A snapshot of SEN support in PSHE

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Key vocabulary taken from PSHE / RSE curriculum is pre-taught. EI	Chunked discussions and activities can be broken into clear steps. EI	Teacher's response to students' views and opinions recognise, value and build on the thinking that led to them. MS	Enlarged fonts / visibility of board is considered. T
Vocabulary for each topic is displayed for easy reference. EI	Scaffolded or adapted tasks carefully planned so children with SEN can work towards the same objectives but in more accessible ways. S	Where appropriate, individual resource pack and work areas are made available should pupils require greater support with concentration or to minimise disruption to others. S	Audio and video recordings taken of freeze frames, debates and discussions. T
Sentence stems used to help pupils verbalise ideas, e.g. "I think that… because..." S	Alternative ways to record learning where writing is a barrier provided, e.g. recording discussions, freeze frames and debates via audio/video, using storyboards. MS T	Seating plans and proximity to adults are carefully considered. FG	Visuals provided – videos, pictures, audio. T
The amount of instructions given are limited. EI	The need for copying lots of information is avoided. For example, where appropriate, notes on interactive whiteboards are printed off for pupils or pictures are used for discussion prompts. S	Movement breaks and opportunities to complete 'jobs' throughout lessons provided. S	
Specific roles are identified and explicitly modelled for pupils when participating in discussions and debates. FG EI	Links are made between previous learning and other subjects. MS	Roles are clearly allocated within group work to support clarity of peer expectations. FG	
Pupils given time for discussion and opportunities to talk to each other before expected responses. FG MS	Displays are accessible and informative – too much content is avoided as this could create cognitive overload. EI	Ask-it baskets provided for children to share any information they want their teacher to know, ask questions and share how they are feeling at any point of the school day. S	
When available, additional adults utilised for targeted support, e.g. checking for understanding, prompting and modelling. S MS			