St Cuthbert's Church of England Primary School

Supporting SEND Children within PSHE		
Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	Ability of children to access learning of their year group Gaps in knowledge and understanding Accessing learning due to poor literacy skills	Using stories to understand different contexts 1:1 or small group support Age appropriate content for all children in the class – adaptive to individual needs Ensure previous years learning objectives are covered through retrieval/end of day circle time Keywords displayed Writing frames and stem sentences to support written work
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	PSHE lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language	Children to have a partner to practice answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad Use of dual coding and visuals to support understanding Scaffolding through careful questioning Use of simple instructions Careful and appropriate modelling to support understanding.

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Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	Children with visual impairment may not be able to access their learning or resources available Recording information may be difficult Accessibility to equipment or resources – physical disabilities	Consider seating plan and circle time seating Provide alternative resources e.g. in large print Use buddies and working in groups to support Provide additional ways to record info(video/ICT etc) 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
SEMH	Subject Challenges for SEND	Provision for SEND
	Children may struggle to empathise with scenarios in PSHE/show respect to others views Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc Children's mental health and wellbeing impacted by what is being discussed	Use of stories and 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 and expectations/boundaries for the start and end of every PSHE session – children know what to expect Sensory breaks when required Providing a safe space for the children within the lesson if needed. Pre-warn children of subjects that may be being talked about so they are aware in advance.

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Non Negotiables that need to be in place in all lessons/classrooms when teaching PSHE	1. Opportunities to explore tactile resources/equipment where appropriate 2.New vocabulary on display/dual coded (pre-taught where necessary) 3. Explicit modelling of key expectations and boundaries.