't want to be involved in discussion.</p> <p>Use a separate area when children need to leave a conversation.</p>

Non Negotiables that need to be in place in all lessons/classrooms when teaching RE

1. Provide access to physical resources such as real life objects from different religions where appropriate to support children with SEN access learning
2. Access to dual coded resources/word mats to support understanding of key vocabulary
3. Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally