

## How we help everyone shine in **PSHE** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> <li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li> <li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li> <li>• Give response time for verbal questions through oracy – nest, pair, share.</li> <li>• Repeat back teaching using, “My turn, your turn.”</li> <li>• Use visual timetable throughout the day.</li> <li>• Whole class movement break activities, which include alerting, calming and organising activities.</li> <li>• Make learning multi-sensory.</li> <li>• Use visual aids, concrete resources and equipment.</li> <li>• Explicitly teach new vocabulary and support using visuals.</li> <li>• Careful positioning of children away from distraction, near to information.</li> <li>• Teacher proximity to focus children for instructions to be repeated back.</li> <li>• All sessions to be taught with pace, changing activity regularly.</li> <li>• Set routines for transitions between activities.</li> <li>• Use, “I do, we do, you do” approach.</li> <li>• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).</li> </ul>	<ul style="list-style-type: none"> <li>• Now and next boards for specific children</li> <li>• Visual timelines</li> <li>• Use of oracy and drama to bring history to life</li> <li>• Opportunities for movement to be identified throughout the session</li> <li>• The use of pictures, diagrams, clear sub-titles and ‘colour-coded text’ will be used to break up large sections of information</li> <li>• 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</li> <li>• Use oracy guidelines to support discussions.</li> <li>• A visual timer/spot timer to provide a focus for the child’s attention, enabling them to complete a task.</li> <li>• Consider the use of a non-verbal communication strategy for the child to use to signal that they are finding the situation tricky, without having to vocalise any details;</li> <li>• Emotionally available adults for support for those with SEMH issues.</li> <li>• Real life scenarios and anecdotes used to emphasise tricky concepts. (Disability, diversity, bullying)</li> <li>• Set pedagogy each lesson – use the jigsaw to allow people to feel they have that time to speak without interruption, children have time to compose an answer before taking the jigsaw.</li> </ul>

	<ul style="list-style-type: none"><li>• Variety of activities – games, moving, discussion, drawing, listening and writing.</li><li>• All ideas validated and built on.</li><li>• Work on accepting diversity and difference to support those with SEN to feel empowered.</li></ul>
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