Special educational needs and/or disabilities
Training toolkit

For secondary PGCE tutors and trainees

Including students with SEN and/or disabilities in secondary PSHEE

tda

developing people, improving young lives

Contents

1 Including students with SEN and/or disabilities in secondary PSHEE lessons

Introduction

This booklet gives tutors and trainees information about subject-specific issues in the personal, social, health and economic education (PSHEE) curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive PSHEE lessons. There are also suggestions for further reading and support in section 7.

Each booklet in this series contains a self-audit table (section 3). This offers a range of ideas that you can use to check against your practice and the practice you observe. The organisation of information in this table is based on the most recent research evidence and the views of expert teachers.

Recent evidence (eg Davis and Florian, 2004) suggests that much of what has traditionally been seen as pedagogy for students with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of students. This applies even when teaching approaches may look very different, eg when teachers are working with students with complex needs.

Trials of these materials in 2007/08 suggested that grouping teaching approaches into themes helps new teachers and those who work with them to consider and discuss their practice. Therefore each self-audit table is grouped under eight themes:

- maintaining an inclusive learning environment
- multi-sensory approaches, including information and communication technology (ICT)
- working with additional adults
- managing peer relationships
- adult-student communication
- formative assessment/assessment for learning
- motivation, and
- memory/consolidation.

There are many overlaps between these themes, but the model offers a useful starting point to help you develop teaching approaches that include students with SEN and/or disabilities.

PSHEE

There are two non-statutory programmes of study in PSHEE at secondary level:

- **economic well-being and financial capability**, and
- **personal well-being**.

"Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively."
National Curriculum, QCA, 2009

"Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities."
National Curriculum, QCA, 2009

PSHEE learning can be developed:

- across the curriculum
- in specific subjects
- in specific activities in different subjects
- in activities involving the whole year group, key stage or whole school – eg assemblies – and
- through specific projects – eg developing the school grounds.

In PSHEE teaching, activities need to be planned carefully to create positive personal and social experiences and learning. Schools must consider students' personal and social experiences and the learning that arises through the whole curriculum and in wider school life, as well as the school's values, ethos and organisation. The quality and nature of students' relationships with adults and with each other are always crucial, as are the opportunities and support for students to play an active part in decision making. To meet the aims of PSHEE, you should create opportunities and provide support to enable students to:

- take responsibility
- exercise real choices and decisions
- meet and talk to people from outside the school
- find information and advice, and
- develop understanding of, and respect for, themselves and others.

Research has suggested a range of issues that you need to consider when planning and teaching PSHEE (personal well-being) (Blake and Muttock, 2004) and sex and relationships education (Martinez, 2004):

- It is established best practice for teachers, other staff and schools to work in partnership with parents and carers, the wider community and with children and young people themselves in planning and teaching PSHEE.

- Students with SEN and/or disabilities may need support to participate and to have their voices heard. Effective PSHEE teaching will develop ways of enabling all students to participate effectively – not least through multi-sensory approaches (see the self-audit table in section 3).

- The quality of interaction with students with SEN and/or disabilities in schools/units can produce and reinforce a sense of failure. Effective PSHEE, developed on a whole-school basis. will help to address this issue.

There are also other important issues to be considered:

- **Students in public care**

Many students in public care (looked-after children) will not have had positive attachments to a primary carer in their childhood. Some may have had experiences of abuse, sexual exploitation, early pregnancy and substance misuse. Many experience disrupted schooling and multiple placements, which can lead to significant behavioural, emotional and social development needs. Effective PSHEE and citizenship will recognise these experiences, make sure discussions do not create barriers by making stereotypical or inappropriate assumptions about home situations, and support students in participating and in managing their relationships, emotions and personal decisions.

- **Sex and relationship education (SRE)**

Government guidance states that "Mainstream schools and special schools have a duty to ensure that children with special educational needs are properly included in sex and relationship education" (DfEE, 2000). Students with SEN and/or disabilities may be vulnerable to abuse and exploitation for a number of reasons. Schools have a duty to safeguard their students, and effective SRE should develop their capacity to recognise and respond to abusive behaviour. The basis of SRE is learning about relationships and developing skills such as respect, decision making and assertiveness. These need to be learnt, practised and reinforced throughout their schooling. Themes such as **body parts, gender, feelings, public and private, relationships** and **life cycle** can be developed at different levels over the years, but the approaches used must be based on students' levels of understanding and development.

Disabled people have the same range of responses to gender and sexuality as the rest of the population, and some recently developed teaching materials reflect this. Disabled people may also need access to additional information that reflects their specific physical difficulties. Health professionals, specialist agencies and disability organisations can advise on these issues. These agencies can also help with sex education for students who have severe learning difficulties, who may have difficulty coping with their developing sexuality. In particular, some of these students do not yet understand the distinction between public and private. Specially developed schemes for sex education for these students are used in special provision. Above all, SRE is about enabling students to develop the knowledge, skills and understanding they need to make informed, positive decisions about their own relationships and lives and about their own safety.

Roles and responsibilities

Recent legislation and guidance make clear that **all** the teaching staff in a school are responsible for the provision for students with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for students with SEN and/or disabilities. Staff should help students with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled students in all aspects of school life.

The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the DDA to:

- make reasonable adjustments to their policies and practice to prevent discrimination against disabled students

- increase access for disabled students, including access to the curriculum, through accessibility planning, and

- promote disability equality and have a disability equality scheme showing how they will do so.

These duties are important and significant. They require schools to:

- take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination, and

- build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

Schools must address their various DDA duties together in a way that brings greater benefits to disabled students, staff, parents and other users of the school. Using the self-audit table in this booklet to develop an inclusive approach to your teaching will help you carry out these duties in your subject.

Modifying the curriculum and the National Strategies to match students' needs

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils."
National Curriculum, QCA, 2008

This is more than just giving students 'access to the curriculum'. The curriculum is not immovable, like some building, to which students with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all students.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all students. Teachers have to:

- set suitable learning challenges
- respond to students' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of students.

These principles allow you to:

- choose objectives for students with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all students meet the same objectives.

Planning for students with SEN and/or disabilities should be part of the planning that you do for all students, rather than a separate activity. It doesn't need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for students with SEN and/or disabilities. Any personal targets the student has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor.

You should also think about the questions you will ask different groups and individuals and the ways you will check that students understand. Some students with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for students to demonstrate what they know and can do.

2 Removing barriers to the secondary PSHEE curriculum for students with SEN and/or disabilities

Teaching and learning

To make PSHEE lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all students can fully take part and learn.

In some activities, students with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg students with learning difficulties or speech, language and communication difficulties need some help to understand and communicate about issues such as personal relationships and emotions. Visual aids such as cartoon pictures can be helpful for this. Questionnaires can also be adapted to enable students to give their views, for example using graphics.

Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers. Students with autistic spectrum disorders (including Asperger Syndrome) may need systematic teaching about topics such as feelings and body language, for example by recording facial expressions or social interactions.

There are some examples in the checklist in section 3.

Assessment

Similarly, when assessing students, you need to plan carefully to give students with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

For example, some students may not be able to achieve certain aspects of the end of key stage statements. QCA (2008) advises that, when a judgement against level descriptions is required, your assessment of the student's progress should discount these aspects.

3 Self-audit for inclusive PSHEE lessons: planning teaching, learning and support

You can use the following checklist to audit your practice and plan for more inclusive lessons.

The left-hand column of the table suggests approaches that are appropriate for students with SEN and/or disabilities in all subjects. The right-hand column suggests extensions and emphases that may be helpful in removing barriers for students with SEN and/or disabilities in PSHEE.

In most cases, the actions recommended are good practice for all students, regardless of their particular SEN and/or disability.

In other cases, the actions taken will depend on the barriers to taking part and learning identified in relation to the lesson being taught and students' particular SEN and/or disabilities. For example, the challenges of including students with learning or behavioural difficulties in sex and relationship education may be quite different from those for including students with other SEN and/or disabilities.

Some young people with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks. In these cases it is helpful to discuss and plan with a support assistant who knows the young person well. The SENCO, subject associations and/or organisations supporting people with particular SEN/disabilities may be able to offer more specialist advice.

These examples are not comprehensive or exhaustive. They are intended to stimulate thinking rather than offer detailed advice on how to teach the subject to students with different types of special educational needs and/or disabilities. You will wish to add your own general or subject-specific ideas to the self-audit table.

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	PSHEE	Observed	Tried out
Sound and light issues For example: • background noise and reverberation are reduced • sound field system is used, if appropriate • glare is reduced • there is enough light for written work • teacher's face can be seen – avoid standing in front of light sources, eg windows • students use hearing and low vision aids, where necessary, and • video presentations have subtitles for deaf or hearing-impaired students and those with communication difficulties, where required.	**Sound and light issues** Interactive whiteboards are non-reflective to reduce glare. When working outside the classroom, for instance on visits, encourage students to think about their needs and tell you about them in advance. You may be able to encourage students to develop 'coping strategies' that enable them to participate in environments that are less than ideal. For example, other students could help them to communicate, or you could agree in advance on alternative forms of record keeping, such as photographs.		
Seating Students' seating and the main board position are planned for the shape of the room. Students can see and hear clearly, as necessary: • the teacher • each other, and • the board/TV/screens. Seating allows for peer or adult support. There is room for students with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.	**Seating** Seating should allow all students in the class to communicate, respond and interact with each other and the teacher in discussions of PSHEE topics. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for students. Allow enough room for wheelchair users to move freely in group work, role-play and work using circle approaches.		

Maintaining an inclusive learning environment	PSHEE	Observed	Tried out
Resources Storage systems are predictable. Resources are: • accessible, eg within reach, and • labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.	**Resources** Encourage students with SEN and/or disabilities to evaluate the specific resources and support their use, and to help establish the criteria for evaluation.		
Displays Displays are: • accessible, within reach, visual, tactile • informative, and • engaging. Be aware of potentially distracting elements of wall displays.	**Displays** Make sure displays reflect students' own work and achievements in PSHEE and that they are updated regularly. The display policy should allow achievements at all levels to be displayed, and the ethos of the school should value all students' work. Select resources that: • are in a range of media • include disabled people, and • promote positive messages about disability.		
Low-arousal areas A low-arousal area is planned for students who may need it and is available for use by all students. The area only needs to have immediately relevant materials/ resources to minimise distraction.	**Low-arousal areas** It can be useful to involve the class in planning the low-arousal area and devising the rules for using it. Explain why the area might be useful to help all students with their learning.		

Maintaining an inclusive learning environment	PSHEE	Observed	Tried out
Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for students with mobility difficulties to leave the site of an accident. Remember that students with an autistic spectrum disorder (ASD) may have low awareness of danger.	**Health and safety** Introduce the concept of risk and the skills needed to face challenges safely. Get students involved in discussion of what makes and keeps them safe, and how they might improve safety in their school environment. Allow students with SEN and/or disabilities more time to practice keeping safe where necessary and allow flexibility in the timing of activities.		
Unfamiliar learning environments Students are prepared adequately for visits.	**Unfamiliar learning environments** Make sure students are well prepared for visits or community-based activities. Preparation can include using photographs, videos, artefacts etc, so that students are not worried about unfamiliar situations. This is particularly important for students with autistic spectrum disorders (ASD). Make sure students have opportunities to apply their learning about the concept of risk and the skills needed to face challenges safely as part of visits or community-based activities. Explain disabled students' access needs in advance to venues used for out-of-school activities.		

Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	PSHEE	Observed	Tried out
Multi-sensory approaches Students' preferred learning styles are identified and built on: • when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video • for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and • to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that students can convey their understanding, uncertainty or need for help.	**Multi-sensory approaches** Active learning methods using a variety of ways of communicating, not only verbal/written, are important for all students, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models. Accepting that others have different views and that they have a right to hold and express them can present barriers for younger students and those with behavioural, emotional or social difficulties or an ASD. Many of these barriers can be removed by using multi-sensory approaches like film and video to support PSHEE learning. Deaf students and students with language and communication difficulties may need subtitles to gain full benefit from films and videos.		

Multi-sensory approaches, including ICT	PSHEE	Observed	Tried out
ICT ICT is used to support teaching and learning. Accessibility features are used to include students with SEN and/or disabilities, as appropriate, eg: • keyboard shortcuts instead of a mouse • sticky keys • a foot-controlled mouse, a head-controlled mouse or a wireless mouse • screen filters to cut down glare • increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations) • clear font type (normally sans serif, such as Arial or Comic Sans) • appropriate contrast between background and text, and/or • a talking word processor to read out text. Students with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Predictive text can encourage students to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.	**ICT** Both still and moving digital image technologies are valuable tools for teaching PSHEE. They provide opportunities to examine contemporary health, economic and social issues – stimulating discussion and comment rather than relying on complex text. In PSHEE, ICT allows students to: • communicate information about social issues using the correct terminology, and • research issues – web browsers such as Webwise[1] offer a simplified version of the page being viewed. Use software to enable students to create their own images which reflect their thinking, learning and behaviour in relation to the PSHEE topic they are studying. These might be shared electronically with students in other schools locally, nationally or even internationally through the Schools Linking Network: **www.schoolslinkingnetwork.org.uk** ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.		

1 Where this booklet refers to a specific product, no recommendation or endorsement of that product is intended, nor should be inferred.

Working with additional adults

Working with additional adults	PSHEE	Observed	Tried out
Consulting students Wherever possible, students are consulted about the kind and level of support they require.	**Consulting students** Consulting students about the support they need and about the curriculum is central to PSHEE. Use small group discussion and circle approaches to give students input into planning the curriculum. For example, when asked, students consistently say they want more work on relationships in SRE rather than repeating work on the biology. Ensure that students with SEN and/or disabilities are given a voice in this process. For example, rehearse the points they want to make in advance, and discuss those points in plenary sessions involving the whole group.		

Working with additional adults	PSHEE	Observed	Tried out
Planning support Support from additional adults is planned to scaffold students' learning, allowing them, increasingly, to work independently. Planning should identify: • which individuals/groups will receive support • where in the lesson students will need support • the type of support students should receive, and • when students should be allowed to work independently. Additional adults: • are clear about the lesson objectives • know the sequence of the lesson • understand the lesson content • know how to break tasks into more manageable chunks • are provided with key questions to encourage formative assessment, and • where appropriate, are familiar with any ICT used to support students.	**Planning support** Plan to pre-tutor important PSHEE vocabulary, concepts and/or processes (eg financial capability, well-being, peer pressure). Identify which resources will be needed to meet the learning objectives, and adapt them to meet the different needs of students with SEN and/or disabilities. For example, multimedia illustrations can help students with technical vocabulary. Encourage students with SEN and/or disabilities not to become too reliant on specialist and one-to-one support staff. Encourage them to ask for help from their friends and their teacher. Plan the gradual reduction in support with classroom staff as the student becomes more independent at performing tasks.		
Evaluation Additional adults report to the teacher on students' progress. The effectiveness of support is monitored and reviewed.	**Evaluation** Monitoring how effective support is forms a vital part of PSHEE. Review how students with SEN and/or disabilities are taking part, how they behave towards each other, and whether they are making progress, by asking them and the people who support them about the impact of that support on their achievement and motivation.		

Managing peer relationships

Managing peer relationships	PSHEE	Observed	Tried out
Grouping students All forms of student grouping include students with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for students. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for students on the autistic spectrum.	**Grouping students**		
Managing group work and discussion Students move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for students who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Students are assigned specific roles (eg chair, writer, reporter, observer) which gives all students something to do and keeps them focused.	**Managing group work and discussion** Establishing shared ground rules with students will help them to feel part of the group and to take some responsibility for themselves and their behaviour in the group, especially in relation to sensitive areas like sex and relationship education. Make sure students understand that they should not disclose things about themselves or their family that would cause them embarrassment. Remember that if they do disclose something inappropriate this might also mean considering child protection issues.		
Developing responsibility Students with SEN/disabilities are: • given opportunities to initiate and direct projects, with support as appropriate, and • involved as equal contributors in class/school governance and decision making.	**Developing responsibility** Support students to work collaboratively as part of a research team and give them opportunities for control over deciding which areas to research within the curriculum. Enable students to take responsibility for aspects of school and classroom life and to exercise real choices – eg choosing who to work with when appropriate, which activities/tasks to do – to contribute to the school's policies for well-being, including bullying, drugs and safety.		

Adult-student communication

Adult-student communication	PSHEE	Observed	Tried out
Teachers' communication Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different students – careful preparation ensures all students have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet students' communication needs, eg signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some students might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.	**Teachers' communication** Some concepts and language in PSHEE, eg identity, financial capability, well-being, can create barriers for some students because of its abstract nature. Students may need support with technical vocabulary. Plan to teach new vocabulary explicitly at the start of a new topic. Ensure that pre-tutoring on PSHEE vocabulary is available where needed. The Rara Avis rainforest site was created to demonstrate the possibilities of using symbols to bring relatively complex ideas to a wide audience – see **www.widgit.com/accessibleinformation/projects/raraavis.htm** Use cartoons or other means of representing characters as a distancing technique when dealing with personal and sensitive issues in PSHEE.		
Students' communication Alternative communication modes, such as sign or symbol systems, are encouraged, and students' contributions are valued. Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the student themselves on the best way of using such communication modes in lessons. Discussion of experiences and investigations is encouraged to help students understand them.	**Students' communication** Use a microphone. The person holding the microphone is the only person allowed to speak. The microphone is then passed to the next student, who then speaks. This helps to give students time to think, increases participation and builds self-confidence.		

Adult-student communication	PSHEE	Observed	Tried out
Student-teacher interaction Where appropriate, students are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses. Students with communication impairments are given: • time to think about questions before being required to respond • time to explain, and • respect for their responses to questions and contributions to discussions. Additional adults prepare students to contribute to feedback sessions, where necessary.	**Student-teacher interaction**		

Formative assessment/assessment for learning

Formative assessment/ assessment for learning	PSHEE	Observed	Tried out
Understanding the aims of the lesson Lesson objectives are made clear in pictures/symbols/writing, as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all students to achieve success.	**Understanding the aims of the lesson** Build up a chart (using a wallchart or other space) to show the focus of each lesson, and how successive lessons/topics link together to develop an area of work in PSHEE. This could include symbols, images or objects to make it more accessible.		
Focus on how students learn Students' own ways of learning and remembering things are emphasised. Students are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways students are comfortable with.	**Focus on how students learn** Use circle approaches with prompts like "one thing I have learnt today about alcohol is…" or "one thing I could do better/ improve…" to encourage students to reflect on their learning. This can be done in a group, in pairs or individually and recorded anonymously on post-it notes.		
Students know where they are in relation to learning aims End-of-lesson discussions focus on one or more of the ideas explored and the progress that students have made towards them during the lesson. Students are encouraged to look back to previous work/photos/ records to see how much progress they have made. Half-termly or termly self-assessment sheets are used for students to assess their progress – a range of recording methods is accepted.	**Students know where they are in relation to learning aims** Revisiting a mind map of the same area of learning, say after three weeks of studying a PSHEE topic, can be a good way of assessing – through the added 'branches' of the map – how students' understanding of concepts is developing. This approach can be particularly valuable for students for whom oral and written communication present a barrier, as pictures and symbols can be included.		

Formative assessment/ assessment for learning	PSHEE	Observed	Tried out
Giving feedback Marking and other feedback helps students improve their performance. Feedback is given in an appropriate form – verbally, in writing. Specific, rather than general, feedback is given. Comments are positive, explicit and evaluative. Emphasis is on the students' progress and achievement. Weaknesses are presented as areas for development. Opportunities are offered for students to attempt a piece of work again. These approaches are particularly useful for students who find it difficult to receive comments about improving their work. Praise is given discreetly where students find public praise embarrassing or difficult.	**Giving feedback** Make sure students with SEN and/ or disabilities have understood feedback and are encouraged to identify areas that they can improve on. This can be shared or a private agreement between staff and the student, depending on the needs of the young person.		
Understanding assessment criteria The number of goals/assessment criteria is kept small. Teachers talk to students about what they are trying to achieve. Students are involved in setting their own goals. Some students may find it difficult to understand the need for targets. Others may need time and support in target setting. Self-assessment and peer assessment are encouraged. Students are taught to use the language of assessment, eg "better…". Peer marking is encouraged, where buddies can evaluate each other's work in relation to success criteria.	**Understanding assessment criteria** Encourage students to comment constructively and respectfully about each other's progress and contributions to class and group activities, explaining their reasons. Make use of the QCDA PSHEE end of key stage 3 and 4 statements where appropriate. Share these with students so that they can see the expectations and how they are making progress. Make sure that peer assessment is not reduced to 'likes and dislikes', but focuses on learning in terms of new knowledge and skills.		

Formative assessment/ assessment for learning	PSHEE	Observed	Tried out
Reviewing progress and helping students to improve Teachers' responses to students' errors recognise, value and build on the thinking that led to them. End-of-lesson discussion considers the ways of working the class has found fruitful or difficult. Students are asked, for example: • which key words, concepts, skills or processes were difficult and why, and how this could be improved • which parts of a task slowed them down, and • what could be done to make things go more efficiently. Some students may have anxieties about planning to improve, especially if it involves editing or redoing a task. Students are encouraged to see how they've improved on their previous best.	**Reviewing progress and helping students to improve** Explore with students the responses of adults and students that they feel help to build a culture of openness about making errors and collectively learning from them, and explore the feelings involved in taking risks to learn and make errors.		
Gathering assessment evidence A range of sources of assessment evidence is drawn upon. Assessment looks at what students know and can do, not at labels associated with SEN and/or disabilities. Notes made about individual students' difficulties/successes in the lesson take account of their oral contributions as well as their written work.	**Gathering assessment evidence** For an SRE lesson, for example, evidence might consist of a piece of written work or an oral session where vocabulary is used appropriately, completing gaps in sentences, correctly labelling diagrams and drawings, picture matching and sequencing, or participation in class, pairs and group work.		

Motivation

Motivation	PSHEE	Observed	Tried out
Understanding the structure of the lesson Students are clear about the duration and overall structure of the lesson. Visual timetables or other devices are used to indicate the structure and progress of lessons.	**Understanding the structure of the lesson**		
Relevant and motivating tasks Tasks motivate students. They: • stimulate interest and enthusiasm • are challenging but manageable • draw on real and familiar contexts • are relevant to students' lives, and • build on previous learning in the subject and in other areas of the curriculum.	**Relevant and motivating tasks** Identify students' prior learning and experience, eg using posters, concept maps or mind-mapping software, and build on their existing knowledge and understanding. Draw on the breadth of curriculum possibilities to teach PSHEE issues/concepts – eg using media sources, the internet, visits and visitors such as health workers, police officers and business leaders to contribute to the overall learning objectives. Use case studies, simulations and scenarios, and drama to explore issues. This helps to keep a distance from issues that may affect students personally, and creates opportunities to explore social and moral dilemmas relating to health, economic/financial choices and lifestyles safely. PSHEE can allow all students to bring their own experiences and understanding of life into the classroom. Draw on their personal experiences to offer real-life examples of the concepts being explored and to make sure the context of discussions is relevant to students' lives.		

Motivation	PSHEE	Observed	Tried out
Relevant and motivating tasks continued	**Relevant and motivating tasks** continued Exploring disability and diversity to promote respect for others can: • contribute to the school meeting its responsibility to 'promote disability equality' under the Disability Discrimination Act 2005, and • empower disabled students to take an expert role when the topic is discussed. Set up working agreements so that no one will be expected to ask or answer a personal question. Make sure students are comfortable with the way the ideas explored have been left, particularly if sensitive issues have been discussed.		
Reward systems Students understand reward systems and are motivated to achieve the rewards available.	**Reward systems**		

Memory/consolidation

Memory/consolidation	PSHEE	Observed	Tried out
Recapping Recap learning from the previous lesson. Main points from the lesson are fed back by students, noted down and saved so students can refer to them.	**Recapping**		
Reducing reliance on memory The amount of material to be remembered is reduced. Repeat or display important information. The meaningfulness and familiarity of the material is increased. Mental processing and explanations of complex tasks are simplified. The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, cubes, counters, abacus, Unifix blocks, number lines, multiplication grids, calculators, memory cards, audio recorders and computer software. Activities are structured so that students can use available resources, such as word banks. Strategies, including using ICT-based records, are used to reduce the need for students to rely on their short- or long-term memories. New learning fits into the framework of what the student already knows. Teaching assistants prepare students to contribute to feedback sessions, where appropriate.	**Reducing reliance on memory** Use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.		

Memory/consolidation	PSHEE	Observed	Tried out
Consolidating learning Students' understanding is checked, eg by inviting students to reformulate key learning. Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels. Reteach or revise material, where necessary, eg post-lesson tutoring. Opportunities are provided for students to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts. Encourage students to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long-term memory, and place-keeping and organisational strategies.	**Consolidating learning** Invite students to comment on a key issue, reformulating it in their own words to check that they understand. Reinforcement and repetition are likely to be required for some students with SEN and/or disabilities. Reinforcing learning through a range of media will benefit many students. For instance, having completed a lesson on a topical issue such as the 'credit crunch' (financial capability) or binge drinking (personal well-being), follow the topic in the news, exploring how different media present the issue. Show a film on the issue, or invite an expert visitor to respond to students' questions. Students could create a piece of drama and present it to another class.		
Independent study/homework Independent study/homework is explained during the lesson, not at the end, to make sure it is understood and recorded. Teachers check all students are clear about homework tasks. Homework tasks are accessible after the lesson, eg published on a noticeboard or on the school learning platform, so students can return to them, if necessary, after the lesson.	**Independent study/homework** There are often limited opportunities for students with SEN and/or disabilities to learn and develop through independent exploration. Encourage students to try out their new learning and skills in real situations – eg making healthy food choices in the school canteen, or using ideas from TV programmes of celebrity chefs to create their own menus.		

4 PSHEE and Every Child Matters

In 2003, the green paper 'Every Child Matters: Change for children' was published. The key outcomes for the Every Child Matters (ECM) agenda were drawn up after consultation with children, young people and families. The five outcomes that mattered most to children and young people are set out below. Each of the outcomes can be addressed through the PSHEE curriculum.

Outcome	General educational aspects	Through the PSHEE curriculum
Be healthy	• Work towards independent learning • Actively enquire about differing environments • Keep mentally and emotionally healthy	Sex and relationship education Drugs education Self-awareness Managing feelings Social skills
Stay safe	• Keep safe in school and on school trips • Have stability and security • Know about their place in the wider community	Sex and relationship education Drugs education Personal safety/managing risk Social skills
Enjoy and achieve	• Achieve personal and social development • Enjoy lessons • Achieve to their potential • Use alternatives to written recording, where appropriate	Social and emotional learning (self-awareness, managing feelings, empathy, social skills, motivation) Enquiry and communication skills
Make a positive contribution	• Understand issues of difference and diversity through studying other environments and cultures • Understand about, and support, the local community • Involve themselves in extra-curricular activities • Participate in school and classroom community decisions about learning and school life	Self-awareness Social skills Empathy Participation skills Contributing to school policies on bullying, drugs and safety

Outcome	General educational aspects	Through the PSHEE curriculum
Achieve economic well-being	• Learn about ways to ensure their own economic well-being in the future • Experience visits from people who do various jobs • Visit different workplaces • Learn about different economies in different countries	Personal development Enterprise and financial capability Careers education Work-related learning

5 Early development in the National Curriculum: the P scales for PSHEE

For students working below level 1 of the National Curriculum, performance descriptions (P scales) for PSHEE can be used to describe a 'best fit' for a student's performance.

All schools must report on students' attainment at the end of each key stage in terms of both P scales and national curriculum levels.

P scales 1–3 address very early levels of learning and are the same in all subjects, but illustrated with subject-specific examples.

As a trainee teacher, you may not meet students assessed at these very early levels very often. If you have to teach these students during your placements, you should expect a great deal of support in differentiating teaching and learning.

From **P4**, each subject has its own progression.

At **P4** of the PSHEE/citizenship P scales, "Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, symbols)."

By **P6**, students may "show concern for others, for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort".

At **P8**, "They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, for example, while queuing in a supermarket."

From **P8**, students move to the national curriculum levels.

While a typically developing child will have achieved **P8** by the age of four, some students will take considerably longer.

At all times you should be aware of the need to respect the developmental maturity of the students you are planning for. Choose materials and tasks appropriate to the age and maturity of the students. This is a particular issue when using software and other published resources.

6 Bilingual learners

"Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."
SEN Code of Practice (DfES, 2001)

Students must not be regarded as having a learning difficulty because they are learning English as an additional language (EAL).

Bilingual learners take up to two years to develop basic communication skills (street and playground survival language).

Some students may take a long time before they feel confident enough to actively take part in classroom activities and use the English they have learnt. A 'silent' period is typical of this learning and should not be seen as a learning difficulty.

Many learners with EAL do not acquire language in the same way as first language learners. A student may be fluent orally but struggle considerably with reading or writing; or a student may be very literate in written English, but lack confidence in the rapid flow of speech required in conversational dialogue. It is therefore important to assess language competence in all language modes and not to assume a level of competence based on performance in one mode.

'A Language in Common' (QCA, 2000) is a common assessment scale that can be used to gauge where students are in their acquisition of English. It gives assessment steps for students with EAL working below national curriculum level 1 and is useful in helping teachers reach a common understanding of the nature of each step or level of language acquisition. It also shows how the information can be used for target setting and what support may be needed to ensure progress.

Another useful resource is 'Assessing the Needs of Bilingual Pupils: Living in two languages' by Deryn Hall.

When a class or subject teacher feels that a lack of progress in a bilingual student's learning may be due to a learning difficulty (SEN or disability) they should consult the SENCO or inclusion manager and work with them to develop an appropriate response.

7 Sources of information and advice

Publications

Baker, S, 2005, Sex and Relationship Education for Young People with Physical Disabilities: A Booklet for Teachers, Contact a Family, London – available online at:
www.cafamily.org.uk/pdfs/GrowingUpTeachers.pdf

Blake, S, 2002, Sex and Relationships Education: A step-by-step guide for teachers (for primary, secondary and special schools), David Fulton Publishers

Blake, S and Muttock, S, 2004, PSHE and Citizenship for Children and Young People with Special Needs: An agenda for action, Council for Disabled Children/NCB, London – available online at:
http://partner.ncb.org.uk/dotpdf/open%20access%20-%20phase%201%20only/ citizenship_pshe_200408.pdf

Blake, S and Plant, S, 2005, Addressing Inclusion and Inequalities Through PSHE and Citizenship, NCB, London

Brook Advisory Trust, 2003, Living Your Life: The sex education and personal development resource for special educational needs

Christophers, H, 2005, Growing Up, Sex and Relationships: A Booklet for Young Disabled People, Contact a Family, London – available online at:
www.cafamily.org.uk/pdfs/GrowingUpYoungPeople.pdf

Davis, P and Florian, L, 2004, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, DfES Research Report RR516

Dickens, M, Emerson, S and Gordon-Smith, P, 2000, Starting with Choice: Inclusive strategies for consulting young children (the CHOOSE project), Save the Children, London

Dixon, H, (undated), Chance to Choose: Sex and relationships education for young people with special needs, Me-and-Us – available from: **www.me-and-us.co.uk/publications/ctoc.html**

Hall, D, 2001, Assessing the Needs of Bilingual Pupils: Living in two languages, David Fulton Publishers

Johns, R and Scott, L, 2004, Let's Do It: Creative activities for sex education for young people with learning difficulties, Image in Action

Martinez, A, 2004, Sex and relationships education for children and young people with learning difficulties (Forum Factsheet 32), Sex Education Forum/NCB – available online at:
http://partner.ncb.org.uk/dotpdf/open%20access%20-%20phase%201%20only/ ff32_sef_2004.pdf

QCA, 2000, A Language in Common: Assessing English as an additional language

QCA, 2009, Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: Personal, social and health education and citizenship – available online at:
www.qcda.gov.uk/libraryAssets/media/P_scales_PSHEE.pdf

Sex Education Forum, 2004, Sex and Relationships Education in Pupil Referral Units: A practical guide, NCB

Websites

The Council for Disabled Children works to promote the active participation of disabled children and young people, making sure their voices and success stories are heard.
www.ncb.org.uk/Page.asp?originx6287it_66049104243658w62p8778378249

The PSHE and Citizenship Information Service is a specialist information resource providing information on many aspects of children's personal, social, health and citizenship education.
www.ncb.org.uk/Page.asp?originx7823rk_37983801610078r19s8836000000

The PSHE Association is the subject association for PSHEE and offers advice and resources on teaching PSHEE to all students.
www.pshe-association.org.uk

The Sex Education Forum provides advice on teaching sex and relationship education in schools for all students.
www.ncb.org.uk/Page.asp?originx_784wa_21042403840053g59p_200610203221g

PSHEE on Teachernet:
www.teachernet.gov.uk/pshe
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

My Money provides support and training to help local authorities get personal finance into every school under their care. It gives primary and secondary schools access to the best teaching resources and information available to make sure children and young people learn everything they need to know to manage money well.
www.pfeg.org.uk

www.immersiveeducation.com (for Kar2ouche) – a selection of resources to aid teaching

www.widgit.com – a selection of resources to aid teaching

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