SEND - PE

Our Curriculum INTENT	In physical education, we aim to develop children's **knowledge, skills and understanding**, so that they can **perform with increasing competence and confidence** in a range of physical activities. These include **dance, games, gymnastics, swimming and water safety and athletics**. Physical education promotes an understanding in children of their **bodies in action**. It involves **thinking, selecting and applying skills** and **promotes positive attitudes towards a healthy lifestyle**. Thus, we enable them to make **informed choices about physical activity** throughout their lives.			
Areas of Need	**Cognition and Learning** *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.*	**Communication and Interaction** *Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.*	**Physical and sensory** *Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.*	**Social Emotional and Mental Health** *Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*
Barriers	- Recall of instructions - Memorising routines - Use of specific language - Delay between instruction and task results in forgetting - Accessing learning due to poor literacy or cognitive skills	- Children may struggle to communicate their view and express opinions - Language difficulties - Noise and movement – overstimulating - Sharing space and equipment with others - Too many rules/instructions - Interpreting as unfair	- Difficulty navigating space - Recording information - Throwing and catching - Holding bat, racquet, stick - Difficulty in seeing target - Difficulty in seeing object (ball, shuttlecock etc) - Foot control - Balance - Spatial awareness - Difficulty in hearing instructions from teacher/peers	- Difficulty both getting changed and anxiety around getting changed. - Difficulty in taking turns and sharing - Difficulty with not winning/succeeding - Difficulty with boundaries - Low self-esteem in physical abilities - Children who struggle may become upset/angry/withdrawn

			Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear	particularly in subject areas they find more difficult • Many aspects of PE consist of group work – some children may struggle to manage in these scenarios • Waiting and frustration • Fairness
Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Use of video and photographs to aid recall • Physical warm ups to recall previous learning	• clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning • Pre-teaching and consistency of rules and expectations • Modelling and sentence stems • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. written on a white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling • Visual aids and dual coding • Video, photographs and modelling to demonstrate key skills	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment • Provide additional ways to record info(video/ICT etc) • ensure use of contrasting balls/beanbags etc • use of tactile, larger balls for throwing catching • peer support • specialist equipment – sound balls • Ensure alternative equipment or support is provided e.g. space for a walker between benches	• Visual steps for 'how to get changed' present on IWB • Boys and girls separated for getting changed to reduce anxiety. • Careful consideration of groupings (reduce size if needed to reduce overwhelming sense) • Specific rules and expectations • Work on resilience • Time out/movement breaks • Pre-teaching of rules and expectations • Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence • Have clear expectations of group work • Ensure consistency

Adaptive teaching key points

• Think **STEP** – Space, Task, Equipment, People
• Pre-teach vocabulary e.g. whilst getting changed
• Re-cap vocabulary and skills e.g. whilst getting changed at the end of the lesson
• Celebration of disabled sportspersons can show all pupils what is possible – without this, there is a risk of exclusion

- Care should always be taken when allowing pupils to "pick sides" this can bring risks of exclusion and should therefore be avoided
- Ensure resources are suitable for all
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating