

Inclusion Support Strategies for the Curriculum – PSHE

Cognition and Learning:	
Learning Challenge:	Provision:
Accessing written work.	<ul style="list-style-type: none"> • Dyslexia friendly environment. • Scribing. • Use of technology. • Smart grouping: pairing with a more able writer. • Alternative methods of recording i.e. comic strip/picture - 1:1 support or small group support where necessary.
Accessing and understanding emotional learning/ empathy.	<ul style="list-style-type: none"> • Social stories. • Adult support as appropriate for individual child.
Accessing social concepts.	<ul style="list-style-type: none"> • Social stories. • Increased discussion time around different themes.
Understanding health related aspects such as hygiene.	<ul style="list-style-type: none"> • Work closely with parents to consider the best ways to tackle more sensitive themes. • Provide practical experiences of how to clean teeth etc.
Understanding SRE.	<ul style="list-style-type: none"> • Work closely with parents • If appropriate start the RHSE learning at a younger year group

Communication and Interaction:	
Learning Challenge:	Provision:
Understanding new topic vocabulary.	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress.

Understanding tasks involving emotions, such as empathy, or understanding differences.	<ul style="list-style-type: none"> • Provide continuous/ongoing work throughout the year about recognising emotions • Talk explicitly about differences
Not understanding social situations	<ul style="list-style-type: none"> • Use of social stories as and when challenging situations arise.

Social, Emotional, Mental Health:

Learning Challenge:	Provision:
Anxiety towards new or sensitive themes.	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme. • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents.
Difficulties understanding social concepts.	<ul style="list-style-type: none"> • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.
Difficulties understanding own emotions/ thoughts and contrasting with those of others.	<ul style="list-style-type: none"> • Opportunities to share their work in different ways, behind scenes, pre-recorded, quieter areas of school with their adults if they prefer. • Shared signals for stopping etc especially if the child is finding the content emotionally challenging.

Sensory and Physical:

Learning Challenge:	Provision:
Accessing PSHE themes.	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T.

Sensory reactions to Health related learning such as hand washing, hygiene etc.	<ul style="list-style-type: none">• Support with group work to avoid conflict/sensory overload.• Provide advanced warning of challenging themes, activities, images or videos.
Group work. Over-stimulating content or challenging themes.	<ul style="list-style-type: none">• Allow for movement or rest breaks if needed, especially if the child is finding the content difficult.
Sensitive to noise.	<ul style="list-style-type: none">• Access to ear defenders and/or safe space if necessary.