



## SEND Provision in PE 2024-25

Area of Need: Cognition and Learning	
Challenges	Provision for SEND pupils
<p>Accessing of learning due to poor literacy or cognitive skills.</p> <p>Children may struggle to remember information/facts/previous learning.</p>	<ul style="list-style-type: none"> <li>• Key words displayed</li> <li>• Use of shorter/less complex sentences in resources given</li> <li>• Writing frames if relevant</li>   <li>• Lots of retrieval opportunities and reinforcement</li> <li>• Clear differentiation/adaptive</li> <li>• Teaching</li> <li>• Apply new vocab in lots of different contexts – pre-teaching vocab</li>   <li>• Physical warm-ups to recall previous learning</li> </ul>

Area of Need: Communication and Interaction	
Challenges	Provision for SEND pupils
<p>Children may struggle to communicate their view and express opinions in PE sessions.</p> <p>Language difficulties may make children unable to access learning.</p>	<ul style="list-style-type: none"> <li>• Ensure modelling and sentence stems are used, e.g. I enjoyed their gymnastic performance because....Next time they need to improve....</li>   <li>• Allow children to discuss their answer to this to a partner first to allow processing time.</li>   <li>• Provide alternative ways of expressing views, e.g. written on a whiteboard.</li>   <li>• Ensure any written information is explained verbally too.</li>   <li>• Use of simple instructions – small steps with modelling,</li> <li>• Visual aids and dual coding</li> <li>• Videos and modelling to demonstrate key skills.</li> </ul>

<b>Area of Need: Social, Emotional &amp; Mental Health</b>	
<b>Challenges</b>	<b>Provision for SEND pupils</b>
<p>Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult.</p> <p>Many aspects of PE consist of group work – some children may struggle to manage in these scenarios.</p>	<ul style="list-style-type: none"> <li>• Ensure children know in advance what the key areas of the lesson will be.</li> <li>• Provide children with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence.</li> <li>• Have clear expectations of group work.</li> <li>• Carefully consider groupings.</li> <li>• Reduce group sizes if necessary to reduce sense of overwhelm.</li> </ul>

<b>Area of Need: Physical &amp; Sensory</b>	
<b>Challenges</b>	<b>Provision for SEND pupils</b>
<p>Children with visual impairment may find it difficult to see IWB or resources provided.</p> <p>Recording information may be difficult.</p> <p>Children with a hearing impairment may find it difficult to hear in larger spaces – hall/outdoors.</p> <p>Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment.</p> <p>Children might not be able to access some PE equipment.</p>	<ul style="list-style-type: none"> <li>• Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described.</li> <li>• Provide additional ways to record info (video etc).</li> <li>• Ensure these children are close to and in the line of vision of CT and looking when CT is giving verbal instruction and keep hands away from mouth.</li> <li>• Slow down speech rate and allow more thinking time.</li> <li>• Repeat contributions from other children (their voices may be softer and speech more unclear)</li> <li>• Check that oral instructions have been understood.</li> <li>• Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability?</li> <li>• Ensure alternate equipment or support is provided e.g. space for their walker between benches</li> </ul>