Dingle Community Primary School

SEND Provision

PE (Physical Education)

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in PE.

The Four Broad Areas of Need

Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. 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.

SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Communication and Interaction	Cognition and Learning
• Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. • Be very clear with safety instructions – clear instructions with reduced language. • Key vocabulary supported by visuals	• Break down instructions so that they are given 1 step at a time. • Where sequences of instructions are needed support with visuals or demonstration. • Give an individual instruction/recap following the main teach activity.

• Repetition of key vocabulary and what it means. • Do not assume – clarify vocabulary and prior learning. • Working in smaller groups or pairs initially when developing turn taking skills. • Building up to larger team games as the child understands the rules.	• Mixed group abilities for peer support. NB many children with SEND are able to excel in PE therefore need to be aware of individual profile of need.
Social, Emotional and Mental Health	**Physical and/or Sensory**
• Visual timetable ensuring child knows it is PE. • Inform child if PE time needs to change using visual timetable. • Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do. • Timed warnings of a transition to the next activity 'In 2 minutes we are going to stop this activity' (particularly if the child is immersed) • Now and next prompts and visual timetables for PE • Clear expectations at the start of the lesson • Enable the child to change in a more private area (whilst still being safe/supervised) or, where possible, attend school in their PE kit. • Be aware/sensitive to safeguarding issues and report any new concerns. • Opportunities to develop social skills including being taught these to support engagement in group work and collaborative learning.	• Ensure that teacher can be seen and heard particularly if in a bigger or open space. • Gather children together for instructions. • Support with signing and demonstrations. • Ensure adaptations are made in accordance with child's own health care plan. For example, No climbing above head height for a child with Epilepsy etc. Possible use of hoist. • Liaise with health professionals/physio/OT to incorporate children's individual targets/goals. • Adaptations to the equipment. A sponge ball is easier for a child to hold than a solid ball. Slow bounce balls can enable more time. • Adaptations to the success criteria- if 'hitting a ball with a bat' does this have to be in the air- could be across the ground, over a table etc. • Goals can be lower and larger. • Incorporate inclusive sports into your curriculum planning.

• Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.	• Ensure that the child is in a more open space away from others. • Ear defenders (remove for any health and safety discussions) • Warning in advance of the change of space – visual timetable for PE or now/next. • Consider pupil sensory audits and adaptations • Provide verbal support to encourage independence – put your arm up, etc • Visual sequence or now/next to support the sequencing of changing. Can be a written checklist if no learning difficulties.