

SEND in my subject area: Physical Education

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	<p>Retrieval questions to be used at the beginning of each lesson and within lessons where appropriate.</p> <p>Pre-teach to understand vocabulary or subject content.</p> <p>Vocab cards for specific activities – children can be involved in selecting the vocab</p> <p>Use clear and precise names for strategies and techniques</p>	<p>Difficulty with listening skills</p> <p>Difficulties using language / expressing themselves</p> <p>Difficulties with processing language /following instructions</p>	<p>Short instructions using simplified language</p> <p>Repetition of instruction – ask them to repeat back</p> <p>Pre-teach key vocabulary and refer back often in the lesson</p> <p>Visual symbols to reinforce instruction</p> <p>Giving key vocab/ phrases to support within team games</p> <p>Giving appropriate time for children to answer questions</p> <p>Model language / stem sentences</p> <p>Think/pair/share</p> <p>Short, clear instructions</p> <p>Use of visual prompts/sequencing cards</p> <p>Break activities into smaller steps and give children the opportunity to practise and becoming proficient in each step before sequencing steps together e.g. practise bowling, batting, runs and then try sequencing them together</p>

Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Mobility difficulties	Ensure adequate space for activity Adaptation of task – e.g. can the child sit to participate? Adaptations to size, weight, grip of equipment – use of larger/lighter/easy grip balls etc. Use of assisted equipment e.g. ramp for bowling / target sport Adult support to access apparatus safely	Difficulty coping with competition/ competitiveness	Small steps – competing with self, building to partner work and eventually into small group games Time out zone/ cool off Zones of regulation techniques to help manage and regulate appropriately Give specific roles e.g. allow to be referee/ spotter
Visual impairment	Bright, shiny resources e.g. ball wrapped in foil / bubble wrap Specialised equipment e.g. balls with bells or balloons with rice	Difficulties with turn taking / sharing equipment / accepting rules	Adult modelling and facilitation Use of timers to signify turn ending and beginning Use of now / next Compile rules with learners Giving options to build up time in PE
Sensitivity to noise	Ear defenders Time out zone/ quiet corner Access to space	Difficulty with transitions and routines	Advance preparation for how the lesson will run – particularly with a new sport, game, activity Now and next strategy Advance preparation for indoor / outdoor changes – ensure they are aware of the location and feel supported by a familiar adult
Hearing impairment	Close to the teacher/ front Visual demonstrations/ picture support		
Sensory need to climb / spin / run	Preparing children before using equipment e.g. apparatus Showing correct methods of dismounting e.g. bending knees when jumping Only allow children on apparatus they are proficient and safe with	Anxiety	Allow pupil to watch before participating Advance preparation Allow to show work to group before whole class

