**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 |
| * 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 | * Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult | * Ensure children know in advanced what the key areas of the lesson will be * Provide chn with jobs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 |
| * 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. |
| * 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 |  |  |