



Modifying the curriculum to support pupils' needs in PSHE

Planning for pupils with SEND is part of the planning that we do for all pupils at Mandale Mill Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

Maintaining an inclusive learning environment when teaching PSHE at Mandale Mill Primary School
<p>Sound and Light Teacher's face can be seen – avoid standing in front of light sources, e.g. windows Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. Consideration given to whether the group size should be large or small depending on needs. Ear defenders available if required to filter out some noise disturbance. Consider physical interaction if sound isn't loud.</p>
<p>Seating Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils. Be aware of fine motor skill difficulties when exploring resources or recording work and where children will require additional space to freely record.</p>
<p>Resources Make sure PSHE resources, models and photographs are accessible and labelled clearly. Range of resources available for children with fine motor difficulties or physical difficulties so different images available if required or ICT available and support for recording. Consider adaptations and stage not age in line with PSHE Lead/Policy for example with SRE.</p>
<p>Multi-sensory approaches Build on pupils' preferred learning styles when explaining concepts, using different media – e.g.: using an Ipad to explore a design rather than on the IWB. Use photographs, audio descriptions and real life experiences to describe the key features of the PSHE skill/concept being explored</p>

ICT

Teachers can maximise the impact of using ICT in PSHE by:

Supporting pupils using ICT with effective teacher intervention, e.g.: – using Microsoft Word/Text to Speak to structure written work, cut and paste material.

Use voice recording/ video for presentation

Pre-record instructions so children can re-visit

Using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.

Use recording tools such as notes and dictate to record work and create.

Planning Support

The pre-teaching of important subject specific vocabulary, concepts and/or processes, where appropriate.

Pre-teaching for some pupils in important PSHE linked vocabulary, concepts and/or processes

How to 'scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill.

Writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.

Vocabulary and key word posters/sheets

Work with PSHE Lead to adapt any lessons such as SRE.

Transitions

Transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum

Teachers' communication

Recognise that the language of key PSHE elements may be challenging for many pupils – for example:

The specific language used in different feelings and viewpoints e.g. different families, different emotions, which can create barriers for many pupils because of their abstract nature.

Comparisons between feelings can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how it is the same as or different from something else.

Plan to teach new language explicitly.

Give pupils opportunities to answer open-ended questions. Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues.

Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication

Supporting reliance on memory

Images can also be used to build a visual record.

Record on an iPad and replay the information

Pupil Teacher interaction

Think-pair-share can be a useful technique for promoting speech in PSHE lessons. Be aware that some children may find circle time difficult and will need scaffolding or support so do not rely on circle time in every lesson.