



SUPPORTING SEND PUPILS IN PE

Inclusive by design

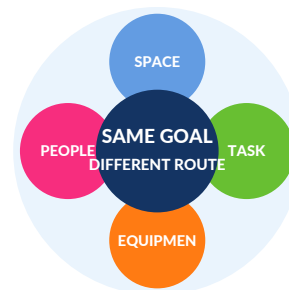
WHY INCLUSIVE PE MATTERS

PE can present additional barriers for pupils with SEND because learning may depend on movement, coordination, communication, sensory processing, attention and rapid decision making. Inclusive practice reduces those barriers without lowering the intended learning. Thoughtful adaptations and reasonable adjustments help every pupil participate meaningfully, build physical competence and confidence, and make progress from their individual starting point. High expectations remain the same; the route to success may be different.

UNIVERSAL INCLUSIVE PRACTICE

- Use a consistent lesson structure: recap, model, practise, apply and reflect.
- Give clear, concise instructions and demonstrate every new skill.
- Chunk learning into small steps and revisit key vocabulary.
- Use non-elimination games and celebrate personal improvement.
- Provide predictable routines and positive behaviour expectations.

ADAPT WITH STEP



Space - Task - Equipment - People

INCLUSION CHECK

ACCESS

Can the pupil reach the learning goal?



PARTICIPATE

Are they meaningfully involved?



PROGRESS

Is there visible improvement?



CHALLENGE

Is ambition still appropriately high?

SUPPORTING DIFFERENT AREAS OF NEED

PHYSICAL NEEDS / EHCP

Adapt equipment, distance and movement expectations while maintaining inclusion.

COGNITION + LEARNING

Use visual prompts, repetition, smaller learning steps and additional processing time.

COMMUNICATION + INTERACTION

Use visual routines, consistent language and clearly defined roles.

SEMH

Focus on personal bests, positive reinforcement, leadership opportunities and calm reset strategies.

SENSORY PROCESSING

Reduce unnecessary sensory overload, use clear boundaries and introduce equipment gradually.



BE ACTIVE

Move more. Live well.



BUILD SKILLS

Practise. Improve. Achieve.



GROW CONFIDENCE

Believe. Try. Progress.



ENJOY TOGETHER

Teamwork. Fun. Belong.



SUPPORTING SEND PUPILS IN PE

Plan, adapt, review

BEFORE

1

Anticipate likely barriers. Prepare equipment, visual supports, pairings and clear routines.

DURING

2

Model clearly. Check understanding. Adjust Space, Task, Equipment or People as needed.

AFTER

3

Review participation and progress. Record what worked and plan the next small step.

A SIMPLE REVIEW CYCLE

ASSESS



PLAN



DO



REVIEW

What can the pupil do now?

What is the next priority?

Teach and adapt in the lesson.

What changed and what next?

This mirrors the assess-plan-do-review graduated approach used in SEND support.

WHAT GOOD INCLUSION LOOKS LIKE



ACCESS

The pupil can engage with the intended learning.



PARTICIPATION

They are actively and meaningfully involved.



PROGRESS

They improve from their individual starting point.



CONFIDENCE

They experience success and appropriate challenge.

STAFF RESPONSIBILITIES

- Plan adaptations before the lesson.
- Maintain high expectations for all pupils.
- Create an environment where every child participates meaningfully.
- Use individual plans and specialist advice where these apply.

MONITOR + CHALLENGE

- Monitor physical competence, decision making and personal development from individual starting points.
- Swimming is assessed separately in Year 4.
- For greater depth, use leadership, officiating, tactical questioning, problem solving and performance analysis.

This PE guidance supports inclusive teaching. It does not replace individual EHCPs, medical advice, accessibility plans or wider school SEND procedures.



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