



Strategies for supporting pupils with SEND in PSHE/SRE lessons.

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	<p>Daily timetable visible in every classroom identifying PSHE/SRE session</p> <p>Visual cues (task management board)</p> <p>Individual workstations where required.</p> <p>Consistent approach and structure to the PSHE/SRE lesson.</p> <p>Children are prepared for any change to the structure or routine.</p> <p>Sensory breaks given where required.</p> <p>Vocabulary is integrated throughout the lesson with visuals to support new language acquisition.</p> <p>Questioning techniques used invite discussion rather than direct right/wrong answers that may make a pupil feel uncomfortable.</p> <p>The children are aware of a clear goal for what they are expected to achieve during the lesson.</p> <p>Verbal instructions are given clearly and consider how many instructions are appropriate to give at any one time.</p> <p>Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise.</p> <p>Cold calling to support building confidence in communication.</p> <p>Use of Oracy skills to build on and extend previous answers.</p>
Cognition and Learning	<p>Overlays and chunking of text used to support reading skills.</p> <p>Opportunity to recall and repeat areas of PSHE/SRE explored in previous lessons through retrieval.</p> <p>The opportunity for peer and adult support is built into every lesson.</p> <p>Gaps in learning are identified and addressed promptly.</p> <p>Questions and activities match children's academic needs.</p> <p>Visual cues are given when new concepts are introduced and wherever appropriate.</p> <p>Self-assessment opportunities are included in each lesson.</p> <p>Key vocabulary introduced and explained at the start of each lesson and regularly referred to throughout the lesson.</p> <p>Pre-teach of subject specific vocabulary taught.</p> <p>Information is repeated and reviewed, varying vocabulary where possible to deepen understanding.</p> <p>PowerPoint slides are not overcrowded with information.</p> <p>Time will be given for the child to process new information and instructions with the support of visual cues</p> <p>Text to speech technology will be used if necessary</p>



Social Emotional and Mental Health	<p>Verbal praise to boost confidence and self-esteem.</p> <p>Trusting relationships are nurtured between all adults in the classroom and the children.</p> <p>All questions are treated with respect and answered sensibly providing support and understanding as necessary.</p> <p>Adults are familiar with possible triggers and anxiety inducing scenarios.</p> <p>Individual workstations used where appropriate.</p> <p>Adults are trained in PACE and WINE techniques and approach all children from a place of curiosity.</p> <p>Task management boards are used to break down systems and concepts.</p> <p>TEAACH style trays used for some pupils to support.</p> <p>There is a consistent approach to expectations and behaviour which is based on positive praise.</p> <p>Learning is broken down into manageable chunks.</p> <p>Children have nominated/are supported to find a safe space.</p> <p>Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand</p> <p>Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult</p>
Sensory and Physical	<p>Visual impairments are considered by ensuring all resources are easily visible from anywhere in the classroom.</p> <p>Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation.</p> <p>Images and texts with printed work will be enlarged where there is a visual impairment.</p> <p>Consideration of the seating environment is dependent on the child's need.</p> <p>Adults to check specialist equipment (eg hearing aids) prior to the lesson beginning.</p> <p>Consideration given to where adults position themselves in the room when talking/giving instructions.</p> <p>Task management boards used to clearly break down individual instructions.</p> <p>Children's individual equipment regularly checked and maintained.</p> <p>Adults model use of equipment and support where needed.</p> <p>Adults are familiar with possible triggers and anxiety inducing scenarios.</p> <p>Background noise will be minimised and the classroom will be a quiet, calm environment.</p> <p>Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared.</p> <p>Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.</p> <p>Children will be provided with key vocabulary specific to PSHE/SRE with technical terms explained.</p>