



## SEND Provision PSHE

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in PSHE

### The Four Broad Areas of Need

#### Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

#### Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

#### SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

#### Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<ul style="list-style-type: none"> <li>• Use of social stories to help children understand key concept or routines with overlearning/repetition to embed them.</li> <li>• Visual supports/prompts.</li> <li>• Pre-teaching of any new vocabulary</li> <li>• Scaffolded sentence starters 'I think that...'</li> <li>• Additional thinking time after posing a question before returning.</li> <li>• Emotions fans or cards.</li> <li>• Supporting by reasoning aloud 'I think you might feel...'</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring correct body part names are introduced according to the scheme so that this becomes embedded across school.</li> <li>• Support with Social Stories which may need to be revisited a number of times to ensure understanding.</li> <li>• Discussion with parents in advance.</li> </ul>



<u>Social, Emotional and Mental Health</u>	<u>Physical and/or Sensory</u>
<ul style="list-style-type: none"> <li>• Advance warning of particular topics with knowledge of the child and their background/history (discussions around families for example if child is adopted).</li> <li>• Depending on the subject and the child there may need to be a trusted adult who can debrief after the lesson if there is anything they wish to discuss.</li> <li>• Be prepared for any potential disclosures and how you will support any child who discloses.</li> <li>• Seek support from ELSA/SENCO around child's understanding of their own history.</li> <li>• Visual representation of emotions so adults can see non-verbally if the child is becoming uncomfortable with the discussion.</li> <li>• Verbalising the emotions for the child to enable them to understand what they may be feeling. i.e. 'I think you might be feeling angry, is that right? "some people may feel ____ and that is OK"</li> <li>• Support through social stories prior to the lesson.</li> <li>• Support from a trusted adult.</li> <li>• Sentence prompts to scaffold discussion. 'I disagree because...'</li> <li>• Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</li> <li>• Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all children's individual needs are represented in the discussion - if talking about keeping healthy/safe include hearing aids, mobility aids etc. in the discussion.</li> <li>• During discussions around exercise and healthy living ensure that Paralympian's and other disabilities are represented.</li> <li>• Teach children about a diverse range of people through Art, Science, PE who have disabilities.</li> <li>• Be aware of sensory sensitivities around handwashing, tasting of 'healthy foods and any smells and offer alternatives - pictures or plastic food to look at.</li> <li>• Consider pupil sensory audits and adaptations.</li> </ul>