

Adaptions for Vulnerable Pupils – PSHE

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- ❖ **Teachers will ensure that objectives are modified and adapted to pupils' needs breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.**
- ❖ **Teachers will adapt the method of recording for SEND and vulnerable pupils, modelling vocabulary and explicitly teaching its meaning and how to use in conversation.**
- ❖ **Teachers will ensure the use of pre-teaching for vocabulary and concepts that they feel some pupils will struggle with. This will also be shared with home so that there can be further reinforcement.**
- ❖ **Teachers will use cold tasks or recalls at the start of units to plan objectives to re-visit, re-enforce, consolidate and generalise previous learning, as well as introducing new concepts, knowledge and skills.**
- ❖ **Where appropriate, teachers will focus on one aspect or a limited number of aspects within each session.**
- ❖ **Teachers will plan opportunities to revisit content through cross-curricular learning and/or through other activities in school such as in Computing, Science and DT.**
- ❖ **Teachers will offer both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).**
- ❖ **Teachers will plan for different sensory experiences at the 'encountering' level tailored to individual pupils, in addition to responding to adult prompting.**
- ❖ **Staff will provide opportunities both in and out of school to promote physical, social and emotional understanding.**
- ❖ **Teachers will consider the sensitive nature of some aspects of the RSE curriculum and the SEMH needs of some vulnerable pupils. Lessons may need to be adapted, adult support offered and a discussion to inform the pupil before the whole class sessions.**