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| SEND provision in PSHE | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing written work  • Accessing and understanding emotional learning  • Unable to express/understand empathy  • Understanding health related aspects such as hygiene  • Understanding SRE | • Safe environment for children to explore feelings/emotions  • Use of word banks including pictures (noun project)  • Grouped 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  Sit children next to a strong role model to support. | • 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 | • Pre-teaching new vocabulary prior to lesson  • Word mats within the lesson and if needed to be sent home  • Use paired 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 |
| • 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 | • 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 | • 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 | • 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 |





