**SEND in my subject area – PSHE**

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

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| **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
 | * Using stories to understand different contexts
* 1:1 or small group support
* Age-appropriate content for all children in the class – adaptive to individual needs
* Task planner/visual aid
* PSHE lesson structure evident (using visuals)
 | * PSHE lessons where children are required to take part in discussions/expression of their views- children with communication difficulties may struggle to access
 | * Children to have a partner to practise answers with first.
* Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on seesaw.
* Role play and drama opportunities.
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| * Accessing learning due to poor literacy skills
 | * Key words displayed
* Writing frames and stem sentences to support written work
* Images to support context of the lesson.
* Vocabulary cards with images for each PSHE unit.
* Adapted reflection sheets eg: sentence starters or opportunity for pictorial representation.
* Recording of thoughts and ideas through seesaw.
* Seesaw for children to access pre recorded texts and language.
* Coloured overlay for reading.
 | * Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language
 | * Use of dual coding and visuals to support understanding
* Scaffolding through direct questioning
* Use of simple instructions
* Careful and appropriate modelling to support understanding
* Vocabulary for unit to be explicitly taught
* Vocabulary to be accessible throughout the unit.
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| **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
 | * Consider seating plan
* Provide alternative resources e.g., in large print, coloured paper (buff/blue)
* Use buddies
* Coloured overlay
* Printed font not joined (dependent on visual needs)
 | * Children may struggle to empathise with scenarios in PSHE/show respect to others’ views.
 | * Use of social stories
* 1 hour weekly teaching of PSHE
* Emotion recognition cards to support understanding of emotions.
* Talking to children on 1-1 basis rather than a large group.
* Opportunities to work in smaller groups.
* Praising empathetic responses using class charts.
* Pair children appropriately to allow appropriate discussion about topics.
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| * Recording information may be difficult
 | * Provide additional ways to record info (video/ICT etc)
* Seesaw - video, pictures, typed work
* Adaptive reflection sheets
 | * Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc
 | * Establish clear routines
* expectations/boundaries for the start and end of every PSHE session – children know what to expect
* Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required
* Providing a safe space for the children within the lesson if needed.
* Pre-warn children of subjects that may be being talked about, so they are aware in advance.
* ‘Now and Next’ to be specific and shared in advance.
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| * Accessibility to equipment or resources – physical disabilities
 | * Working in groups to support
* Use of ICT to support access
* Detail cards and descriptions for children to understand how objects or resources might feel like.
* Consider how children with support equipment e.g. wheelchair or walking aid can be part of physical lessons.
* Pre-cut resources - motor skills
* Pre planned seating arrangements for circle time opportunities.
* Consider accessibility routes when planning outdoor lessons.
 | * Children’s mental health and wellbeing impacted by what is being discussed
 | * Use a ‘break out area’ when children need to leave a conversation.
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