Physical Education (PE)

Barriers to and solutions for Engagement, Progress and Achievement in PE

- **The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People**
- **Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations**
- **Adaptations should never involve pupils "going into deep field"**
- **Care should always be taken when allowing pupils to "pick sides" this can bring huge risks of exclusion and should therefore be avoided**
- **Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion**
- **Carefully choose equipment – eg size and colour of a ball**
- **Some children with SEN will shine at PE**
- **We do not expect changing for PE, children come in kit on PE days. If children need to change into kit at school we should be aware of SEN pupils who may need support.**

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	• Difficulty in hearing instructions from teacher/peers • Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear	• Difficulty in seeing target • Difficulty in seeing object (ball, shuttlecock etc) • Difficulty navigating space	• Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness • Safety/ falls etc • Self-esteem	• Recall of instructions • Memorising routines • Use of specific language • Delay between instruction and task results in forgetting	• Noise and movement – overstimulating • Sharing space and equipment with others • Too many rules/ • instructions • Interpreting as unfair • Waiting + frustration • Fairness • Understanding of instructions • Sensory difficulties- noise in hall for example	• Terminology for different sporting activities • Understanding rules	• Recall of prior learning • Recall of instructions • Understanding rules • Subject vocabulary	• Difficulty in taking turns and sharing • Difficulty with not winning/ Succeeding • Difficulty with boundaries

SEND pupils are invited to sports clubs targeted to encourage and support their needs- EG Multi sports club

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	• Use of communication in print/signals • Visual modelling • Use of videos and/or instruction in classroom before lesson • Audio equipment checked • Encourage to copy safe person/ role model • May need ear defenders	• Ensure use of contrasting balls/beanbags etc • Talk directly to child • Allow student to explore if equipment has been rearranged • Be verbal use left and right – don't use hand gestures • Use of tactile, larger balls for throwing catching or balls with bells inside • Peer support (rotate buddies) • Allow more bounces (for example) • Gently physically move child at the same time as giving instructions • Use neon tape to map out areas	• malleable balls/beanbags make catching easier • make sure that there is some easy grip on bats • Practise skills before lesson with TA. Use of TA in lesson if available to demonstrate alongside. • Careful groupings	• use of pictorial representation and reduction in verbal instruction • film, photograph of routines to aid recall • Teach skills one by one	• clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • Ear defenders if needed • pre-teaching of rules and expectations in class room • Careful partnerships • Use of time out card or safe space area for time out (low arousal area) • Different roles given to some children- especially with competitive sports which might trigger • Allocated space when changing for swimming	• Model language when learning new terms with gesture – eg "bowl" means over arm throw	• Pictorial representations • Tasks broken down into smaller steps • Teach skills one by one • Clear instructions • Small "bursts" of activities • Use of TA to hover if available • Display pictures and single words for visual clues to aid memory	• Careful groupings • Pre-select group before session • Specific rules • Work on resilience • Use of TA to hover if available