

Adaptive Teaching in PSHE

At Ingleton Primary School, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



Inclusive Classroom Environment

Foster an inclusive classroom environment where all pupils feel valued and included in all PSHE discussions and tasks. Where possible, seat children in mixed ability pairings to encourage collaborative learning and peer support among pupils. Pairs/groups can be carefully chosen with a view to providing peer-support and by pairs working together.

Personal Plan

Use strategies outlined in Individual Provision Maps (IPMs) for children with SEND to enable them to engage in activities and achieve learning outcomes.

Sensory Considerations

Be mindful of sensory sensitivities or challenges that some children may have. Create a comfortable and non-disruptive learning environment that minimises sensory distractions.

Time for talk

Pair pupils carefully to enable them to speak with someone they are comfortable with. Provide children with sentence stems and starters to structure their talking.

Embedding vocabulary

Teach new vocabulary and repeat in different contexts to embed understanding. Provide children with opportunities to use and explain new vocabulary. Use 5 Golden words with pupils who need a reduced vocabulary list.

Knowledge Retrieval

Recap previous learning each lesson, using big books or children's notebooks. Ensure pupils have the support they need to make links between learning. Use visual tools to support children in retrieving knowledge.

Teacher intervention and adapted tasks

Pupils are provided with additional adult support during tasks to clarify learning and repeat information as necessary. Tasks may be adapted and scaffolded to suit all pupils needs e.g.

- Sentence stems
- Pictorial representation of learning
- Teacher scribe
- Recordings
- Clicker
- Breaking tasks down into manageable chunks
- Matching tasks and cloze activities
- Regular breaks

Assessment

It may be appropriate to adapt assessments in PSHE, and this is flexible. This can be done through teacher scribes, verbal Q and As and/or representing their learning in a different more accessible way based on their specific needs.