

Strategies for supporting pupils with Special Educational Needs and Disabilities in PSHE lessons.



Individual Need	How we help...
ADHD	<ul style="list-style-type: none"> Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. Ensure the child is positioned carefully so that teacher has easy access for support.
ASD	<ul style="list-style-type: none"> Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process. Sensory spaces and resources are readily available for all children. Extra processing time is given and on the spot questioning, is avoided during whole class teaching. Planned and unplanned sensory breaks are permitted throughout the lesson. There is always an available adult for a 'change of face' if needed.
DCD/ Physical Impairment	<ul style="list-style-type: none"> Rules and systems are clarified, using unambiguous language. Opportunity is given to move around between bursts of learning. We ensure that when working in pairs, the partner is sensitive to the needs of the child and knows confidently what they are doing. The lesson is broken down into key component parts and the teacher prompts these. Noise is kept to a minimum.
Hearing & Visual Impairment	<ul style="list-style-type: none"> Careful consideration is given to seating, with individual considerations made discreetly and not publicly. Written materials are provided in addition to teacher talk. Materials can be provided in large font or braille as required. Only one person is encouraged to speak at a time. There is a space provided for the child at the front of the classroom with an unobstructed line of vision. The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.
Cognition and Learning Needs	<ul style="list-style-type: none"> Time is given to consider questions, process and formulate an answer. The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions. Specific, targeted praise is given so they know what they are doing well. Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner for learning. Instructions are simple and mistakes are considered as learning opportunities.
Dyslexia/ Dyscalculia	<ul style="list-style-type: none"> There is no pressure put on individual children to read aloud in front of the class. Children are invited to read aloud. Personalised coloured overlays can be used; these are readily available. Larger print materials are available, alongside dyslexia friendly fonts and slides on PowerPoints. There is a huge focus on learning new vocabulary for all. Questions are read aloud to the child.

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<p>Speech Language and Communication Needs</p>	<ul style="list-style-type: none"> • Language is purposefully kept simple and consistent throughout the sessions. • Closed questions are used when exploring ideas, which only require a yes or no answer. • Clear language is used to model and expand what has been said. • Plenty of opportunity is given to communicate ideas in a small group. • Any attempt to communicate is responded to positively.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Open and targeted questions are used when exploring opinions. • Precise language is used to model and expand what has been said. • Plenty of opportunity is given to communicate ideas to a larger audience – whole class, key stage, school. • Links made between opinions with reasoning expected.