



Trenance Learning Academy

Strategies for supporting pupils with Special Educational Needs and Disabilities in RSHE lessons

Individual Need	Here's how we help everyone learn.....
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • A non-confrontational approach will help the child to self-regulate and reduce any anxiety. • Ensure pupil is aware of Jigsaw charter and rules for discussion. • Consider seating arrangements to minimise distractions. Paired working, or support from a positive role model may help the child to focus. • Praise positive behaviour at each step to support low self-esteem. • Ensure clear instructions are given throughout the lesson. • Provide time limited learning breaks. • Provide additional time for pupils to express their thoughts before the lesson with a pre-teach of vocabulary where appropriate. • Sensory objects may be provided to help with concentration. • Encourage the use of pictures, or diagrams to represent thoughts and ideas. • Use subtle, visual pre-agreed cues, to remind the child when they are off task. • Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities.
<p>Anxiety</p>	<ul style="list-style-type: none"> • Ensure the child knows the support available on offer before the lesson begins. Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens. • Seating plans are very important for the child with anxiety. Let them know before the lesson if the usual seating plan is due to change during the activity. 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. Pre-teach vocabulary and the activities involved. • Pupils are encouraged to signal or tell an adult if they are anxious/overwhelmed, safe spaces are provided within the classroom. • Ensure that the pupil has access to the class emotions box, regulation station and has a safe space.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Use a visual timetable so the child knows what is happening at each stage of the session/day. • Understand if the child is hypo-sensitive or hypersensitive and how they will manage the learning you are asking them to do, providing electronic alternative programmes where needed. • Avoid changing seating plans. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand.



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	<ul style="list-style-type: none">• Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed and regulation station.• Provide vocabulary, structure, or starting ideas for 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 intentions for the lesson.
Dyscalculia	<ul style="list-style-type: none">• Ensure the child knows the support available on offer before the lesson begins• Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow.• Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used).• Provide print outs of diagrams and visual support in lessons.
Dyslexia	<ul style="list-style-type: none">• Use simple, specific instructions that are clear to understand• 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;• Differentiate the learning objective so that the child understands what is being asked of them.• Model activities before setting the learning• Using a background other than white when displaying writing (paper based or on interactive whiteboard)• Provide coloured over lays in different sizes for reading.• Use font size 12 or above on printed sheets (stories/ information texts). Using fonts such as Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories/information texts).
Dyspraxia	<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. They may also prefer to stand when handling any equipment/physical resources.• Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary;• Consider alternatives to writing - word processors, Dictaphones, scribe etc;• Special equipment eg: looped scissors, rulers with handles. Wobble cushions.• Clarify rules and expectations, using unambiguous language.• Allow extra time to complete work, with movement breaks when needed.
Hearing Impairment	<ul style="list-style-type: none">• Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher.• TA to support independent learning to ensure the child knows what to do.• Ensure that any videos that are shown in writing lessons are subtitled.• Provide print outs from the main input in a writing lesson which the child can refer to.



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	<ul style="list-style-type: none"> • New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.
Toileting Issues	<ul style="list-style-type: none"> • Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate). • Sit the child close to the door so that they can leave the classroom discreetly.
Cognition and Learning Challenges	<ul style="list-style-type: none"> • Differentiate writing tasks to ensure that the child can access and make progress. • Provide word mats and vocabulary that are writing genre specific. • Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing. • Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing. • Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task. • Provide a word bank, with key vocabulary for the topic/area being studied. • Provide key words with pictures/symbols to help with the child's memory. • Provide a writing frame to help structure written learning. • Keep Powerpoint slides simple and uncluttered. Highlight key information
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Be prepared to adapt a story or non-fiction text so that the child can understand it. • Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing. • Use signs, symbols and visual timetables to support communication. • 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
Tourette Syndrome	<ul style="list-style-type: none"> • Provide short, simple clear instructions. • Keep circle time calm in a lesson as this can lead to a tic. • Place resources at a safe distance especially if tics are happening at the time of the lesson. • Provide a list of elements to include in a task to aid attention. • Be aware that a piece of writing may not be fully completed.
Experienced Trauma	<ul style="list-style-type: none"> • Provide space and time to 'walk away' if themes within stories stir memories & negative emotions. Provide a safe and familiar breakout space for the child to use during times when they feel overwhelmed or emotionally dysregulated. • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. • Lesson plans may need to be adapted/differentiated to include these elements.



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	<ul style="list-style-type: none">• Classroom adults need to be emotionally available and able to support and coach the child in ways to calm themselves and manage emotions, as well as opportunities to practise de-escalating when they feel overwhelmed.• Ensure adults are vigilant to and mindful of any trigger points for the child, as this will help de-escalate emotional situations; 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.• Use collaborative problem-solving during activities, so that the child feels in control.
Visual Impairment	<ul style="list-style-type: none">• Child to spend time prior to circle time space that is to be used to get a sense of the surroundings.• Provide thicker pencil/pen that to make it easier to read own writing• Ensure that 'displayed' texts (stories/vocabulary/text) are enlarged and easily visible from anywhere in the classroom.• Allow the child to take a break from their learning, as this enables them to be visually focused for shorter periods of time and prevents fatigue.• Allow more time when visually exploring a material and when completing visually challenging tasks.

