



SEND – Ambition and Access in PSHE

Ambition

What are we aiming for pupils with SEND to achieve in PSHE?

We have high aspirations for all pupils with SEND and believe that every child can participate, contribute and make meaningful progress within the PSHE curriculum. PSHE provides opportunities for pupils to develop confidence, self-awareness, communication skills and an understanding of how to maintain their physical, emotional and mental wellbeing.

Pupils with SEND are encouraged to develop their own views, express their opinions and explain their thoughts and feelings in ways that are appropriate to their individual needs. Every pupil should feel that their contributions are valued, respected and listened to.

Through PSHE, pupils are supported to understand how to stay safe, build positive relationships, recognise emotions and know where to seek help or support when they need it.

Access

How do we adapt teaching so pupils with SEND can access and succeed in PSHE?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- Explicit modelling and scaffolding to support pupils in developing, expressing and explaining their opinions.
- Providing sentence starters, vocabulary prompts and visual supports to help pupils communicate their thoughts and feelings.
- Carefully planned discussion opportunities, including talk partners and group activities, where pupils are paired with peers who will encourage, support and positively model communication.
- Creating a safe and respectful environment where pupils understand expectations for listening, sharing and responding to others.
- Establishing clear discussion routines and revisiting agreed ground rules before sessions to ensure pupils feel confident and emotionally safe.
- Providing structured opportunities for all pupils to contribute, such as using a sharing object, turn-taking strategies or alternative methods of communication where appropriate.
- Revisiting key messages around staying physically, emotionally and mentally safe, including how and when to seek help.
- Using visual resources such as photographs, symbols, scenarios and stories to support understanding of relationships, emotions, safety and decision-making.
- Providing opportunities for pupils to explore real-life situations through role play, discussion and practical activities.
- Allowing flexible ways for pupils to demonstrate understanding, including verbal responses, drawings, written work, role play or supported communication.



- Considering individual communication, sensory and emotional needs when planning sensitive discussions.

Our aim is that every pupil can access a broad and ambitious PSHE curriculum, develop confidence in expressing themselves, understand how to keep themselves and others safe, and build the knowledge, skills and resilience needed to thrive in everyday life.