

## SEND provision in PSHE



**Hunningley Primary Academy**

The best in everyone™

Part of United Learning

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

	<ul style="list-style-type: none"><li>• Provide advance warning of a challenging theme/activity/image or video</li></ul>	<ul style="list-style-type: none"><li>• Consider ACES of children</li></ul>	<ul style="list-style-type: none"><li>• Children being able to become one step removed from the direct learning through use of puppets/role play etc.</li><li>• Clear rules and expectations, consistent boundaries, rewards and sanctions</li></ul>
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