

## Adaptations for children with SEND in PSHE

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> <li>• Pre-teach new vocabulary</li> <li>• Identify key vocabulary being taught and ensure understanding</li> <li>• Children given copies of what is on board so that they are not required to copy</li> <li>• Repetition of teaching of key vocabulary to ensure overlearned</li> <li>• Word mats given</li> <li>• Build on existing learning – what did we learn last week, what will we learn next?</li> <li>• Writing frames given to support recording</li> <li>• Use of ICT to record understanding – video role play, speech to text, photos</li> <li>• Key learning points reviewed</li> <li>• Alternative ways to show understanding – use of visuals to finish sentences, drawings, diagrams, mind maps, discussion, Quotes in floor books.</li> <li>• Coloured background when using whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>• Now and Next boards</li> <li>• Checklists to help with organisation</li> <li>• Structured routine in the lesson</li> <li>• Use of visuals</li> <li>• Regularly model the use of key vocabulary in sentences so that learners can hear them being used in the correct context.</li> <li>• 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.</li> <li>• Multi-sensory approach to support spoken language – pictures, concrete resources, role play</li> <li>• Instructions in manageable chunks</li> <li>• Slow down delivery to allow processing time – time to talk</li> <li>• Display key vocabulary on a working wall for learners to access each lesson or display terms that will be used in the lesson on the board for learners to refer to.</li> <li>• Speech frames given to support</li> <li>• Talk partners used</li> </ul>
Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> <li>• Careful seating arrangements</li> <li>• Visual: Coloured background when using whiteboard</li> <li>• Avoid getting child to copy from the board</li> <li>• Appropriate print size used and text read out for child where needed</li> <li>• Hearing: Careful seating</li> <li>• Repeat contributions from other children during circle time</li> <li>• Repeat instructions to the child</li> <li>• More thinking time given</li> <li>• Slow down speech to ensure key points heard and processed</li> <li>• Co-ordination: Use of ICT or discussions and oral presentations to present thoughts and understanding rather than relying on writing</li> <li>• Support with writing where needed: writing frame, lined paper</li> </ul>	<ul style="list-style-type: none"> <li>• Now and Next boards</li> <li>• Clear behaviour expectations modelled by teachers</li> <li>• Use of social stories and comic strip conversations</li> <li>• Role play to act out scenarios</li> <li>• Provide all learners with planned movement breaks in lesson routines.</li> <li>• Break down instructions- checklists to help them attend to the task independently.</li> <li>• Pre-warn children and families of sensitive issues that may be taught and discussed</li> <li>• Calm me time – mindfulness approach</li> <li>• Calm music</li> <li>• Use of chime bar</li> <li>• Quiet space to go to if children struggle with the content</li> <li>• Wobble cushions to support sitting during discussion time</li> </ul>

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