

Subject: PSHE

Adaptive teaching plan

Barriers to learning	Adaptations required	Resources needed
<p>Communication and Interaction Difficulties following multi-step instructions Receptive language difficulties Turn-taking/interaction difficulties Difficulties communicating thoughts and ideas cohesively about abstract concept</p>	<p>Clear modelling of new vocabulary and pronunciation Provide alternatives to extended writing (typing, speech-to-text, recording) Dual coding - used to support teaching - presenting information in a variety of ways eg drama Paired work Additional discussion around the feelings experienced by the children in stories/scenarios</p>	<p>Knowledge organisers Word bank Images that match stories/scenarios Symbols/Widgit used for instructions Relate stories/scenarios to children's real life experiences Talking tins/ipads/cameras</p>
<p>Cognition and Learning Working memory difficulties Difficulties retaining learning Understanding of abstract concepts and ideas Unfamiliar terminology Recording unfamiliar concepts / terminology Difficulties seeing things from another person's perspective</p>	<p>Lessons are sequential and build on previous learning Ensure resources are accessible (large print, coloured overlays, dyslexia-friendly fonts) Provide alternatives to extended writing (typing, speech-to-text, recording) Visual cues Time for talk Respond and reflect Sentence stems Verbal modelling Paired/group work Role play</p>	<p>Widgit symbols Word banks / Vocabulary prompts Knowledge organiser</p>

<p>Social, Emotional and Mental Health Confidence Self-esteem Relationships Difficulties managing and naming emotions Listening and attention Impulse control Group work – sharing/turn-taking Reluctance / anxiety</p>	<p>Lessons are sequential and build on previous learning Communication with parents, children about curriculum Adaptive questioning Relational practice - valuing all contributions Pupil grouping</p>	<p>Differentiated adult support Visual cues Knowledge organiser Sensory aids</p>
<p>Sensory and Physical Hearing impairment (HI) Visual impairment (VI) Sensory needs</p>	<p>Allow flexible seating and positioning for comfort and focus Ensure resources are accessible (large print, coloured overlays, dyslexia-friendly fonts) Provide alternatives to extended writing (typing, speech-to-text, recording) Ensure classroom layout allows physical access to resources Consider lighting, noise levels, and sensory sensitivities during lessons</p>	<p>Enlarge texts Magnifier Sensory aids Coloured overlays</p>

Stretch and challenge opportunities

- Focus on **depth over speed** – pupils deepen understanding rather than completing more work
- High expectations for **all learners**, with scaffolds removed gradually
- Opportunities for **independence, reasoning, and debate** in every unit
- Pupils debate and justify their ideas, thoughts and feelings
- Pupils refine and improve their thinking independently

