

## Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

### Subject: RSE

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

In RSE, there may be other issues, rather than SEND which need to be addressed. RSE is an all inclusive subject, where SEND should have little effect on learning in some circumstances.

### The following will be employed alongside and in addition to the needs and strategies:

#### Cognition and Learning

1. Ensure that pupils understand the concept being covered.
2. Allow children time to assimilate information, especially if it may be a new or sensitive topic.
3. Be mindful of the pace of the lessons and adapt them accordingly.
4. Think about the maturity of the pupils and work in small groups if necessary if the cognition of pupils is not at the same level as the rest of their peers.
5. Ensure resources/images are inclusive e.g. pictures of children in wheelchairs.

#### Communication and Interaction

1. Clear and explicit communication – clear instruction from members of staff at a level that is appropriate to individual pupils.
2. Allow pupils time to think about their responses and use the correct vocabulary to explain their ideas.
3. Encourage partner talk to build confidence to speak aloud in a whole class situation.
4. Use clear and precise language to cater for children with autism whose language may be literal.
5. Use a range of resources: visual, tactile, auditory

#### Social, Emotional & Mental Health

1. Children will have a range of different home experiences, so awareness of family circumstances is essential.
2. If children are upset, then be sensitive to their needs.
3. Be aware of prior learning and experiences of the children and build on this sensitively.

#### Sensory and Physical

1. Any pupils with visual or auditory needs should be placed appropriately within the class environment.
2. If children have physical needs, then the teacher should adapt any learning situations as appropriate.
3. Be aware of any differences in body shape etc that may cause embarrassment.