



Including pupils with SEND in PSHCE

Sound and light issues

- There is effective and quiet ventilation in the classroom.
- Computer monitors are positioned to reduce glare.
- Interactive whiteboards are non-reflective to reduce glare.
- Interactive whiteboard screens can be colour changed to reduce glare, as necessary.

Seating

- Check classrooms are not cluttered.
- Consider the accessibility of circle times & demonstrations.
- Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.
- 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. For example, notes on interactive whiteboards can be printed off for all pupils.

Managing Group work and Discussion

- All forms of pupil grouping include pupils with SEND. Mixed ability grouping or pairing is the norm, except when carefully planned for a particular purpose.
- The transition from whole class to group or independent work and back is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.
- Paired and small group discussions provide opportunities for all to take part. Where language is a barrier, alternative methods of communication is used, eg: symbol supported text such as Widgeo or the use of augmented technology.

Resources

- Make available a range of accessible materials including, for example: " chunky pencils " different coloured crayons " individual whiteboards and pens for writing in different contexts " pencil grips for pupils who need them, and " cordless/trackerball mouse for pupils with mobility difficulties.
- Check the media to make sure it does not create barriers for learners, eg font size/type, background colour, weight of books for pupils with physical difficulties.
- Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, eg by changing the font, background colours, etc.
- Include: highly visual texts, newspapers , comics, instruction booklets, and texts from popular culture, media and sport.

Multi Sensory Approaches

- Use a visual timetable and / or visual prompts (using real life photos, images or



symbols) showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.

- Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective learning.
- Back up these approaches with songs, chants and repeated practice of social language learning.
- ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images, use speech to text or Clicker 8.

Planning Support

- Plan to pre-teach PSHCE vocabulary, concepts and / or processes where appropriate.
- Identify which resources will be needed to meet the learning objectives, ensure they are adapted to support pupils with additional needs. For example, a visually impaired child may require enlarged text or a 3D model.
- Support pupils with SEND to become more independent & have ownership of their learning by adapting resources appropriately for their need.

Teacher Communication

- Recognise that concepts & language in PSHCE, because of their abstract nature, can create barriers for pupils and pupils may need support with vocabulary specific to learning such as: community, identity, sustainability or democracy.
- Plan to teach vocabulary explicitly at the start of a new block of learning and ensure pre-teach is available where needed.

Relevant & Motivating Tasks

- PSHCE can allow all pupils to bring their own experiences and understanding of life into the classroom.
- Draw on pupils' personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives, eg: fairness, respect for diversity.
- Enable pupils to extend their personal perspectives to a wider perspective in which other people's experiences & points of views are considered.
- Give pupils opportunities to: take responsibility for aspects of planning & looking after the school environment, take part in thinking circles, meet & talk with people who contribute to society amongst many other opportunities offered through our PSHCE curriculum.