



## Support SEND Pupils in PSHE



<b>Barriers to PSHE</b>	<b>High Quality Teaching Strategies</b>	<b>Support 'additional to' or 'different'</b>
<p>Understanding or showing empathy about emotions (social communication difficulties)</p>	<p>Use of multi-sensory teaching approaches – verbal, visual and physical activities.</p> <p>Use of visuals alongside emotions vocabulary (facial expressions cards, comic strip cartoons)</p> <p>Put new learning within a familiar context to make relatable.</p> <p>Build on prior learning e.g. “when we watched the video of ... last week we saw ....”</p> <p>Consider carefully groupings/pairings of pupils when taking part in discussion work – ensure a supportive environment.</p> <p>Consistent use of clear, unambiguous language from the teacher and support staff repeat key vocabulary often.</p> <p>Use of an object to indicate when it is their turn to speak and ask questions.</p>	<p>Use of social stories before the lesson to pre-teach key words/facial expressions or emotions language.</p> <p>Use of zones of regulation to show various emotions and strategies to resolve difficult emotional states.</p> <p>Assign a different role if unable to complete the task with a deeper understanding of emotions e.g. scribe the class ideas, take pictures of activities taking place.</p>
<p>Written responses to activities taking place</p>	<p>Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram, dictation, i-Pad etc</p>	<p>Reduce writing expectations—alter task to suit level of need or ability. Adult support to scribe ideas or take photographs where appropriate.</p> <p>Scaffold writing supports—provide sentence prompts, sentence openers, key vocabulary list to select from.</p>