SEND Provision - PE

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in PE.

Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions.

Flexible grouping to ensure accessibility to the task. Consider giving pupils a specific role to support group work.

Use of talk partners for evaluation

Opportunities to pre-meet visitors to school to prepare for changes in the curriculum.

Pre-prepare pupils for sports visits to local settings

Ensure activities are highly structured and pre-empt sensory issues based on what you know about the young person. Access to quiet, distraction free area as required.

Teacher and support staff employ method of communication appropriate to need

TAs are used effectively (where available) to explain language used and to help understand questions

Different forms of communication may be required to give pupils full access to activities – eg verbal prompts, buddy systems or sign language.

Cognition and Learning

Pre-teaching of vocabulary, key skills and ideas

Consider ways of supporting pupils' recall – e.g. use a digital camera to capture the various stages of a gymnastic skill for future reference.

If pupils find it difficult to remember a sequence of movements, work out a system of cues, which give clues as to what comes next. The cues can be in the music, spoken words, visual schedule or additional sounds, etc.

Embed key skills by repetition and practising key skills as needed.

Make it visual – use of pictures, diagrams, photographs, film clips etc.

Teach the use of all equipment so pupil can use these independently.

Using apps in lesson to support learning and knowledge (PicCollage)

Using photographs and video to record work – iPad.

Consider how the use of space could be adapted to enable pupils to succeed.

Tasks may need to be adapted for learners with specific physical needs.

Social, Emotional and Mental Health	Physical and/or Sensory
Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models. Use positive approaches, identify pupil strengths and praise these. Escape Strategy – quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour. Be mindful of trigger points for specific children and how this may impact upon their learning. Ensure resources for task are readily available. Incorporate tasks which allow calming breaks during the lesson. Use a visual timer to extend time on task/to measure time on task. Advance warning of changes to regular events and opportunities to pre-meet visitors. Using specific areas of interest or give a role of responsibility to raise self-esteem. Transition times are carefully managed, with rules explained and practiced. Language of choice (two choices given) Chunking of learning Use of visuals and Checklists Kinaesthetic approaches	Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs. Vary the size and type of equipment to make sure all individuals can access the lessons. Allow pupils to wear alternative clothing to meet their sensory needs. Ear defenders used when necessary. Ensure areas and equipment are wheelchair friendly. Additional adults to go in the water during swimming if needed. Also extra support with changing if required. Consider the safety of using equipment for pupils with individual needs.
	Visual Consider lighting within the space used – are pupils able to clearly see the teacher, not looking directly in the sun etc. Intersperse spells of visual activity with less demanding tasks. Use of specific equipment e,g. balls with sounds in. Make sure the area being used is clearly marked.
	Hearing Make sure adult's face is always clearly visible and that everybody in the group can be seen . Subtitles should be switched on when videos Use lots of visual and concrete resources to explain key concepts Check for understanding to avoid misconceptions Gain pupil's attention before giving important information Keep background noise to a minimum If required, consider slowing speech rate a little, keeping natural fluency. Repeat contributions from other children as their voices may be unclear. Divide listening time into short chunks (when possible) Consider the affects of the acoustics in the room used. In swimming allow time with the instructor whilst the child is wearing their hearing technology to listen to any safety advice before they are taken off.