



Supporting children with SEND

Physical Education



This document describes the strategies which are ordinarily available to support pupils who have SEND.

Maintaining an inclusive learning environment	
<ul style="list-style-type: none"> • At Seamer and Irton CP School the inclusive physical education curriculum engages and inspires young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. • Physical education and sport is accessible regardless of a young person’s disability or needs. • The curriculum and activities are based around a broad variety of sports and physical activities which helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring • Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn’t become over-reliant on the support of a key adult. • Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. • As learners’ competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently 	
Strategies to Support Learners with SEND	
Supporting learners who struggle with attention	<ul style="list-style-type: none"> • Providing visual supports eg. Widgets or other symbols • Carefully choosing, and at times reducing, language so that key words and learning points are emphasised
Supporting learners who have sensory issues	<ul style="list-style-type: none"> • When teaching – e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video

	<ul style="list-style-type: none"> • Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap • PE kits may be adapted to avoid pupils becoming dysregulated due to sensory issues • Pupils who wear ear defenders to avoid becoming over stimulated by noise are supported in wearing them
Supporting learners who struggle to access lessons because of literacy difficulties	<ul style="list-style-type: none"> • Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. • When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays.
Supporting learners who struggle to retain vocabulary	<ul style="list-style-type: none"> • Leave appropriate time for learners to process information. For example, an Autistic child with learning difficulties may require extra time to process each instruction. They may then need to practise a skill many times before being successful; allow them that time. • Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.
Supporting learners who have physical needs	<ul style="list-style-type: none"> • Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. • By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs

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| | <ul style="list-style-type: none">• Using balloons with rice in to support visually impaired learners in a tennis session.• Large, bright, shiny, tactile resources to engage more sensory learners, e.g. a ball wrapped in tin foil/bubble wrap.• Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs• Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.• Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible.• Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself. |
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