Strategies for supporting pupils with SEND in PE lessons

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| **Area of Need…** | **How we support our pupils to succeed…** |
| **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.
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| **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.
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| **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.
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