

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a concept/ provide reasoning to explain a thought or opinion.</p> <p>Understanding of subject specific vocabulary.</p> <p>Putting abstract theory into practice e.g. learning about the importance of personal space.</p> <p>Some pupils with SEND might not have PSHE/RSE learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.</p>	<p>Use stem sentences to provide subject specific language in a particular format- this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices, such as mindfulness colouring.</p> <p>Teachers could use pre-teaching for specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'sex' or 'period'. Create word banks accomplished by visuals to demonstrate the meaning of a word.</p> <p>PSHE/RSE is most effective when informal opportunities to embed learning in lessons are identified by staff.</p> <p>Overlearn key concepts with SEND pupils by following up main class teaching (when necessary) with 1-1/ small group sessions. For example, follow up a lesson on personal hygiene with a 1-1 session modelling how to properly brush teeth.</p>	<p>Expressing themselves and sharing their thoughts and opinions accurately.</p> <p>EAL pupils may find it difficult to access resources/ learning.</p> <p>Some pupils might not understand what is/ isn't appropriate to share with the rest of the class when discussing specific topics.</p>	<p>Use stem sentences to provide subject specific language in a particular format- this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards, chromebooks to allow pupils the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children procession time when asking a direct question. Some children need up to 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Adaptive written resources can be supported by visuals.</p> <p>Dependent on what is being discussed, as pupils to write down on a post it. Or note/ draw/ record on a Chromebook what they want to say before they say it aloud to the rest of the class.</p>

			Teacher and support staff to review appropriateness to ensure that SEND pupils do not overshare personal details and themselves or their family during PSHE/RSE lessons.
<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Physical difficulties accessing specific environments during RSE trips/ activities.</p> <p>Children with a visual impairment may find it difficult to view text/ images/ concrete resources.</p> <p>Uncomfortable feelings that arise due to context of PSHE/RSE lessons could result in some children feeling overwhelmed.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessibility. Ensure that alternative transport arrangements are made for any children who have a physical disability. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by outside agencies. Enlarge images to appropriate sizes.</p> <p>Teachers to consider which children may be in need of a sensory break part way through a PSHE/RSE lesson.</p>	<p>The acceptance that others' have different views and that they have a right to hold and express them.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by the topic being discussed in PSHE/RSE lessons.</p>	<p>Use a multi-sensory approach to teaching concepts- through drama and role-play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to a patient, non-dominant child.</p> <p>Teachers to consider past experiences of children in their class.</p>