**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**

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| 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 imparements. | 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**

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| Teaching | Equipment | Space |
| Visual variety of stimuli  Regular reinforcement  Non-verbal cues from about tasks. 3 cones, red shown = not confident, yellow shown = need more input from teacher, green shown = happy.  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.  Visual ‘tick list’ on a board to provide a scaffolded task.  Where partner working is a sensory difficulty, working with a ‘shadow’ partner as an alternative (no touch, but actively engaged with distance between).  Lead in time/activity prior to activity eg swimming – time to adjust to the environment with TA or other adult. | Have a soft ball or replace ball with balloons or scarves. Throw down hands and feet shapes in different colours.  White boards or iPads with lists or pre-loaded.  Woggles and floats | If noise levels are a trigger, place by open door to allow access to outside as a break out space. |

**Social, Emotional and Mental Health (SEMH)**

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| Teaching | Equipment | Space |
| Lesson protocols routines and expectations are clear.  Strategies for managing behaviour are common in the classroom and in PE.  Trusted learning partners to provide stability.  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.  Children with attachment.  Activity level low treashold high ceiling – clear small steps to allow success but enable high challenge without feeling of being overwhelmed.  Consistent use of rewards/praise in PE  Elements of the session that are non-competitive to allow for the children who are not as competitive to thrive. | Sensory breaks  Being able to use a stability ball  Peers  Carefully selected groups  Choice of challenge level.  As necessary to facilitate non competitive | Break out space  Close to or away from children or triggers |

**Communication and Interaction**

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| Teaching | Equipment | Space |
| 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. | Less equipment / fewer rules to reduce cognitive load.  Choice of ‘level of challenge’ | Smaller or bigger space to help regulate  Break out space |

Access to School Games Inclusion festivals.