



SEND provision in PSHE

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Recording written work or feedback to listening/appraising activities • Poor sequencing skills – understanding the steps modelled • Linking learning 	<ul style="list-style-type: none"> • Pre reading of any texts used • Simplified texts • Use of symbols, larger print, colour coding, multi-sensory reinforcement. • Use of overlays, coloured paper • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use of writing frames, cloze passages • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows – explicit links to prior learning • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Give additional time for processing • Use of task boards – tick list of steps • Remove writing/reading expectations – use multiple choice, use pictures • Use of real objects, artefacts, 	<ul style="list-style-type: none"> • Being able to use expressive language • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration • Limited language will affect written work • Retention of new vocabulary • Difficulty understanding language and concepts in PSHE 	<ul style="list-style-type: none"> • Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers • Children with communication impairments are given time to think about questions before being required to respond. • Range of multi-sensory approaches to support language – symbols, pictures, concrete apparatus, artefacts, IT, role play • Prompt cards to help with understanding of question words • Word finding strategies • Support written work if child has limited language – matching activity, missing words, sticking activities, scribes, drawings, mind map

	<ul style="list-style-type: none"> Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words Minimise copying from the board Pre teaching of vocabulary Pre learning tasks Dual coding Use of story books – developmentally appropriate Use of pupil specific resources 		<ul style="list-style-type: none"> Drama, role-play, games and simulations, can develop understanding of concepts. Modelling use of emotional vocabulary
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Physical and/or Sensory		Social, Emotional and Mental Health	
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Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> Videos with over stimulating or challenging themes Difficulties with fine and gross motor skills Difficulties with planning Organisational skills Hearing impairment Visual impairment Colour vision deficiencies Physical needs 	<ul style="list-style-type: none"> Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress Adapted equipment Use of hand over hand Consider seating position for hearing/vision impaired pupils Consider lighting/blinds Multi-sensory learning Reduce need to copy from board (visual impairment) Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other Allow the child plenty of space to work Gain pupil's attention before important information is given Keep background noise to a minimum 	<ul style="list-style-type: none"> Understanding own thoughts and contrasting with those of others The acceptance that others have different views and that they have a right to hold and express them Working effectively as part of a group No resilience - feeling they aren't any good – resulting in lack of care and effort Difficulty concentrating and maintaining attention to a task Difficulties sitting still Hypervigilance Difficulty taking turns 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support. Pre-teaching Clear rules and expectations, consistent boundaries, rewards and sanctions. Praise the small steps and showcase their work – be proud. Chunking work into smaller steps Visual support Task boards Movement breaks Use of fiddle toys/wobble cushions Provide opportunities for multi-sensory learning Make sure resources are accessible and labelled clearly Use of sandtimers Use of safe space The transition from whole-class to group or independent work, and back, is clearly signalled.

			<ul style="list-style-type: none"> • Pupils encouraged to look back to previous work/photos/ records to see how much progress they have made • using multi-sensory approaches, eg through drama and role-play • Modelling use of emotional vocabulary • Use of emotion coaching • Therapeutic reflective language • Social skills groups/support - teach explicitly
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