

TEACHER SEND GUIDANCE PAGE



Puberty, Relationships and Wellbeing are challenging topics, particularly for those with Special Educational Needs and Disabilities (SEND). ALWAYS & TAMPAX have created a differentiated and comprehensive lesson package to support teachers with delivering sessions on all three tricky areas.

Using Year 7 curriculum objectives as a starting point, with a lowered reading age, these lessons cover all students will need to know about puberty, physical and emotional changes plus how to look after their wellbeing during this challenging time.

These resources have been created to be needs-led, not label-led, recognising the interdependence of several learning and engagement barriers across the most commonly found SEND in schools.

LANGUAGE

When supporting students with challenging topics and concepts, care must be taken over the choice of language used. The topics of puberty and male and female body parts are often avoided, therefore there should be no assumed understanding for any of the information they will learn across this session. Words and phrases that might cause unnecessary alarm, such as 'voice breaking', have been included with explanation to allay fears and worries. The lesson plans have Discover Vocabulary highlights for each individual slide where new vocabulary or meanings may be introduced. All language (aside from technical vocabulary) is designed to be within an age 7-9 reader's capabilities, allowing for decoding instructions to encourage independence.

SOCIAL DEMANDS

The resources have a balanced mixture of tasks and activities that can be completed independently, with partners or in group discussions. It is helpful to maintain this balance to avoid socially overwhelming situations. Using your knowledge of the class and their needs, you can easily adapt all activities to suit the level of social demand needed for individuals or groups.

VISUAL STRESS

The activities in this topic have been designed. All resources are designed to reduce visual stress for the learners; Dyslexic- aware fonts are used throughout, with efforts made to recognise background and font combinations that will aid reading and access to materials. Additional individual adaptations may be made by students according to their personal needs.

PROCESSING SPEED

All students will vary on processing speed capability, so allow for additional time when answering questions or discussions and encourage the use of pair discussions before addressing the whole class. Short sentences are used throughout the materials to aid reading and processing of information, and visual supports are available to support understanding. All instructions that should be followed in succession have been numbered for further support.

SELF-REFLECTION AND APPLICATION

Each scenario and discussion is centred around students' own thoughts and reflections on their bodies, emotions and relationships; allowing for effective use of session time to help build purposeful strategies for their own use immediately.