



PSHE SEND Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?

PSHE education continues to play an important role for learners with SEND — rehearsing and embedding the practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships.

PSHE lessons provide an inclusive environment where learners have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage different real-life situations.



What adaptations and amendments are made to this subject for children with SEND?

- Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.
- Role modelling, chaining tasks, providing opportunities for repeated practice when looking to teach new behaviours.
- Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource.
- Does the environment or setting need to be modified to help facilitate the child's learning? Consider the roles other people can play, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings.
- Do any physical tasks need to be modified to complete the proposed activities? Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try and provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- Build in frequent positive progress and feedback points within a task and regularly check on the child's understanding of the activity.
- Adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous.
- If appropriate, try to develop co-operation and learning amongst children by sharing tasks and responsibilities within a small group of pupils who are helped to work together towards a shared goal or outcome.
- Allow movement breaks where needed.
- Consider whether group work or individual work is better for your learners. There are benefits to both, but whereas some learners find it hard to work in a group and may prefer their own space and independence, others may benefit from working with peers to support them in areas that they find more difficult, and to build a sense of success, teamwork, and confidence in their creative ability.
- Allow children with SEND to record their work in an alternative way e.g. word processed, through diagrams or a thought shower if this enables them to have success and/or participate.

'We learn to love everyone as Jesus loves us'



Our Lady of Perpetual Succour Catholic Primary School



- Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success.
- Nurturing a sense of achievement.
- Acknowledging and celebrating even tiny steps of progress.
- Utilising TA/1-1 adult support.

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