

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- P.S.H.E. and R.S.E.

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Access to age-appropriate objectives – flexible if needed to support individual needs
- Emotional intervention groups to support individual children
- Adult support in lessons – physical or emotional
- Sessions adapted to meet needs of identified children in each year group
- Physical adaptations made within sessions
- Visual prompts to aid independent learning
- Awareness of who is on the SEND register/numbers and needs across school
- Sharing of important SEND information with HLTAs and TAs to ensure that lessons and progression are appropriate
- 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.
- 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

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
<p>Ability to comprehend certain concepts particularly around SRE.</p>	<ul style="list-style-type: none"> • Ensuring correct body part names are introduced according to the scheme so that this becomes embedded across school. • Support with Social Stories, which may need to be revisited a number of times to ensure understanding. • Discussion with parents in advance.
Communication & Interaction	
Barriers	Provision
<p>Complexity of language and processing skills.</p> <p>Discussion or role played based learning makes participation more difficult.</p> <p>Difficulty communicating or identifying their own emotions.</p>	<ul style="list-style-type: none"> • Use of social stories to help children understand key concept or routines with overlearning/repetition to embed them. • Visual supports/prompts. • Pre-teaching of any new vocabulary (individual vocabulary books for this) • Scaffolded sentence starters 'I think that...' • Additional thinking time after posing a question before returning. • Emotions fans or cards.

	<ul style="list-style-type: none"> Supporting by reasoning aloud 'I think you might feel...'
Social, Emotional & Mental Health (SEMH)	
Barriers	Provision
<p>Sensitive or triggering subjects particularly around families and SRE.</p> <p>Ability to express emotions appropriately.</p> <p>Difficulty with seeing/understanding an alternative viewpoint.</p>	<ul style="list-style-type: none"> Advance warning of particular topics with knowledge of the child and their background/history (discussions around families for example if child is adopted). Depending on the subject and the child there may need to be a trusted adult who can debrief after the lesson if there is anything they wish to discuss. Be prepared for any potential disclosures and how you will support any child who discloses. Seek support from ELSA/SENDCO around child's understanding of their own history. Visual representation of emotions so adults can see non-verbally if the child is becoming uncomfortable with the discussion. Verbalising the emotions for the child to enable them to understand what they may be feeling. i.e. 'I think you might be feeling angry, is that right? "some people may feel ____ and that is OK" Support through social stories prior to the lesson. Support from a trusted adult. Sentence prompts to scaffold discussion. 'I disagree because...' Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.
Physical and/or Sensory	
Barriers	Provision
<p>Child not feeling represented in the curriculum.</p> <p>Sensory sensitivities.</p>	<ul style="list-style-type: none"> Ensure all children's individual needs are represented in the discussion – if talking about keeping healthy/safe include hearing aids, mobility aids etc. in the discussion. During discussions around exercise and healthy living ensure that Paralympian's and other disabilities are represented.

	<ul style="list-style-type: none"> • Teach children about a diverse range of people through Art, Science, PE who have disabilities. • Be aware of sensory sensitivities around handwashing, tasting of 'healthy foods and any smells and offer alternatives – pictures or plastic food to look at. • Consider pupil sensory audits and adaptations.
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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

How 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
- Regular revisiting of vocabulary
- T.A. support
- PSHE/RSE Evidence Floor Books
- Well-being weeks across school