

SEND in PE Adaptive Teaching Considerations

Staff should be expected to have a clear awareness of individual targets (ILP targets) and how they should be addressed in PE. Where schools are using external providers; the teachers are expected to give a verbal overview of the needs for individuals and adaptations required (within the guidelines for GDPR).

General 'rules' for modifying activities and ensuring suitable progress from individual starting points.

Cognition and Learning

Teaching	Equipment	Space
Short, simple instructions Closed questions Questions visually presented Video/visual aids Extra thinking and response time Re-cap Pupil positioning for demonstrations vary between adult and 'role model' student for demonstrations. Re-call of instructions through 'show me' what you need to do instead of tell	Choices of way to achieve the task Simplified amount Pre-prepared/in place to reduce cognitive load SEND bag of modified equipment e.g..softer/larger/textured balls scoops/Velcro mits for catching. Using smaller / larger hoops for scoring. Having overload on attack v defence, allowing more passes or more bounces, fewer elements to sequences of movement Sound ball (with a bell etc) for visual impairments.	Grouping carefully and giving more/less space for specific activities. Having a seating space with Using the technology in hall spaces or flash cards to give a visual representation of expectations (SMART boards with Gym shapes/body positions and the Jasmine videos etc)

Sensory & Physical

Teaching	Equipment	Space
Visual variety of stimuli Regular reinforcement	Have a soft ball or replace ball with balloons or scarves. Throw down hands and feet shapes in different colours.	If noise levels are a trigger, place by open door to allow access to outside as a break out space.

<p>Non-verbal cues from about tasks. 3 cones, red shown = not confident, yellow shown = need more input from teacher, green shown = happy.</p> <p>Staff use of hand signals for class where hearing is the disability; 1 hand in the air = stop and listen where you are. 2 hands = stop but come and sit by the teacher.</p> <p>Visual 'tick list' on a board to provide a scaffolded task.</p> <p>Where partner working is a sensory difficulty, working with a 'shadow' partner as an alternative (no touch, but actively engaged with distance between).</p> <p>Lead in time/activity prior to activity eg swimming – time to adjust to the environment with TA or other adult.</p>	<p>White boards or iPads with lists or pre-loaded.</p> <p>Woggles and floats</p>	
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Social, Emotional and Mental Health (SEMH)

Teaching	Equipment	Space
<p>Lesson protocols routines and expectations are clear. Strategies for managing behaviour are common in the classroom and in PE.</p> <p>Trusted learning partners to provide stability.</p> <p>Pre-teaching of activities to make expectations/prior knowledge of what is to come. Weekly re-cap of learning journey and awareness of what comes next.</p> <p>Children with attachment.</p> <p>Activity level low threshold high ceiling – clear small steps to allow success but enable high challenge without feeling of being overwhelmed.</p> <p>Consistent use of rewards/praise in PE</p> <p>Elements of the session that are non-competitive to allow for the children who are not as competitive to thrive.</p>	<p>Sensory breaks</p> <p>Being able to use a stability ball</p> <p>Peers</p> <p>Carefully selected groups</p> <p>Choice of challenge level.</p> <p>As necessary to facilitate non competitive</p>	<p>Break out space</p> <p>Close to or away from children or triggers</p>

Communication and Interaction

Teaching	Equipment	Space
<p>Teacher in consistent spaces for security. Facing children/enabling to see clearly for demonstrations. Set partners or groupings for consistency and security. Allowing an element of choice in activities re roles and responsibilities eg – coach, player, quality control, analysis etc.</p>	<p>Less equipment / fewer rules to reduce cognitive load. Choice of 'level of challenge'</p>	<p>Smaller or bigger space to help regulate Break out space</p>

Access to School Games Inclusion festivals.