



Strategies for supporting pupils with Special Educational Needs and Disabilities in PSHE lessons

| Individual Need | Here's how we can help everyone learn... |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. Ensure the pupils know the rules for PSHE discussions and expectations for behaviour. Any rules/expectations will be consistently implemented. Ensure the child is positioned carefully so that teacher has easy access for support. Help children to manage their arousal levels, but allow children 'time out' when they show they are in need of a break from the lesson. A 'stress ball' or other fiddle object agreed by the SENCo may help children concentrate. |
| Anxiety | <ul style="list-style-type: none"> The child is taught by a well known adult who they have already established a trusted relationship with and who know the child's needs. Allow the child to be involved when choosing groups of partners within the discussions and activities. Use a consistent approach for discussions so the children become familiar with this. Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. Where possible, children are prepared when there is a change in staff member. |
| Autistic Spectrum Disorder | <ul style="list-style-type: none"> Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process. Sensory spaces and resources are readily available for all children. Extra processing time is given and on the spot questioning, is avoided during whole class teaching. Planned and unplanned sensory breaks are permitted throughout the lesson. |

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| | <ul style="list-style-type: none"> • Children can work in groups or can work independently if they find the social expectations of group work tricky or difficult. • Work will be differentiated to match the needs and understanding of the child. |
| Dyscalculia | <ul style="list-style-type: none"> • Adults will ensure that questioning is adapted to support the child's understanding. |
| Dyslexia | <ul style="list-style-type: none"> • Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper unless overlays are being used. • Children will be able to use a ruler or their finger to follow writing/text when reading • Adults to scribe where appropriate. • Key vocabulary provided to support learning. |
| Dyspraxia | <ul style="list-style-type: none"> • Children will be provided with a large working space with an accessible route into and out of the classroom. Instructions will be written clearly for the child, using different colours for each line. • Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to achieve the learning objective. |
| Hearing Impairment | <ul style="list-style-type: none"> • Adults will discreetly check that the child is wearing their hearing aid. • The child to sit where is best for them to access the learning within the classroom environment. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Questions asked by other children will be repeated clearly as required so that the child is aware of any key information being shared. • Adults and peers will face the child when talking. The child will sit close to the front, having clear vision of all aspects of the lesson. • Only one person is encouraged to speak at a time. • The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding. |
| Toileting Issues | <ul style="list-style-type: none"> • Children are allowed to leave the classroom discreetly and without needing to get permission. • Positioning in the classroom allows the child to sit near to the door so that they can leave easily. |
| Cognition and Learning Challenges | <ul style="list-style-type: none"> • Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information where appropriate, along with extra opportunities |

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| | <p>for discussion and explanations. Carefully chosen vocabulary will be used to develop understanding.</p> <ul style="list-style-type: none"> Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson. Children will be given time to process questions and formulate answers. Word banks will be provided with key vocabulary, along with HFW lists. Information will be repeated in a variety of ways, using a range of vocabulary. A writing frame may be provided to support writing during independent activities. |
| Speech, Language and Communication Needs | <ul style="list-style-type: none"> Children will be given time to process information and to give responses to answers. Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. Symbols, signs and visual timetables will be used to support communication. Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. Positive responses will be given to any attempts at communicating. Adults will regularly check the child's understanding throughout the lesson. |
| Tourette Syndrome | <ul style="list-style-type: none"> Adults will have an understanding of how to individually support the child with tics to ensure they feel safe and respected. Emotional reactions will be filtered and adults will listen and respond with support and understanding. |
| Experienced Trauma | <ul style="list-style-type: none"> Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. Adults will calm and support if a child becomes overwhelmed. Breakout spaces and sensory breaks are available to all children. Adults supporting the child will have good understanding of how best to support the child with their emotions. |

Visual Impairment

- Careful consideration is given to seating, with individual considerations made discreetly and not publicly.
- Large font materials are provided in addition to teacher talk.
- There is a space provided for the child at the front of the classroom, near/next to an adult for whole class discussions on the carpet.
- The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.