

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

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

Access to School Games Inclusion festivals.