

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 • A working wall/calm area showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information (MindUp) • 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 to be sent home • 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' • TA/CT 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

