

SEND/EAL Provision



Subject - PSHE

These strategies could be implemented to ensure pupils identified as having SEND could access the PE curriculum.

Cognition & Learning	Communication & Interaction	EAL
Pre teach vocabulary, key skills and ideas. Ensure key vocabulary is shared in a variety of ways. Repetition and revisiting of learning. Make learning visual. (Videos, pictures, diagrams) Opportunities to talk to peers about their learning. Short teacher inputs.	Multi-sensory approach to support spoken language. Allow children the opportunity to discuss their ideas with staff and peers. Opportunities for children to show their understanding through various methods. (Written, pictures, diagrams) Time given for children to express their ideas in small groups or 1:1.	Pre-teach vocabulary and investigate prior learning. Place learning into various contexts Provide vocabulary lists related to each topic/skill. Visual support and copies of pictures/photographs. Practical demonstrations of learning (drama) Translation of key vocabulary. Limit the amount of new vocabulary during each lesson.
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning. Look for visual clues that a pupil may be struggling with a particular lesson/ topic. Provide a safe environment for pupils. Introduce rules at the beginning of units and lessons. Reduce noise level and organise working space. Avoid scenarios that cause unnecessary anxiety e.g. role play in front of the class	Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Print outs for lesson on correct coloured paper.	Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions. Short instructions. Reduce noise level in the classroom.
Motor Skills		
Consider alternative methods of recording (discussions, drama, verbal feedback)		