

Supporting Every Child with SEND

PHSE

ADHD

(Attention Deficit Hyperactivity Disorder)

- Incorporate drama into stories and scenarios,
- Ask children to repeat the instructions to ensure they know what and how to perform a task,
- Ensure opportunities for paired work / talk partner work,
- Lots of planned opportunities for movement during 'Connect Us' section of the lesson.

ANXIETY

- Ensure consistency with regard to group work – (i.e. talk partners are always the same),
- Positive relationships are maintained with regular dialogue,
- Give prior warning if a PHSE lesson is going to look different from normal or if there will be drama elements involved,
- Pre-teach sensitive information prior to lessons.

ASD

(Autism Spectrum Disorder)

- Differentiate tasks to ensure that the child can access and make progress,
- Ask direct 'closed' questions through class discussion,
- Where possible, use visual prompts to aid discussion and written work,
- Adopt a consistent approach to PHSE lessons and avoid drastic changes to the format of a lesson without prior warning,
- Give a clear goal for the content of independent work and how much is expected by the end of a lesson.

DYSLEXIA

- Using a background other than white when displaying slides (paper based or on interactive whiteboard),
- Using font size 12 or above on printed sheets (stories / information texts),
- Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts).

DYSPRAXIA

- Build in opportunities to type written work,
- Provide writing slopes for independent work,
- Plan for different outcomes (not just written).

HEARING

(Hearing Impairment)

- Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher,
- TA to support independent learning to ensure the child knows what to do,
- Ensure that any videos that are shown in lessons are subtitled,
- Provide print outs from the main input in a PHSE lesson which the child can refer to,
- New and unfamiliar vocabulary in a text is discussed at the start of a jigsaw piece.

TOILETING

(Toileting Issues)

- Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate),
- Sit the child close to the door so that they can leave the classroom discreetly.

COGNITION

(Cognition and Learning Challenges)

- Differentiate learning tasks to ensure that the child can access and make progress,
- Provide word mats and vocabulary if needed,
- Provide scaffold sheets to aid in successfully completing a task,
- Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident expectations,
- Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task;
- Provide a word bank, with key vocabulary for the Jigsaw piece,
- Provide key words with pictures/symbols to help with the child's memory,
- Keep Powerpoint slides simple and uncluttered. Highlight key information.

SLCN

(Speech, Language & Communication Needs)

- Be prepared to adapt a story or non-fiction text so that the child can understand it,
- Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing Use signs, symbols and visual timetables to support communication,

- Use visual displays (objects and pictures) that can be used to support understanding,
- Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.

TOURETTE

(Tourette Syndrome)

- Provide a list of expectations for the session,
- Be aware that a task may not be fully completed,
- Make tasks short and achievable.

TRAUMA

(Experienced Trauma)

- Provide space and time to 'walk away' if themes within stories stir memories & negative emotions,
- The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements.

VISUAL

(Visual Impairment)

- Provide thicker pencil/pen that to make it easier to read own writing,
- Ensure that 'displayed' texts (stories/vocabulary/text maps) are enlarged and easily visible from anywhere in the classroom
- Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue;
- Allow more time when visually exploring a material and when completing a visually challenging task.