

## SEND provision in physical education

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/ written work</li> <li>• Poor memory and recall skills</li> <li>• Feedback to listening/ appraising activities.</li> <li>• Poor sequencing skills - understanding the steps modelled.</li> <li>• Poor hand/eye co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>• Use of symbols, larger print, colour coding, multi-sensory reinforcement, and a greater emphasis on aural memory skills. Teaching skills rote supports memory development and removes the need for written/display text.</li> <li>• Use word banks which include pictures.</li> <li>• Use of ICT such as video clips to reduce the need for pupils to rely on their short- or long-term memories.</li> <li>• New learning fits into the framework of what the pupil already knows.</li> <li>• A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions</li> <li>• Smart grouping: pairing with a more able sports person.</li> <li>• Build in lots of repetition.</li> <li>• Provide opportunities for pupils to join in all together before being invited to perform a skill</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voice expressively and effectively to communicate</li> <li>• Understanding and using new topic vocabulary</li> <li>• Lower than expected levels of expressive vocabulary – 'they can't find the words'</li> <li>• Following instructions and sequences</li> <li>• Levels of concentration in game type situations</li> </ul>	<ul style="list-style-type: none"> <li>• Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking.</li> <li>• Pre-teaching of new vocabulary prior to lesson.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Children are allowed time to discuss the answers to questions with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond</li> </ul>
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>• Videos or pieces of music with overstimulating or challenging themes</li> <li>• Poor motor control</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Overly sensitive to sound/ noise</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T</li> <li>• Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress</li> <li>• Use of subtitles where necessary.</li> <li>• Opportunities to learn about the skills of PE through physical contact with specialist or appropriate equipment.</li> <li>• Access to adapted sporting equipment or ICT to overcome difficulties with mobility or manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others</li> <li>• Working effectively as part of a group</li> <li>• Unable to relate to the different emotional responses of playing sport or performing dance or gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support.</li> <li>• Some children could work individually.</li> <li>• Pre teaching and discussing the responses to the sporting skills required.</li> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions</li> </ul>

