**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. |
| * 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. |
| * 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. |
| * 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. |