Strategies for supporting pupils with Special Educational Needs in PSHE.

SOCIAL EMOTIONAL MENTAL HEALTH

Strategies for supporting learners who struggle with attention and/or lack confidence/struggle with change and transition:

- ✓ **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.
- ✓ **Strategies for scaffolding learning**: Learning will be adapted so that it is accessible to the child, e.g.
    - Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
    - Time: extra time will be given for the child to process new information and instructions with the support of visual cues
    - Learning Environment: consider the seating arrangements to engage all learners and maximise access to resources – location of child to accommodate needs as comfortably as possible for the individual child. Consider that circles and grouped tables can be a barrier to attention on learning.
    - Pre-warning of change: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson beforehand by using visuals or having a conversation with them at the start of the day.

- ✓ Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for pupils. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum struggling with change.

    Supporting resources available include:

- Now & Next boards
- Reward charts
- Home/school communication
- TIS support group/individual
- Spot cards
- Visual timetable

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- Visual timers
- Time to talk
- Social group support

COMMUNICATION AND INTERACTION

Strategies for supporting learners who struggle to retain vocabulary and/or comprehension:

✓ **Adult Support**: Drip feed key vocabulary throughout the school day. Hold discussion around **PSHE** in other curriculum areas to embed the language.

✓ **Strategies for scaffolding learning**: Provide visual word banks and pictorial word banks for support with the meaning of vocabulary.
Cues: Children could use a 'help card' if they feel that they need support within the classroom

✓ **Seating** should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils. Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact.

✓ Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Pupils are assigned specific talk roles which gives all pupils something to do and keeps them focused.

Supporting resources available include:

- Talking tins
- Visual support materials
- Now & Next boards
- Visual timetables
- Visual support materials
- SALT support

SENSORY AND PHYSICAL
Strategies for supporting learners who have sensory and/or physical issues:

- ✓ **Strategies for scaffolding learning**: Ear defenders can enable learners to partake in lessons with more confidence.
- ✓ Learning Environment**:** consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups. Consideration is given to the lighting in the room if learners would benefit from reduced glare on interactive whiteboards and computer screens. Background noise reduced where possible. Video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.
  Pre- teach: pupils with auditory sensitivity may find discussion between peers challenging due to the amount of children talking at once. Child may benefit from pre-teach so they know the discussion focus or working with one child, away from their peers.
  Sensory breaks: Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary

- ✓ **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with them and they will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.

- ✓ Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary.
- ✓ Alternative communication modes are used, where necessary, to meet pupils' communication needs, e.g. signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.

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Supporting resources available include:
- Laptops/ICT support
- Bands for chairs
- Visual support materials
- Sensory diet (including regular movement breaks)
- Move and sit cushions
- Fidgets
- Pencil grips
- Springy scissors
- Chew bangle
- Ear defenders
- Funfit type exercises

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COGNITION AND LEARNING

STRATEGIES FOR SUPPORTING LEARNERS WHO STRUGGLE TO ACCESS LESSONS BECAUSE OF LITERACY AND/OR NUMERACY BASED DIFFICULTIES AND/OR THOSE WHO REQUIRE ADDITIONAL TIME TO DEVELOP CONCEPTUAL UNDERSTANDING:

✓ **Adult Support**: Use of strategies like modelling, demonstrating and initiating to help learners understand concepts. Small group provision. Encourage active participation through a scaffolded experience.

✓ **Strategies for scaffolding learning**: Provide visual aids to enable learners to identify the different sections of the lesson. Provide pictorial representations of a composition to provide a form of non-verbal communication. Break down content into small steps. Pre-teach: individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson e.g. movement around the room, group work, activity taking place outside etc.

Supporting resources available include:
- Dyslexia support resources including: coloured overlays, talking tins
- Task boards
- Writing frames
- Chunking
- Pre-teach
- Post teach
- Word mats
- Talking tins
- Access to learning support materials – word lists/mats, number lines, 100 squares, maths mats
- Now & Next boards
- Visual timers
- Visual timetable
- Visual prompts