

## SEND across the curriculum

*What do we do across school to support SEND needs?*

*Subject:*

- PSHE/RSE

*As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?*

- Awareness of who is on the SEND register/numbers and needs across school
- Liaison with SENDCo
- Discussions with class teachers regarding IEPs
- Tailored assessments are used within the PSHE scheme of work to ensure children are assessed at their appropriate age and stage of development
- Differentiated activities are carried out within each session to ensure all children's needs are met
- Sharing of important SEND information with HLTAs and TAs to ensure that lessons and progression are appropriate
- Extra staff timetabled to support during PSHE teaching to support children and take smaller groups out where necessary
- Children access the programme of study at their own level of development to ensure their needs are being met within the subject
- Opportunities are available for SEND children to get involved in PSHE themed weeks across school to promote well-being
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>SEMH</i>	<i>Sensory/Physical</i>
<i>Clear LO and success criteria - use of key vocabulary throughout</i>	<i>Smaller groups Adult support  Class/group discussions to</i>	<i>Adult support  Opportunities to discuss</i>	<i>Pencil grips for writing  Worry monster/teddy in</i>

<p>sessions to ensure all terminology is understood</p> <p>Modelling from the teacher of key vocab and explaining the meaning of this. Allowing children to ask questions and misconceptions to be addressed.</p>	<p>promote communication and interaction</p> <p>All objectives when shared to be explained and modelled to the children, to ensure all children understand the expectations</p>	<p>own thought and feelings</p> <p>Lots of work on empathy, emotions and dealing with emotions in scheme of work</p> <p>Scheme of work introduces characters from different backgrounds, religions, ethnicity and introduces disability</p>	<p>each class for children to access and hold</p> <p>Use of videos/stories to show and explain scenarios for the children</p> <p>Quiet reflective music used in sessions and inputs</p> <p>Drawing and colouring activities within the scheme of work to promote calmness</p>
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*Are assessments based on knowledge rather than scores in tests and ability to record work? How?*

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record.  
Examples: pictures, sentences, practical activities, acting out scenarios
- Children's verbal and pictorial understanding of each area of the curriculum is also considered when assessing PSHE/RSE
- Teacher feedback and discussion is also used to assess
- Children encouraged to discuss what they don't understand with an adult to help find areas for development

*Are we challenging SEND pupils in this subject?*

- Personalised progression expectations
- Support from adults to gradually improve skills
- Questioning children throughout the unit to ensure knowledge is being retained

- Context for learning - Why are we learning this? Why is this important in a game situation?
- Assessment section of each unit encourages children to build upon prior learning and apply this knowledge in a different context

### How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- T.A. support
- PSHE/RSE Evidence Floor Books
- Well-being weeks across school