

PSHE
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Understanding key vocab</p> <p>Ability of children to access learning of their year group</p> <p>Gaps in knowledge and understanding</p> <p>Accessing learning due to poor literacy skills</p> <p>Cognitive and physical/hormonal development not aligned</p> <p>Difficulty transferring information to real or own life</p> <p>Own body parts can seem abstract</p>	<p>Definitions given – pictures</p> <p>Using stories to understand different contexts 1:1 or small group support</p> <p>Age-appropriate content for all children in the class – adaptive to individual needs</p> <p>Ensure previous years learning objectives are covered through retrieval/end of day circle time</p> <p>Key words displayed</p> <p>Writing frames and stem sentences to support written work</p>	<p>Lengthy instructions</p> <p>Struggles to answer questions</p> <p>Talking to partner in paired work</p> <p>Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access</p> <p>Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language</p> <p>Interpreting social cues</p> <p>Recognising feelings/ body language</p> <p>Lack of 'small talk'</p> <p>Masking – consent needs to be verbal</p>	<p>Broken down steps</p> <p>Give more thinking time</p> <p>Give more partner talk</p> <p>Rtime – taking turns</p> <p>Children to have a partner to practice answers with first.</p> <p>Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording</p> <p>answer on an ipad</p> <p>Use of visuals to support understanding</p> <p>Scaffolding through careful questioning</p> <p>Use of simple instructions</p> <p>Careful and appropriate modelling to support understanding</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support

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<p>Aversion to physical contact for some paired activities</p> <p>Noise in Rtime/talking activities</p> <p>Children with visual impairment may not be able to access their learning or resources available</p> <p>Recording information may be difficult</p> <p>Accessibility to equipment or resources – physical disabilities Intimate care- consent and independence</p> <p>Fear of sight, touch, smell of bodily fluids</p> <p>Understanding body signals</p>	<p>Option to use wall for balances or to work independently Ear defenders</p> <p>Consider seating plan Provide alternative resources e.g. in large print Use buddies Provide additional ways to record information (video/ICT etc) Working in groups to support Use of ICT to support access Detail cards and descriptions for children to understand how objects or resources might feel like. Consider how children with support equipment e.g. walker can be part of physical lessons or Circle time seating</p>	<p>Stimulation regarding topics – trigger</p> <p>Not wanting to discuss feelings/emotions</p> <p>May struggle to empathise with scenarios in PSHE/show respect to others views</p> <p>Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc</p>	<p>Support from teacher Small group work Drawing and talking se of stories Regular sessions Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups Establish clear routines expectations/boundaries for the start and end of every RSHE session – children know what to expect Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.</p>
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