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. |
| **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. |