



PSHE


At Beaucroft

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Across the school there is an emphasis on the importance of staff knowing the children that they work with and providing for their PSHE related needs as individuals, with the subtlety and nuance that that often requires.



In keeping with the whole school STEPS behaviour policy and attachment aware approach there is an emphasis on building of positive relationships with the children and this is central to our delivery of effective PSHE.



PSHE is embedded throughout the day with personal, social and health related individual targets for each child. These are recorded using the school's Connecting Steps assessment system and highlighted in individual learning journeys.



The majority of these targets will fall into the Communication, SEMH and Independence assessment areas on a child's Learning Journey. If there is no appropriate target in Connecting Steps then individual outcomes may be recorded by teachers on Learning Journeys.

Early years

Many of the activities for all children have an emphasis on emotional regulation, social participation, cooperation, tolerance of others and introduce the importance of washing and self care.

Children are supported to become aware of their own needs and to develop the ability to self regulate. Staff support children in being able to communicate their needs and where possible try to encourage and develop strategies for each child that can be transferred for use in different settings, such as out in the community, and at home.

The particular needs of this age group mean that visual support strategies are key in supporting children's communication. You will see a high level of visually supported strategies such as PECs in indicating everyday needs.

Junior and middle school

Some of these targets may be supported with specific activities on a 1-1 basis but will also be addressed across the school day as the situation and the needs of the individual child dictate. All staff working directly with a child are aware of the personal and social development and current needs of that child.

The focus within the junior and middle school continues to be social participation, interaction, emotional regulation, cooperation, tolerance of others, resolving conflict, independence and self care.

Significant visual support strategies are still highly visible, particularly in the junior age group. These may be to support in communicating wants/needs or in talking about emotions and feelings. Visual feelings boards or comic book conversations may be used as part of de-escalation strategies or as pre-emptive approaches.

Senior school

The 'whole school day' approach to PSHE continues in Key Stage 4. Each child will continue to have individual personal, health and/or social outcomes within their Learning Journey. You are likely to see an increased emphasis on independence and the application of personal and social skills in everyday life, as we prepare children for life outside of Beaucroft.

KS4 groups also follow either the ASDAN (see separate ASDAN policy) or ASDAN Personal Progress programmes.

Visual communication support continues though may look different as the children get older. Children may be more able to use electronic devices and visual support may be more discreet and in keeping with the child's age and level of independence.

Daily relaxation sessions

- Children are introduced to calming, sensory activities using, for example, foot massages and brushes in order to promote independent emotional regulation.

Timetabled structured and unstructured social time – encouraging peer to peer interaction with and without an adult leading.

Assessed independent skills – individual targets for independence for each pupil, promoting independence and the development of key early life skills

'How are you feeling' – short regular sessions encouraging pupils to use signs and symbols to communicate their feelings at different times during a day.

Structured snack time – encouraging turn taking and sharing. Emphasis on indicating individual wants and needs using visual strategies.

Individual Learning Journey targets – linked to EHCP outcomes and relevant to current and long term individual need

Discrete PSHE sessions
– ‘circle time’, group discussions/speaking and listening sessions. Time to talk about feelings, emotions and relationships.

Life skills trips – Cafes, shops, restaurants, public spaces, cinema, public transport, public play parks.

PSHE ethos embedded in school day with emphasis on positive relationships and experiences

PSHE curriculum – following PSHE association curriculum framework adapted for children with SEND

Structured, adult-led play – turn taking activities, big screen games, PE activities

Social skills games – Adult led built around improving social communication

Pictello story – using pictures taken around school or off site to talk about friends and relationships