

Oakdene Primary Academy



SEND Provision in Physical Education

Cognition & Learning

Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/ written work • Poor memory and recall skills • Feedback to listening/ appraising activities. • Poor sequencing skills - understanding the steps modelled. • Poor hand/eye co-ordination 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement and a greater emphasis on aural memory skills. Teaching skills rote supports memory development and removes the need for written/display text.. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information on boards in the sports hall • Use of ICT such as video clips to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able sports persons • Build in lots of repetition. • Provide opportunities for pupils to join in all together before being invited to perform a skill 	<ul style="list-style-type: none"> • Using their voice expressively and effectively to communicate • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' • Following instructions and sequences • Levels of concentration in game type situations 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress. • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond

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SEND Provision in Physical Education

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Videos or pieces of music with overstimulating or challenging themes • Poor motor control • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/ visuals/I.T • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Use of subtitles where necessary • Opportunities to learn about the skills of PE through physical contact with specialist or appropriate equipment e.g. Future Steps 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Unable to relate to the different emotional responses of playing sport or performing dance or gymnastics 	<ul style="list-style-type: none"> • Working in a small group with a • Trusted adult for emotional support. • Some children could work individually • Pre teaching and discussing the responses to the sporting skills required • Clear rules and expectations, consistent boundaries, rewards and sanctions

Communication
& Interaction

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties



SEND
Areas of Need

Cognition
&
Learning

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder

Sensory and/or
Physical Needs

Social, Emotional &
Mental Health
Difficulties

Autism Spectrum Disorder (ASD)
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)