



Support SEND Pupils in PE

<u>Barriers to PE</u>	<u>High Quality Teaching Strategies</u>	<u>Support 'additional to' or 'different'</u>
Physical difficulties / Motor difficulties which may prevent an activity from being accessible.	<p>Adapted, modify or plan alternative activities that offer an equivalent degree of challenge to ensure that individual progress is made.</p> <p>Make adjustments to the learning environment – change the size of the space, change the group sizes, change the setting, inside/outside/playground/field.</p>	<p>Deploy an additional adult (where working with an individual pupil) to adapt the skill/ game taking place. Provide equipment which will allow the activity be accessible e.g. tee stand for rounders, cricket tee, balls with sound for Visual Impairments.</p> <p>Encourage to work alongside the rest of the class or work with TA and smaller group in a more modified accessible game.</p>
Understanding new Vocabulary.	Use the mini white board with key words as well as the WALT, summarizing and the end of the lesson.	Recap previous learning at the start of each lesson and revisit throughout lesson for individual pupils to build understanding and confidence.
Medical reason that the pupil cannot take part. E.g injury	<p>Provide the pupil with a role within the lesson.</p> <p>Scout – Using a whiteboard, list names and reasons of participants performing.</p> <p>Coach – Help a small group develop their skills by watching and adjusting their techniques.</p> <p>Referee- Use knowledge of rules of games to effectively referee.</p> <p>Journalist – Write a report of a match or game that is</p>	<p>Non – participant lanyard of roles.</p> <p>Coach, Scout, Referee & Journalist.</p>

	taking place, describing the incidents.	
Support pupils with behavioural or attention difficulties. Transitions to lessons around the school.	Consider timetables- can a session be planned to ensure routines are kept. Use of zones of regulation to understand child's feeling towards PE or if anything has affected them before a lesson begins.	Consider the transition to the PE lesson – visual supports in timetable, rest break prior, entering the hall prior to the rest of the class, being at the front of the line. Provide alternative task if unable to follow adult direction – non – participant lanyards. Sharing of behaviour plans with PE teachers and coaches in advance.