



Including pupils with SEND in PSHE

Sound and light issues

- Avoid demonstrations or discussion when machines are running.
- The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment. While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy (remind them to switch them on again afterwards).
- Interactive whiteboards are non-reflective to reduce glare.

Seating

- Consider the accessibility of demonstrations.
- Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view.
- Height-adjustable tables, sinks and hobs make activities more accessible.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Grouping pupils

- All forms of pupil grouping include pupils with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose.
- Sequence of groupings is outlined for pupils.
- The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.

Managing group work and discussion

- Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public.
- Paired and small group discussions provide opportunities for all to take part. Pupils are assigned specific roles (eg chair, writer, reporter, observer) which gives all pupils something to do and keeps them focused.

Multi-sensory approaches

- Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.
- Some pupils will need to use non-visual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.

ICT

- Both still and moving digital image technologies are valuable tools. They provide opportunities to examine contemporary themes in PSHE and citizenship, exploring topical issues such as caring for the environment.
- Use software appropriately to enable pupils to create their own images and stories which reflect their thinking, learning and behaviour in relation to the topic they are studying. These might be shared electronically with pupils in other schools locally, nationally or even internationally through the Schools Linking Network: www.schoolslinkingnetwork.org.uk
- Software can also allow pupils to take a virtual tour of the world about us – eg: www.directgovkids.co.uk
- ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.

Planning support

- Plan to pre-tutor important PSHE/citizenship vocabulary, concepts and/or processes, where appropriate.
- Identify which resources will be needed to meet the learning objectives, and make sure they are adapted to support pupils with SEN and disabilities. For example, a visually impaired child may need enlarged images or 3D models.
- Encourage pupils with SEN and/or disabilities to ask for help from their friends and their teacher.
- Plan the gradual reduction in support with classroom staff as the pupil becomes more independent at performing tasks.

Teachers' communication

- Recognise that: Concepts and language in PSHE and citizenship, because of their abstract nature, can create barriers for pupils, and older pupils may need support with vocabulary specific to citizenship topics, eg 'community', 'identity', 'sustainability' or 'democracy'.
- Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE and citizenship vocabulary is available where needed.

- Help pupils find out more about their world through games, videos and animations.
- The DirectgovKids website covers a range of issues and allows users to make changes for greater accessibility: www.directgovkids.co.uk

Relevant and motivating tasks

Identify pupils' existing PSHE and citizenship knowledge, prior learning and experience, eg using posters, concept maps or mindmapping software.

- PSHE and citizenship can allow all pupils to bring their own experiences and understanding of life into the classroom.
- Draw on pupils' personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives – eg fairness, respect for diversity.
- Enable pupils to extend their personal perspectives to a wider perspective in which other people's experiences and points of view are considered.
- Give pupils opportunities to: take responsibility for aspects of planning and looking after the school environment, respond to the needs of others, by acting as a buddy to another pupil, take part in class/school councils, meet and talk with people who contribute to society, for instance people who work in the school and neighbourhood, such as caretakers and community police officers.