



Supporting children with SEND

PSHE



This document describes the strategies which are ordinarily available to support pupils who have SEND.

Maintaining an inclusive learning environment	
<ul style="list-style-type: none"> • When ground rules are set, and at the beginning of every lesson, make it clear that some pupils may find the content challenging and suggest trusted adults they could approach after the lesson to talk more about the content. • At the start of each lesson, remind pupils of the need to respect privacy. Pupils with SEND may need to be explicitly taught what is meant by privacy, giving examples that may not necessarily relate to relationships, sex and health education. Pupils can discuss examples but must not use names or descriptions that identify anyone, including themselves. • Consider pupils who struggle with their emotional regulation. Alongside revisiting ground rules, start each lesson with a check-in on feelings. Offer mini breaks or other strategies during the session for those who need them. • Discuss appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content) • Emphasising the need for self-control and explicitly teaching what this means (particularly where pupils might be embarrassed by the content) 	
Strategies to Support Learners with SEND	
Supporting Learners with SEND	<ul style="list-style-type: none"> • Due to the nature of their needs pupils with SEND may be more disinhibited than mainstream peers and may ask explicit, intrusive or inappropriate questions. • Establish appropriate boundaries as part of ground rules and ensure that staff teaching this subject can respond with confidence.

	<ul style="list-style-type: none">• If necessary, teachers can offer to answer questions in a later session, and seek advice from colleagues• Consider having a box in which pupils can post anonymous questions to be answered during the subsequent lesson. Be aware that this approach may exclude pupils who struggle with writing and these pupils may need support from a teaching assistant.• Discuss appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content)• Visual timetables may help some pupils with SEND to understand when relationships, sex and health education lessons are scheduled and help them to be mentally and emotionally prepared.• Consider explicitly preparing some pupils ahead of difficult topics where their particular needs might make this necessary. Discuss how these pupils might handle any discomfort and how staff can support them.• Where you are unsure how a pupil might react to a topic, discuss with parents the best approach and ensure they are aware of when the subject is being taught• Consider how they have dealt with other topics that may be less challenging• Pupils with autistic spectrum disorder (ASD) may need to be explicitly taught to recognise emotions in themselves and other people.
	<ul style="list-style-type: none">• Use inclusive language. Convey to pupils with SEND the message that their needs are important and they deserve to learn this material.

Supporting learners who struggle to access lessons because of literacy difficulties.

- Provide pupils with resources that are representative of a variety of SEND (and feature different ethnicities, sexes, and sexualities).
- Use medically/scientifically correct language to accurately describe human anatomy and the processes of the body.
- Consider providing a glossary that explains the terms used (including pictures) and lists alternative language such as slang.
- Use straightforward, explicit explanations and language. Avoid euphemisms – some pupils with SEND may not understand them.
- Reinforce explanations visually wherever possible.
- Consider using narrative, for example role play or social stories.
- When introducing a topic, develop the narrative by introducing and building fictional characters who will go through various experiences relating to the topic.
- The narrative can be used to support and develop understanding for pupils with SEND. Put each important concept into the story. Include key words and terms, and refer back to them throughout the lesson using the narrative.