



SEND in PE

What is in place in your subject area for teaching that subject to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Accessing of learning due to poor cognitive skills. • Children may struggle to remember information/facts/previous learning. 	<p>Key words are dual displayed.</p> <p>Use of less complex sentences in resources given.</p> <p>Lots of retrieval opportunities and reinforcement.</p> <p>Open ended goals.</p> <p>Apply new vocabulary into lots of different contexts – pre teaching vocab.</p> <p>Physical warmups to recall previous learning.</p>	<ul style="list-style-type: none"> • Children may struggle to communicate their view and express opinions in PE sessions. • Language difficulties may make children unable to access learning. 	<p>Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve...</p> <p>Allow children to discuss their answer with a partner first to allow processing time.</p> <p>Provide alternative ways of expressing views.</p> <p>Ensure any written information is explained verbally.</p> <p>Use of simple instructions –small steps with modelling.</p> <p>Visual aids and dual coding.</p> <p>Videos and modelling to demonstrate key skills.</p>



Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with visual impairment may find it difficult to see IWB or resources provided. Spatial awareness may make completing challenges difficult. Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment. Noise levels and acoustics in the hall could result in de-regulatory behaviours. 	<p>Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described.</p> <p>Provide additional ways to record info (video/ICT etc).</p> <p>Addressing individual needs on a lesson-by-lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability?</p> <p>Ensure alternative equipment or support is provided e.g., space for their walker between benches.</p>	<p>Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult.</p> <p>Many aspects of PE consist of group work – some children may struggle to manage in these scenarios.</p>	<p>Ensure children know in advance what the key areas of the lesson will be.</p> <p>Provide children with jobs e.g., supporting groups, judging, identifying mistakes etc to boost their confidence.</p> <p>Have clear expectations of group work.</p> <p>Carefully consider groupings.</p> <p>Reduce group sizes if necessary to reduce sense of overwhelm.</p>

Non-negotiables that need to be in place in all lessons/classrooms when teaching PE:

- 1. High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used-** dual coding, word banks, learning walls etc.