

SEND provision in PSHE

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Accessing written work Accessing and understanding emotional learning Unable to express/understand empathy Understanding health related aspects such as hygiene Understanding SRE 	<ul style="list-style-type: none"> Safe environment for children to explore feelings/emotions Use of word banks including pictures (widget online) Kagan style tables to support with discussions. Small group/1:1 support where necessary. Social stories to explore emotion/new aspect of learning. Not all work needs to be recorded/written in books – post it note children's answers/drama to be used. 	<ul style="list-style-type: none"> Understanding the new topic vocabulary Lack of emotional literacy Challenge in understanding empathy/emotions Unable to understand the difference in people and their emotions Social learning such as roleplay Following instructions and sequence of learning 	<ul style="list-style-type: none"> Pre-teaching new vocabulary prior to lesson. Word mats within the lesson and if needed. Use of Kagan strategies for children to share and model answers through discussion. Limit vocab and use precise/correct language in line with PSHE framework. Social stories to embed and support understanding. Give extra time for children to process learning/question that is being asked – prewarn child. 'X the question is Z and I am coming to you next' CT/TA to model answers in role/discussion.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> Accessing PSHE themes Sensory reaction to related learning – handwashing etc Group work – over stimulation Working environment – too loud during group work etc – ear defenders Videos or pieces of music with overstimulating or challenging themes 	<ul style="list-style-type: none"> Provide resources and themes that match the needs of the child. Calm areas used correctly. Resources to support the child self-regulate etc putty. Support with group work to avoid conflict/sensory overload. Recognise children that are showing signs of escalation and use strategies to de-escalate. Provide advance warning of a challenging theme/activity/image or video. 	<ul style="list-style-type: none"> Anxiety towards new or sensitive themes (RSE) Difficulties in understanding social concepts and others point of view Difficulties in understanding own emotions/thoughts Poor emotional literacy/self-regulation Working with peers/unknown adults Exploring unknown/prior trauma Consider ACES of children 	<ul style="list-style-type: none"> Work in a safe environment with a trusted/known adult – emotional support. Prior warning of the topic that could be sensitive. Theme needs to be modified to ensure children have a good underpinning knowledge to access new learning. Good lines of communication with parents/carers if appropriate. Children being able to become one step removed from the direct learning through use of puppets/role play etc. Clear rules and expectations, consistent boundaries, rewards and sanctions

