**SEND in my subject area – PE**

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

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| **Cognition and Learning** | **Communication and Interaction** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Accessing of learning due to poor literacy or cognitive skills
 | * Key words displayed
* Use of shorter/less complex sentences in resources given
* Writing frames where possible
 | * Children may struggle to communicate their view and express opinions in PE sessions
 | * Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because…Next time they need to improve…
* Allow children to discuss their answer this a partner first to allow processing time
* Provide alternative ways of expressing views e.g. written on a white board
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| * Children may struggle to remember information/facts/previous learning
 | * Lots of retrieval opportunities and reinforcement
* Clear differentiation
* Apply new vocab into lots of different contexts – pre teaching vocab
* Physical warmups to recall previous learning
* Include handouts in lessons or have the lesson criteria on the board in the hall for all to see including visuals
* Break learning down into steps to best meet the pupils' needs.
 | * Language difficulties may make chn unable to access learning
 | * Ensure any written information is explained verbally too
* Use of simple instructions – small steps with modelling
* Visual aids and dual coding
* Videos and modelling to demonstrate key skills
* Use demonstrations to develop understanding
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| **Physical and Sensory** | **Social Emotional and Mental Health** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Children with visual impairment may find it difficult to see IWB or resources provided
 | * Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described
* Visual Time table
* Visual demonstrations in Getset4pe lesson plans.
 | * Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult
 | * Ensure children know in advanced what the key areas of the lesson will be
* Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence
* During lessons reinforce the importance of resilience
* Pre teach aspects of PE to help build confidence
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| * Recording information may be difficult
 | * Provide additional ways to record info(video/ICT etc)
 | * Many aspects of PE consist of group work – some children may struggle to manage in these scenarios
 | * Have clear expectations of group work
* Carefully consider groupings
* Reduce group sizes if necessary to reduce sense of overwhelm
* Teacher to work with targeted children to ensure they can access the learning of the lesson.
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| * Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment
* Children who might not be able access some PE equipment
 | * Addressing individual needs on a lesson-by-lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches
* Additional interventions used to develop fine and gross motor skills
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