

Adaptations for children with SEND in PSHE

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> ● Pre-teach new vocabulary, phonic sounds and skills by rehearsing and coming up with simple actions ● Create cross curricular links to embed learning ● Children given copies of what is on board so that they are not required to copy ● Repetition of teaching of key vocabulary to ensure overlearned ● Word mats/ sound mats/ word banks provided ● Story maps given to develop early reading skills and vocabulary ● Build on existing learning – what did we learn last week, what will we learn next? ● Writing frames given to support recording ● Use of ICT to record understanding – video role play, speech to text, photos ● Key learning points reviewed ● Alternative ways to show understanding – use of visuals to finish sentences, drawings, diagrams, mind maps, discussion, Quotes in floor books. ● Coloured background when using whiteboard ● Use of external agencies to support with resources ● Provide opportunities for children to practise their phonics to embed in long term memory and teacher's provide interactive lessons ● 1:1 interventions for individual/ small groups of children e.g FFT, phonics groups, echo reading 	<ul style="list-style-type: none"> ● Now and Next boards ● Checklists to help with organisation ● Clear success criteria ● Structured routine in the lesson ● Use of visuals ● Regularly modelling of correct pronunciation of the phonic sounds ● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language. ● Multi-sensory approach to support spoken language – pictures, concrete resources, role play ● Instructions in manageable chunks ● Slow down delivery to allow processing time – thinking time ● Display key vocabulary and support materials on the working wall for learners to access each lesson Speech frames given to support ● Language is short and simple ● Teacher's model their thinking process ● TA support with individual/ small groups on the carpet ● Verbal feedback or clear use of symbols for marking ● For children that struggle with attention learning is split into chunks, talk partners are used to engage and feedback throughout a lesson is through gestures ● Learners are given movement breaks which is often built into the class routine ● Opportunities to develop attention and listening skills are planned for the whole class

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Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> ● Ensuring children are secure with their fine motor skills with targeted activities and finger gym. ● Careful seating arrangements-can learners see the teachers mouth for phonics for example? ● Visual: Coloured background when using whiteboard ● Avoid getting child to copy from the board ● Resources are consistent, clear and in an appropriate size including resources for phonics (phoneme frames, sound cards, concrete resources) ● Resources available for children after a lesson to consolidate learning ● Hearing: Careful seating ● Repeat instructions to the child ● Slow down speech to ensure key points heard and processed ● Coordination: Use of ICT or discussions and oral presentations to present thoughts and understanding rather than relying on writing ● Support with writing where needed: writing frame, lined paper ● Learning is multisensory where possible ● Planned opportunities for mark making on different scales and with different media 	<ul style="list-style-type: none"> ● Now and Next boards ● Clear behaviour expectations modelled by teachers ● Role play to act out stories ● Provide all learners with planned movement breaks in lesson routines. ● Break down instructions- checklists to help them attend to the task independently. ● Wobble cushions to support sitting in some classes

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