



Strategies for supporting pupils with SEND in PSHE lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	• Daily timetable visible in every classroom identifying PSHE session • Visual cues (task management board) • Consistent approach and structure to the PSHE lesson. • Children are prepared for any change to the structure or routine. • Sensory breaks given where required. • Vocabulary is integrated throughout the lesson with visuals to support new language • Questioning techniques used invite discussion. • Verbal instructions are given clearly and allow time to process. • Regular check ins from adults to assess understanding and enable early intervention where misconceptions arise. • Use of Oracy skills to build on and extend previous answers.
Cognition and Learning	• Overlays and chunking of text used to support reading skills. • Opportunity to recall and repeat areas of PSHE explored in previous lessons through retrieval. • Opportunity for peer and adult support is built into every lesson. • Gaps in learning are identified and addressed promptly. • Questions and activities match children's academic needs. • Visual cues are given wherever appropriate. • Self-assessment opportunities are included in each lesson. • Key vocabulary introduced and explained at the start of each lesson and regularly referred to throughout the lesson. • Pre-teach of subject specific vocabulary taught if necessary. • Information is repeated and reviewed, varying vocabulary where possible to deepen understanding. • Time allowed for the child to process new information.
Social Emotional and Mental Health	• Learning is broken down into manageable chunks. • Verbal praise to boost confidence and self-esteem. • Trusting relationships are nurtured between all adults. • All questions are treated with respect and answered sensibly providing support and understanding as necessary. • Adults are familiar with possible triggers and anxiety inducing scenarios. • There is a consistent approach to expectations and behaviour.
Sensory and Physical	• Meaningful movement/sensory breaks are planned into lessons to avoid fatigue/dysregulation. • Images and texts with printed work will be enlarged where there is a visual impairment. • Consideration of the seating environment is dependent on the child's need. • Consideration given to where adults position themselves in the room when talking/giving instructions. • Children's individual equipment regularly checked and maintained. • Adults are familiar with possible triggers and anxiety inducing scenarios. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Children will sit closely to the front having clear vision of all aspects of the lesson.