



SEND in my subject area- PSHCE/RSE

Subject challenges in bold/purple relate directly to RSE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Ability of children to access learning of their year group</p> <p>Gaps in knowledge and understanding (Covid19)</p> <p>Accessing learning due to poor literacy skills</p> <p>Cognitive and physical/ hormonal development not aligned</p> <p>Difficulty transferring information to real or own life</p>	<p>Using stories to understand different contexts 1:1 or small group support Age-appropriate content for all children in the class – adaptive to individual needs</p> <p>Ensure previous years learning objectives are covered through retrieval/end of day circle time</p> <p>Key words displayed Writing frames and stem sentences to support written work</p>	<p>Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access</p> <p>Those who struggle to process language may struggle in PSHCE lessons where there is lots of written or spoken language</p> <p>Interpreting social cues</p> <p>Recognising feelings/ body language</p> <p>Lack of 'small talk' Masking – consent needs to be verbal</p>	<p>Children to have a partner to practice answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an ipad</p> <p>Use of dual coding and visuals to support understanding Scaffolding through careful questioning Use of simple instructions Careful and appropriate modelling to support understanding</p>

<p>Internal organs can seem abstract</p> <p>Cognitive processes and overload</p>			
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with visual impairment may not be able to access their learning or resources available</p> <p>Recording information may be difficult</p> <p>Accessibility to equipment or resources – physical disabilities</p> <p>Intimate care- consent and independence</p> <p>Fear of sight ,touch, smell of bodily fluids</p> <p>Interoception-understanding body signals</p>	<p>Consider seating plan Provide alternative resources e.g. in large print Use buddies</p> <p>Provide additional ways to record information (video/ICT etc)</p> <p>Working in groups to support Use of ICT to support access</p> <p>Detail cards and descriptions for children to understand how objects or resources might feel like.</p> <p>Consider how children with support equipment e.g. walker can be part of physical lessons or Circle time seating</p>	<p>Chn may struggle to empathise with scenarios in PSHCE/show respect to others views</p> <p>Children with SEMH needs may struggle in PSHCE when they feel upset or frustrated etc</p>	<p>Use of stories Regular sessions Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups</p> <p>Establish clear routines expectations/boundaries for the start and end of every RSHE session – children know what to expect Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.</p>

<p>Impact of disability on self-care/ self-esteem / isolation</p>		<p>Children's mental health and wellbeing impacted by what is being discussed</p> <p>Need for predictability, structure and routine - puberty timeline varies</p> <p>Self-regulation e.g. stimming not understood</p> <p>Social naivety- overshare online</p> <p>Gender and sexuality</p>	<p>Pre-warn children of subjects that may be being talked about so they are aware in advance.</p> <p>Now and Next to be specific and shared in advance.</p>
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