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)*

- The embedded whole school approach allows spiral core programmes to be revisited year on year.
- Adaptive teaching – Teachers pre-empt barriers and adapt instruction, modelling, scaffolds and questioning so pupils with SEND can access the same curriculum content as their peers.
- Access to age-appropriate objectives - flexible if needed to support individual needs
- Emotional intervention groups to support individual children- pre-tutoring where necessary
- Adult support in lessons - physical or emotional
- Sessions adapted to meet needs of identified children in each year group
- Visual prompts to aid independent learning- including photographs an scenario images
- 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- particularly where content of lesson may be sensitive
- 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 and awareness of SEMH needs in each class
- Tailored assessments are used within the PSHE scheme of work to ensure children are assessed at their appropriate age and stage of development
- RSE curriculum is shared with parents to support them in supporting pupil with themes and vocabulary used.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
Ability to comprehend certain concepts particularly around SRE.	• 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. • The spiral approach to core programmes enables adaptive teaching using appropriate objectives. • Discussion with parents in advance to allow pre tutoring work and reassurance.

Communication & Interaction	
Barriers	Provision
Complexity of language and processing skills. Discussion or role placed based learning makes participation more difficult. Difficulty communicating or identifying their own emotions.	• Use of social stories to help children understand key concept or routines with overlearning/repetition to embed them. • Visual supports/prompts used to support and prompt discussions • Pre-teaching of any new vocabulary (individual vocabulary books for this) • Scaffolded sentence starters 'I think that…' 'I feel safe when…' • Additional thinking time after posing a question before returning. • Emotions fans or cards including photographs a well as symbols • Use a trusted adult to support with communication

	• Supporting by reasoning aloud 'I think you might feel…'
Social, Emotional & Mental Health (SEMH)	
Barriers	Provision
Sensitive or triggering subjects particularly around families and SRE. Ability to express emotions appropriately. Difficulty with seeing/understanding an alternative viewpoint.	• 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 including adult modelling of responses • Adult co-regulation – supported during the 'calm me script' carried out at the start of each lesson. • 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
Child not feeling represented in the curriculum. Sensory sensitivities.	• 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.

	• 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 when embarking on each lesson – consider classroom organisation and adaptions needed.

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Teacher's engage in discussions with pupils throughout PSHE/RSE lessons and use this to assess, alongside their work.
- Adaptions in ways the children are expected to record. Examples: pictures, sentences, practical activities, acting out scenarios, verbal responses
- 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
- Children given frequent opportunities to use self-assessment strategies

How are we challenging SEND pupils in this subject?

- Personalised progression expectations outlined for each lesson
- Support from adults and peers 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? How can we relate to what we discussed during the lesson?
- 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- shared with pupils to help them to understand the progress that they make throughout out each Puzzle piece
- Sticky knowledge focus- referring to prior learning during each lesson (where appropriate)
- Repetition of puzzle themes throughout the year to support the children in understanding
- Regular revisiting of vocabulary throughout each lesson – making links to previous puzzles where appropriate.
- Cross- curricular links to science and computing, allow opportunities to further reinforce key themes and vocabulary.
- T.A. support- where possible to support children in communicating ideas and feelings
- PSHE/RSE Evidence Floor Books- used to document progress and contributions of Early Years pupils
- Well-being weeks across school used to reinforce pupils understanding of key themes and ensure consistency in the approach to these themes.
- Cross- curricular reinforcement throughout the year – where themes can be revisited and reinforced. Anti- Bullying week, including KiVa approach.