

SEND in my subject Overview 2023-2024



Subject: PSHE

Intent for SEND learners:

- It is our intent that the teaching of Personal, Social, Health, and Economic education (PSHE) supports our children in making decisions now, and in the future, related to their own lives and the lives of others.
- We aim to give children a broad teaching of the different areas which make up PSHE so that our children are supported and are able to thrive in a world which is rapidly changing.
- Our curriculum builds on the teaching of previous years and extends and reinforces important topics and information while continuing to develop children's skills.

Universal strategies:

- Interventions for children who may need more time to discuss.
- Adult check ins
- Peer support
- Talk partners and flexible groups
- Opportunity to record ideas in different ways.
- Differentiated questioning and thinking time.
- Modelled examples and sentence starters to aid writing down of ideas.
- Key vocabulary discussed
- Behaviour policy and rewards policy followed

Reasonable adjustments:

- Unconditional positive regard
- Conditional and unconditional positive feedback
- Identify and respond to preferred learning styles
- Planned small group intervention – anxiety, emotional regulation, pragmatics, self-esteem Emotion coaching
- Regular planned rest breaks
- Personalised approach to rewards/motivation
- TA Support children who need support to listen attentively.

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<ul style="list-style-type: none"> Teaching builds on previous learning. 			
How we support SEND learners within our curriculum:			
Cognition and Learning: <ul style="list-style-type: none"> Same topics repeated through each year group (recaps on key learning from previous years). Inclusion within class group. Groups supported by an adult. Record ideas in other ways than writing - oral work, video/voice record/laptops/lpads. Lessons/activities differentiated for different needs Differentiated questioning and thinking time. Different learning styles are used to accommodate varied learning (visual, auditory, kinaesthetic) Modelled examples by the adults Relevant/accessible/ dyslexia-friendly aids resources and prompts, to support learning (including foundation subjects) e.g. Little Wandle sound charts, word lists, dictionaries, spell checkers. Talk partners used to expand and progress learning 	Communication and interaction (ASD): <ul style="list-style-type: none"> Consistent modelling of good speech and communication skills PSHE sessions - to develop personal relationships and communication. Learning broken down into small steps Sentence starters, picture prompts, spider diagrams to help pupils organise their thoughts and generate ideas. Key vocab discussed. Partner talk and group work – mixed ability. Differentiated questioning and thinking time. Right to pass- not have to give opinion if not comfortable. Circle times Class discussions Sentence stems Pre-teach Vocab Partner talk Adult support in group discussion. 	Social, emotional and mental health: <ul style="list-style-type: none"> PHSE lessons to encourage personal growth, wellbeing, positive mindset/ understanding of personal/ social/British values. ‘Calm down’ areas and access to calming down skills. Opportunity to pass. Partner talk. Classroom rules. Lessons discuss emotions- focus on mental health provide children with ways to cope with changes. Circle time. Check in check out. Planned small group or individual intervention – anxiety, emotional regulation, pragmatics, self-esteem Praise and encouragement according to individual needs. Use of zones of regulation. Social stories 	Sensory and physical: <ul style="list-style-type: none"> Pupils seated appropriately within the classroom or lesson setting. Pause time. Practical lessons. Time to talk. Record ideas in other ways than writing - oral work, video/voice record/laptops/iPad.

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