

Provision Map
Subject Area – Physical Education



Area of need	QFT	Targeted	Specialist
Cognition and Learning	<ul style="list-style-type: none"> • Clear learning objectives • Clear modelling • Clear success criteria • Differentiated outcomes • Differentiated tasks/teaching • Progressive Lesson Sequences • Pre-teaching • High expectations for all pupils 	<ul style="list-style-type: none"> • Access to extracurricular activities and targeted intervention groups • Small group work • Use of ICT to further scaffold movements, actions and skills. 	<ul style="list-style-type: none"> • Incorporate EHCP strategies and targets throughout the lesson • Follow advice from multidisciplinary team • Visual aids
Communication and interaction	<ul style="list-style-type: none"> • Clear learning objectives • Clear modelling • Clear success criteria • Differentiated tasks • Use of symbols • Talk partners • Allowing Processing time prior to answering 	<ul style="list-style-type: none"> • Now and next board • Tactical grouping for children to provide peer to peer support • Encourage different forms of communication (gestures, writing) when speech is difficult 	<ul style="list-style-type: none"> • Use images to help support • Incorporate EHCP strategies and targets throughout the lesson
Physical/Sensory	<ul style="list-style-type: none"> • Calm and purposeful environment which is clutter free and well prepared • Position in room to reduce sensory issues • Sensory aids 	<ul style="list-style-type: none"> • Sensory circuit prior to lesson • Access to adapted equipment • Resources, activities and space adapted for children with physical needs 	<ul style="list-style-type: none"> • Incorporate EHCP strategies and targets throughout the lesson • Tactical grouping
SEMH	<ul style="list-style-type: none"> • Restorative approach to behaviour • Caring and positive ethos • Planned opportunities to build resilience 	<ul style="list-style-type: none"> • Discreet praise where children find public announcements difficult • Tactical grouping of children 	<ul style="list-style-type: none"> • Incorporate EHCP strategies and targets throughout the lesson

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	<ul style="list-style-type: none"> • Environment where it is good to explore, experiment and make 'mistakes' • Prepare children for what to expect in the lesson • Planned opportunities to build on communication and teamwork 	<ul style="list-style-type: none"> • Sensitive decisions regarding performance in front of the group • Provide a 'safe space' within the lesson for the children to go to regulate 	
Independence and Self Help	<ul style="list-style-type: none"> • Clear learning objectives • Clear modelling • Clear success criteria • Differentiated outcomes • Differentiated tasks/teaching • Progressive Lesson Sequences • Pre-teaching • High expectations for all pupils 	<ul style="list-style-type: none"> • Now and next board • Tactical grouping for children to provide peer to peer support • Opportunities for the child to be a leader 	<ul style="list-style-type: none"> • Incorporate EHCP strategies and targets throughout the lesson