



Strategies for supporting pupils with SEND in PE lessons

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	• Clear routines and expectations. • Create signals to go with instructions, e.g., teacher blows whistle and raises hand above head for 'Stop'. • Ensure clear, concise instructions are given throughout the lesson. • Demonstrations given – by teacher or talented child. • Keep instructions short. It is better to stop three times to give 'update' instructions than a long initial input. Chunking instructions. • Match your language to the language of the child. • Pre-teach and repeat key language required in the lesson, e.g., 'sequence' or 'volley'. • Before a lesson, show a short video clip of the skills to be learned to the whole class. • Use an iPad with a short video clip to show skills during a lesson. • Ensure teacher is stood appropriately when giving input, i.e., where children can all see, where the sun is not directly behind the teacher, etc.
Cognition and Learning	• Ensure clear instructions are given throughout the lesson • Give additional time to practice key skills outside of lesson time, either before or after a lesson. • Consider adaptations to an activity to ensure children can be successful. • Pre-teach key vocabulary required for a lesson, e.g., 'sequence' or 'volley'. • Demonstrations from teacher/talented child. • Watch a video of a skill prior to the lesson. • Use an Ipad to revisit short clips of skills during a lesson if needed.



Social Emotional and Mental Health

- Clear and consistent boundaries from lesson to lesson.
- Use of TIS strategies throughout lessons
- Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations.
- Consider what the outcome of a game is – i.e., do they simply achieve points by scoring a goal, or could they score points by retaining possession, supporting a teammate, etc.
- Give praise and feedback for personal skills, i.e., showing confidence, respect, etc.
- Highlight errors as an opportunity to improve personal achievement.
- Focus on PERSONAL BEST, and 'most improved' as well as simply highlighting a winner. "Well done to Desmond for the best performance, but even more impressive were Dorothy, Debbie and Derek for improving their best score by more than 10."
- End competitive elements of the lesson with a handshake and "Well done".
- Discuss as a class difficult elements, e.g., how to cope with losing/not achieving your best.
- Ensure boundaries and expectations for the lesson are clear and consistent
- Give children jobs within the lesson so that they feel part of the class team.
- Consider EHCP advice and provisions where appropriate and create smaller groups to complete activities.

Sensory and Physical

- Pre teach specific PE skills and techniques
- Provide children with additional time to practice specific techniques
- Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g., mud on a netball
- Consider any adaptations, scaffolds or differentiation that may need to be implemented for children with physical needs.
- Consider EHCP provisions where Sensory and Physical is the primary need.



Shortlanesend

