



SEND Ambition and Access in Personal, Social, Health and Education (PSHE) and Relationships & Sex Education (RSE)

AMBITION

What are we aiming for children with SEND to achieve in this subject?

Children are able to decide upon and share their opinion.

Children can say why they feel the way they do.

All children regardless of ability should feel as though their opinion and contribution is valued and valid. (My Voice Matters)

Children know ways to keep safe and happy and how to seek help/support if they consider themselves not to be.

ACCESS

What amendments are made to the subject in order to help children with SEND to achieve?

Collaboration and Communication

Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of children with SEND.

Maintain open and regular communication to discuss progress, goals, and strategies.

Accessible Materials and Resources

Ensure that PSHE/ RSE materials and resources, including reading materials, and visual aids, are available in accessible formats, such as large print, braille, or digital, to meet the needs of pupils with visual impairments or other disabilities, if appropriate

Differentiate Instructions

Tailor PSHE/RSE instruction to accommodate diverse learning styles, abilities, and communication methods.

Offer a variety of teaching strategies, including visual aids, hands-on activities, storytelling, and multimedia resources, to engage children.

Model and scaffolding forming opinions

Ensuring share time is a 'safe space' - clear rules for ensuring this is recapped / shared before each session.

Visual and Multisensory Materials

Provide visual aids, diagrams, images, and tactile materials to support pupils' understanding of PSHE/RSE concepts, as appropriate.

Revisiting ways to stay physically, emotionally and mentally safe and what they can do if they are not - Providing visual support e.g. Trusted adults - pictures of people who can keep them safe / provide support at school etc

Inclusive Classroom Environment

Foster an inclusive classroom environment where students with SEND in PSHE/RSE feel valued and included in all discussions and activities.

Promote respectful discussions and encourage all children to share their perspectives and experiences.

Flexible Assessment

Modify assessment methods to accommodate the unique abilities and challenges of each child with SEND.

Sensory Considerations

Be mindful of sensory sensitivities or challenges that some children with SEND may have.

Create a comfortable and non-disruptive learning environment that minimizes sensory distractions.

Using a 'sharing object' that is passed around the group so that each child is given equal opportunity to talk and be heard.

Peer Support

Encourage peer support and mentorship among children.

Careful consideration should be given to talk pairs - not simply pairing SEND children with academically higher achieving children but children whose characteristics would engage, support, mentor and encourage SEND children to form and share an opinion.

Cultural Sensitivity

Ensure that PSHE/RSE materials and discussions are culturally sensitive and inclusive of diverse belief systems, traditions, and worldviews.

Promote understanding and respect for different faiths and cultures.