



At St Dennis Primary Academy, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, **everyone succeeds** and every moment counts'.

Specific Area of Need	How we ensure that 'everyone succeeds'
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> ✓ Provide a low distraction/quiet area for the child's group/pair to work so they can focus on their communication ✓ Regularly check understanding and encourage the child to identify what they can/cannot understand. ✓ Use visual displays (objects and pictures) that can be used to support understanding. ✓ Provide a visual guide to the lesson, e.g., a check list, or pictures to aid understanding. ✓ Keep language simple by breaking long sentences into short separate ideas ✓ Provide plenty of repetition (activities and vocabulary) ✓ Pre-teach key vocabulary, and where appropriate, discuss these words and topics with parents prior to teaching.
Autism including Asperger's syndrome (ASD)	<ul style="list-style-type: none"> ✓ Ensure that the child is prepared for what is coming up next and what the lesson is about, so that they know the expectations. ✓ Display in class what is coming up next (as another way of preparing the child). ✓ Give instructions using tick lists, breaking down the task into manageable chunks ✓ Provide vocabulary, structure, or starting ideas for the lesson. ✓ Use visuals and structured tasks ✓ Provide additional resources, such as printouts of PowerPoint slides, word banks etc so that the child has access to the same supporting resources as the rest of the class would have had during the lesson. ✓ Some of the lesson plans for PSHE may be suitable to be adapted to social stories, as a familiar way for the child to access the learning intensions for the lesson. ✓ Encourage the child to demonstrate/present their learning in alternative ways which suit them; ✓ Provide clear timelines for when things need to be achieved and make expectations really clear (i.e. how many sentences, how many pieces of work etc to be completed in a time frame, or before a reward is achieved).



Tourette Syndrome	<ul style="list-style-type: none"> ✓ Motor and vocal tics may make the child reluctant to read aloud, ask/answer questions, or ask for help. Be understanding of this and support the child to feel involved and able to participate; ✓ Tics can be triggered, or increased by stress, excitement or relaxation (all of these emotional states may be experienced during PSHE type activities and lessons, especially as some of the subjects covered may be of a sensitive nature). ✓ Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> ✓ Keep sentences and written instructions short and simple to read. ✓ Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson. ✓ The child may prefer it if an adult (or supportive peer) reads through questions with them.
Dyslexia	
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> ✓ Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. ✓ Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary. ✓ Consider alternatives to writing – word processors, Dictaphones, scribe etc. ✓ Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work ✓ Provide templates with headings to help the child structure their work. ✓ Prepare diagrams to label, as copying and drawing neatly can be challenging. ✓ Allow extra time to complete work, with movement breaks when needed.
Dyscalculia	<p>Although maths is unlikely to be focused on during a PSHE lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.</p> <ul style="list-style-type: none"> ✓ Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class.



	<ul style="list-style-type: none"> ✓ Provide print outs of diagrams and visual support in lessons. ✓ Allow extra time where necessary. ✓ The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child’s work and supporting them.
Social, emotional and mental health difficulties	
Trauma	<ul style="list-style-type: none"> ✓ Ensure adults are vigilant to and mindful of any trigger points for the child. ✓ Very carefully check through the lesson content prior to the session and look at it through the eyes of the child’s context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Pre-teaching and preparation for some children may be needed. ✓ Consider the use of a ‘help’ card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details; Be extremely mindful and vigilant throughout the lesson, as some of the content of PSHE lessons can be very personal, maybe covering memories, families, emotions etc, all of which are likely potential trigger points. Equally, something which doesn’t seem connected on the surface, may be a trigger for the child in some way. ✓ During activities, teach and model positive self-talk to encourage self-belief.
ADHD	<ul style="list-style-type: none"> ✓ Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet ✓ Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking; ✓ Encourage the use of pictures, or diagrams to represent thoughts and ideas;
Anxiety	<ul style="list-style-type: none"> ✓ Ensure that you are familiar with the cause of anxiety for the particular child and how this manifests – bearing in mind that sometimes there may be no outward signs at all. This is especially important in a subject such as PSHE, which often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues. ✓ Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them with their work; ✓ Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc;



	<ul style="list-style-type: none"> ✓ Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down.
Sensory and/or physical needs	
Hearing impairment (HI)	<ul style="list-style-type: none"> ✓ Ensure any videos/films used are captioned, or a suitable alternative way ✓ Ensure that disabilities, including deafness, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum.
Visual impairment (VI)/ Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> ✓ High contrast objects/pictures may be beneficial. ✓ As best practice on handouts/presentations, black & white give the highest contrast. Do not use dark colours together (like blue and green). Avoid using white & grey with other light colours. Avoid pastel colours next to each other. In addition, avoid the use of red or green pens on the whiteboard.
Physical Disability	<ul style="list-style-type: none"> ✓ It may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully. ✓ Use a range of methods to show understanding – use of floor books, visual, written, drawing, etc and support with presentation etc