



Supporting SEND Children within PE

Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	<p>Accessing of learning due to poor literacy or cognitive skills</p> <p>Children may struggle to remember information/facts/previous learning</p>	<p>Keywords displayed</p> <p>Use of shorter/less complex sentences in resources given</p> <p>Lots of retrieval opportunities and reinforcement</p> <p>Clear differentiation</p> <p>Apply new vocab into lots of different contexts – pre teaching vocab</p> <p>Physical warm ups to recall previous learning</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<p>Children may struggle to communicate their view and express opinions in PE sessions</p> <p>Language difficulties may make children unable to access learning</p>	<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 this a partner first to allow processing time</p> <p>Provide alternative ways of expressing views e.g. written on a white board</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>
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	<p>Children with visual impairment may find it difficult to see IWB or resources provided</p> <p>Recording information may be difficult</p> <p>Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment</p> <p>Children who might not be able access some PE equipment</p>	<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/clicker 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? Ensure alternative equipment or support is provided e.g. space for their walker between benches</p> <p>Clearly marked areas/zones</p> <p>Contrasting equipment used and position of teacher considered when demonstrating.</p>
SEMH	Subject Challenges for SEND	Provision for SEND



	<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Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult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 advanced 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>
<p>Non Negotiables that need to be in place in all lessons/classrooms when teaching PE</p>	<ol style="list-style-type: none">1. Dual coding of key vocabulary required in the lesson2. Differentiated equipment to be used where appropriate to need.3. Opportunity to show learning via different mediums.4. 4. Effective communication with parents/carers through discussions and IEPs	