



Milldown CE Academy

Inspire – Believe – Achieve

I am the way and the truth and the life. John 14:6

PSHE Adaptations for SEND

Area of Need	Barrier to Learning	Provision
Cognition and Learning	Accessing written work	<ul style="list-style-type: none"> • Scribing answers when needed or oral responses used. • Smart groupings: pairing with a more able writer • Use of technology for recording. • Alternative methods of recording i.e comic strips, pictures, 1:1 support if needed.
	Accessing and understanding emotional learning and empathy	<ul style="list-style-type: none"> • Social Stories. • Pre-teaching vocabulary and concepts. • Adult support. • Explicit teaching of new vocabulary with a range of examples to enable a generalised view of the feeling.
	Accessing social concepts	<ul style="list-style-type: none"> • Social stories and comic strip cartoons. • Increased discussion time around different ideas. • Themes highlighted when they arise in the classroom to give familiar context.
	Understanding health related aspects such as hygiene	<ul style="list-style-type: none"> • Work closely with parents to consider the best ways to tackle more sensitive theme. • Provide practical experiences to how to clean teeth etc.
	Understanding Sex and Relationship Education	<ul style="list-style-type: none"> • Working closely with parents • If appropriate start the RHSE learning at a younger year group (please consult the PSHE and school leadership before making this decision).
Communication and Interaction	Understanding new topic vocabulary	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to the lesson. • Send vocabulary word mats home before the topic starts. • Limit vocabulary to that which is necessary to ensure progress.
	Understanding tasks involving emotions, such as empathy or understanding differences.	<ul style="list-style-type: none"> • Provide continuous / ongoing work throughout the year about recognising emotions. • Talk explicitly about differences
	Not understanding social situations	<ul style="list-style-type: none"> • Use of social stories as and when challenging situations arise

Social, Emotional, Mental Health	Anxiety towards new or sensitive themes	<ul style="list-style-type: none">• Working in a small group with a trusted adult for emotional support.• Theme/ topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme.
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		<ul style="list-style-type: none"> • Introduce new challenging concepts / themes in advance to prepare children fully • Good line of communication with parents
	Difficulties understanding social concepts.	<ul style="list-style-type: none"> • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.
	Difficulties understanding own emotions / thoughts and contrasting with those of others.	<ul style="list-style-type: none"> • Opportunities to share their work in different ways, behind scenes, pre-recorded, quieter areas of school with their adults if they prefer. • Shared signals for stopping etc especially if the child is finding the content emotional challenging
Sensory and Physical	Accessing PSHE Themes	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e enlarged sources / visuals / I.T • Use of subtitles on videos to help children with hearing difficulties.
	Sensory reactions to Health related learning such as handwashing, hygiene etc.	<ul style="list-style-type: none"> • Support the group to avoid conflict / sensory overload. • Provide advanced warning of challenging themes, activities, images or videos. • Work with parents to enable practise in the best way for the child.
	Group work / Overstimulating content or challenging themes.	<ul style="list-style-type: none"> • Allow for movement or rest breaks if needed, especially if the child is finding the content difficult.
	Sensitive to noise	<ul style="list-style-type: none"> • Access to ear defenders and or a safe space if necessary.