

## Inclusion Support Strategies for the Curriculum – PSHE

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

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