**SEND Provision - PE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cognition and Learning** | | **Communication and Interaction** | |
| Subject Challenges for SEND | Provision for SEND | Subject Challenges for SEND | Provision for SEND |
| Understanding how a sport/game is played in PE. E.g. how to play dodgeball.  Pupils with ASD may struggle with rule changes during PE games/activities.  Being able to tally up scores in a competitive game e.g. rugby. | Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing.  Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson.  Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Real PE of games/activities being performed.  If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question.  Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing ‘flip sheet scores’ that the children can turn over to reveal their new score. E.g. 5, 10, 15 to keep track of points earned from scoring a try in rugby. | Expressing themselves and sharing their thoughts and opinions orally.  EAL pupils may find it difficult to access resources/learning.  Children might struggle to communicate their thoughts/feelings in an appropriate manner. | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, “I enjoyed their gymnastics performance because \_\_\_\_\_\_\_\_. To improve next time, they could \_\_\_\_\_\_\_\_.” Stem sentences could be displayed on A3 sheets of paper.  Use a reduced number of simple instructions which are supported by visuals e.g. ‘throw, bounce, roll.’  Appropriate modelling to aid understanding.  Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.  If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a lanyard available with emotion cards on that they can use to signal when they are becoming annoyed/upset/overwhelmed etc. Staff to then support co-regulation. |
| **Sensory and Physical** | | **Social Emotional and Mental Health** | |
| Subject Challenges for SEND | Provision for SEND | Subject Challenges for SEND | Provision for SEND |
| Fine motor skills/physical difficulties.  Children with a visual impairment may find it difficult to view text/images/maps (orienteering).    Children might find PE lessons overwhelming (noise/sight) which could lead to sensory overload.  Consider whether activities are appropriate for wheelchair bound pupils/pupils with physical disabilities such as leg splints. | Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child’s need. For example, some children may require larger sized balls (netball instead of tennis ball to ensure children can physically catch the ball). Real PE identifies ways to differentiate activities for SEND learners.  Ensure that font size used in resources matches the specific font size specified in the child’s report provided by the Visual Impairment Team (Class Teacher will be notified if necessary). Enlarge images to appropriate sizes to aid access.  Ensure that children have access to regular classroom aids such as ear defenders to mitigate noise. Provide children with fidget toys as usual throughout the lesson to ensure that children do not fidget with PE equipment as an alternative. E.g. provide a sensory squish ball to ensure that children to not begin to throw/bounce a tennis ball.  Always follow recommendations on time limits of PE lessons provided by medical professionals/occupational therapists. If a child can only partake in 15 minutes of a PE session at a time, provide an alternative, PE based activity for them to do to ensure that they are still receiving QFT. E.g. Become a referee after 15 minutes. | Low self-esteem in PE ability.  Difficulties with social skills may result in children finding teamwork challenging.  Distress caused by exposure to unfamiliar environments during sports competitions. | Make use of learning objectives which focus upon the specific PE skill and not the finishing result/score. E.g. focus upon the dribbling skills of a player rather than the final score of a football patch. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. If children become withdrawn/upset/angry in PE lessons, have an alternative job pre-planned that enables children to remain in the lesson. For example, children could switch to the role of referee.  Carefully consider which children are placed in a group together to ensure that children are placed with accepting, patient and encouraging teammates.  Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.  Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity. |