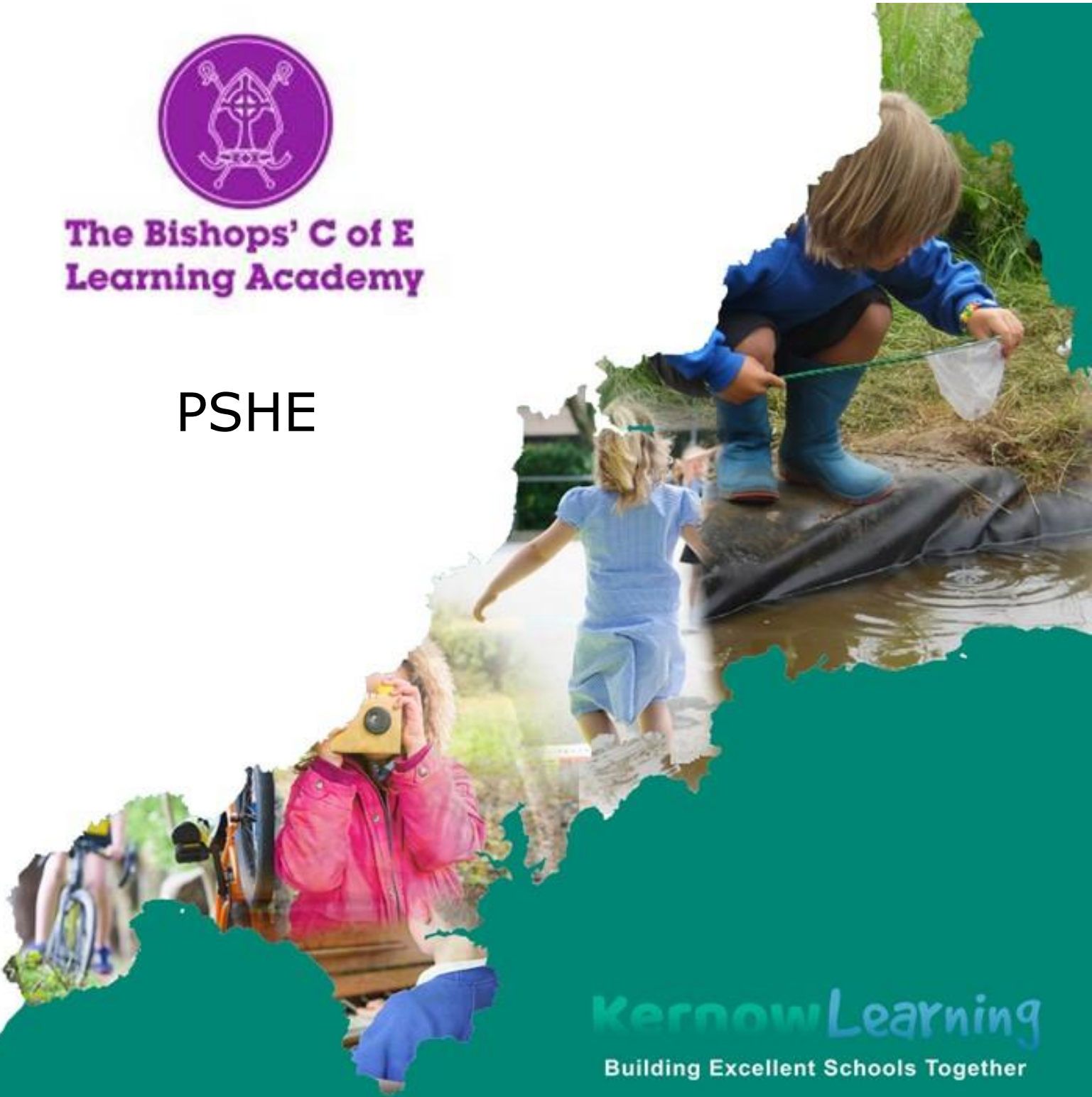




**The Bishops' C of E
Learning Academy**

PSHE



Kernow Learning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive and enquiry-based curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> • Consider the use of inclusive PE equipment • Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo • When instructions are given ensure that it is quiet. For example, in a dance lesson turn the music off • Referees to use flags/visuals alongside their whistle during matches <p>Consider safety of cochlea implants and hearing aids during physical activity</p>
Autism (ASD)	<ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. oversized/lighter balls, equipment with auditory signals e.g 'beep balls') • Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment • Ensure that audio cues are used as well as visual e.g., flags etc • A programme of PE which is to include a child or young person with sight problems needs to focus on the individual's starting point and adapt and plan activities and teaching techniques that enable the learner to develop their skills and fitness • Mark boundaries with luminous tape • Individual risk assessments <p>Familiarise the child with the environment they are going to be working in before the lesson begins</p>
Tourette Syndrome	Children with physical needs are going to need the most adaptations for PE. This will vary depending on their need.

	<ul style="list-style-type: none"> • May need support of an adult to take part in activities. • Activities may need to be modified so that they are achievable. • Consider use of space • Consider use of specialist/inclusive PE equipment • Skills may need to be modelled 1-1 or hand over hand guiding. • Child may need more regular breaks, due to fatigue or muscle exertion • May need extra time to change or to complete activities. • You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids. <p>Consider risk assessment.</p>
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> • Keep sentences and written instructions short and simple to read. • Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson. • The child may prefer it if an adult (or supportive peer) reads through questions with them.
Dyslexia	
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> • Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. • Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary. • Consider alternatives to writing – word processors, Dictaphones, scribe etc. • Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work • Provide templates with headings to help the child structure their work. • Prepare diagrams to label, as copying and drawing neatly can be challenging. <p>Allow extra time to complete work, with movement breaks when needed.</p>
Dyscalculia	Although maths is unlikely to be focused on during a PSHE lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.

	<ul style="list-style-type: none"> • Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class. • Provide print outs of diagrams and visual support in lessons. • Allow extra time where necessary. <p>The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child's work and supporting them.</p>
Social, emotional and mental health difficulties	
Trauma	<ul style="list-style-type: none"> • Ensure adults are vigilant to and mindful of any trigger points for the child. • Very carefully check through the lesson content prior to the session and look at it through the eyes of the child's context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Pre-teaching and preparation for some children may be needed. • Consider the use of a 'help' card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details; Be extremely mindful and vigilant throughout the lesson, as some of the content of PSHE lessons can be very personal, maybe covering memories, families, emotions etc, all of which are likely potential trigger points. Equally, something which doesn't seem connected on the surface, may be a trigger for the child in some way. During activities, teach and model positive self-talk to encourage self-belief.
ADHD	<ul style="list-style-type: none"> • Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet • Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking; • Encourage the use of pictures, or diagrams to represent thoughts and ideas;
Anxiety	<ul style="list-style-type: none"> • Ensure that you are familiar with the cause of anxiety for the particular child and how this manifests – bearing in mind that sometimes there may be no outward signs at all. This is especially important in a subject such as PSHE, which often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues. • Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them with their work;

	<ul style="list-style-type: none"> • Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc; Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down.
Sensory and/or physical needs	
Hearing impairment (HI)	<ul style="list-style-type: none"> • Ensure any videos/films used are captioned, or a suitable alternative way Ensure that disabilities, including deafness, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum.
Visual impairment (VI) or Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> • High contrast objects/pictures may be beneficial. As best practice on handouts/presentations, black & white give the highest contrast. Do not use dark colours together (like blue and green). Avoid using white & grey with other light colours. Avoid pastel colours next to each other. In addition, avoid the use of red or green pens on the whiteboard.
Physical Disability	<ul style="list-style-type: none"> • It may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully. Use a range of methods to show understanding – use of floor books, visual, written, drawing, etc and support with presentation etc