



## Captain Webb Primary School

### Strategies to support pupils with SEND in Physical Education – *“The game is never more important than the people you play it with.” Debra Demaline Maxted*

At Captain Webb Primary School, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because ‘Everyone matters, **everyone succeeds** and every moment counts’.

Specific Area of Need	How we ensure that ‘everyone succeeds’
<b>Communication and interaction</b>	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> <li>✓ Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar</li> <li>✓ Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally</li> <li>✓ Demonstrate movements / skills so that the child can see what they look like</li> <li>✓ Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.</li> <li>✓ Use peers or video to demonstrate activity visually.</li> </ul>
Autism including Asperger’s syndrome (ASD)	<ul style="list-style-type: none"> <li>✓ Teacher / TA to discuss what the PE session will involve and what equipment will be used</li> <li>✓ Where possible, the child will work in the same group / team for each session</li> <li>✓ Provide opportunities to handle the equipment prior to lessons</li> <li>✓ Ensure instructions are considered and manageable</li> <li>✓ Some pupils (e.g. pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.</li> </ul>
Tourette Syndrome	<ul style="list-style-type: none"> <li>✓ Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel &amp; texture of the equipment</li> </ul>
<b>Cognition and learning</b>	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and	<ul style="list-style-type: none"> <li>✓ Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally (visual timetable)</li> <li>✓ Demonstrate movements / skills so that the child can see what they look like</li> <li>✓ Ensure any written instructions are reinforced verbally or with visuals</li> </ul>



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multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> <li>✓ Ensure the child understands the language you have used in instructions (eg: positional or special language)</li> <li>✓ Give instructions clearly and slowly. Repeat one to one if necessary</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ Check with the child that they have understood what the instruction is</li> <li>✓ Demonstrate movements / skills so that the child can see what they look like</li> </ul>
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> <li>✓ Consider the equipment being used in a PE lesson and provide alternatives where necessary</li> <li>✓ Allow the child additional time to get changed into PE kit</li> <li>✓ Reinforce instructions on what to do during a PE session / activity</li> <li>✓ Be explicit about the rules of a game</li> <li>✓ Consider space required to complete activity.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Allow opportunity to repeat an activity instructions so the child is able to process, store it their long-term memory and recall it</li> </ul>
<b>Social, emotional and mental health difficulties</b>	
Trauma	<ul style="list-style-type: none"> <li>✓ The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour</li> <li>✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error</li> <li>✓ Use simple, specific instructions that are clear to understand, and deliver these slowly</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>✓ Reinforce instructions on what to do during a PE session / activity</li> <li>✓ Be explicit about the rules of a game</li> <li>✓ Minimise distractions</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>✓ Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson</li> <li>✓ Prior to the lesson, discuss what PE equipment is going to be used</li> <li>✓ Where possible, the child will work in the same group / team for each session</li> </ul>
<b>Sensory and/or physical needs</b>	
Hearing impairment (HI)	<ul style="list-style-type: none"> <li>✓ Consider the use of inclusive PE equipment</li> <li>✓ Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo</li> <li>✓ When instructions are given ensure that it is quiet. For example, in a dance lesson turn the music off</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Referees to use flags/visuals alongside their whistle during matches</li> <li>✓ Consider safety of cochlea implants and hearing aids during physical activity</li> </ul>
Visual impairment (VI)/ Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> <li>✓ Consider the use of inclusive PE equipment (e.g. oversized/lighter balls, equipment with auditory signals e.g ‘beep balls’)</li> <li>✓ Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment</li> <li>✓ Ensure that audio cues are used as well as visual e.g., flags etc</li> <li>✓ A programme of PE which is to include a child or young person with sight problems needs to focus on the individual's starting point and adapt and plan activities and teaching techniques that enable the learner to develop their skills and fitness</li> <li>✓ Mark boundaries with luminous tape</li> <li>✓ Individual risk assessments</li> <li>✓ Familiarise the child with the environment they are going to be working in before the lesson begins</li> </ul>
Physical Disability	<p>Children with physical needs are going to need the most adaptations for PE. This will vary depending on their need.</p> <ul style="list-style-type: none"> <li>✓ May need support of an adult to take part in activities.</li> <li>✓ Activities may need to be modified so that they are achievable.</li> <li>✓ Consider use of space</li> <li>✓ Consider use of specialist/inclusive PE equipment</li> <li>✓ Skills may need to be modelled 1-1 or hand over hand guiding.</li> <li>✓ Child may need more regular breaks, due to fatigue or muscle exertion</li> <li>✓ May need extra time to change or to complete activities.</li> <li>✓ You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.</li> <li>✓ Consider risk assessment.</li> </ul>