



Rationale for SEND pupils within PSHE

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our PSHE curriculum is structured through the Kapow framework, which is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). It is designed to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them whilst embodying our values of community, compassion and courage.

We encourage pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities, whilst supporting them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens. We aim to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within PSHE?

Maintaining an inclusive learning environment	In PSHE this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> ● Clear and simple instructions given and provided in different ways (spoken, broken down, visual) ● Seating positions carefully thought through allowing for peer or adult support ● Areas of the classroom are labelled to allow for independent resourcing ● Individual resources ● Access to iPads & laptops ● Different font size used where necessary ● Font choices carefully considered – especially in EYFS using Little Wandle script ● Accessible, engaging display materials 	<ul style="list-style-type: none"> ● Clear tasks given ● Peer assessment ● Peer support ● Teacher assessment ● Teacher support ● Personalised task ● Independent resourcing
Multi-sensory approaches	In PSHE this could look like...
<ul style="list-style-type: none"> ● Adaptive teaching strategies are used in lessons to accommodate for all learners 	<ul style="list-style-type: none"> ● Summarising ideas in pictures ● Using visual timelines illustrations



<ul style="list-style-type: none"> • Alternatives offered to written recording • Visual timetable • Visual picture cues 	<ul style="list-style-type: none"> • Storyboarding • Written answers being converted into auditory form • Using auditory forms of evidence to develop understanding including: songs, videos, chants • Role play events • Using symbols.
ICT	In PSHE this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> • Pupils can access voice-recognition software e.g. Word dictate to support recording • Screen background is adapted for pupils with visual difficulties of dyslexia 	<ul style="list-style-type: none"> • Dictation to support with writing or spell checking • Using specific apps to aid with reading / writing / spellings
Assessment	In PSHE this could look like...
<ul style="list-style-type: none"> • Pupils receive verbal and written feedback • Teachers use targeted questioning to check and extend. • Retrieval practice • Interactive activities • Pupils access an end of topic quiz to assess their learning. 	<ul style="list-style-type: none"> • Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions. • Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills. • Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue. • Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing. • Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.



	<ul style="list-style-type: none"> • Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress. • Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.
Adult Support	In PSHE this could look like...
<p>All pupils are encouraged to be as independent as possible including pupils with SEND.</p> <ul style="list-style-type: none"> • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.