

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Ability of children to access learning of their year group Accessing learning due to poor literacy skills	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 Key words displayed Writing frames and stem sentences to support written work	PSHE lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language	Chn to have a partner to practice answers with first, Provide chn with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an ipad Use of visuals to support understanding Scaffolding through careful questioning Use of simple instructions Careful and appropriate modelling to support understanding
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may not be able to access their learning or resources available	Consider seating plan Provide alternative resources e.g. in large print Use buddies	Chn may struggle to empathise with scenarios in PSHE/show respect to others views	Use of stories Feeling cards to support understanding of emotions.

Recording information may be difficult	Provide additional ways to record information		Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups
Accessibility to equipment or resources – physical disabilities	Working in groups to support Use of ICT to support access Detail cards and descriptions for children to understand how objects or resources might feel like. Consider how children with support equipment e.g. walker can be part of physical lessons or Circle time seating	Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc Children's mental health and wellbeing could be impacted by what is being discussed.	Establish clear routines expectations/boundaries for the start and end of every session Provide appropriate sensory resources so that children have sensory breaks when required Providing a safe space for the children within the lesson. Pre-warn children of subjects that may be being talked about so they are aware in advance.

Non Negotiables that need to be in place in all lessons/ classrooms when teaching PSHE

1. Displays/ resources available to all pupils
2. Pre warn of any difficult topic that will be addressed
3. All pupils are given a means of expressing their view and opinions whether written, recorded, drawn etc