

PE
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Difficulty in following instructions</p> <p>Accessing of learning due to poor literacy or cognitive skills</p> <p>Children may struggle to remember information/facts/previous learning</p>	<p>Show as video example</p> <p>Writing on the board</p> <p>Model</p> <p>Repeat instructions</p> <p>Break down into smaller steps</p> <p>Checklist</p> <p>Visual aid</p> <p>Simple instructions</p> <p>Peer collaboration</p> <p>Key words displayed</p> <p>Lots of retrieval opportunities and reinforcement</p> <p>Clear differentiation</p> <p>Apply new vocab into lots of different contexts – pre-teaching vocab</p> <p>Physical warm ups to recall previous learning</p>	<p>Unable to verbalise answers</p> <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>	<p>Smaller steps</p> <p>1:1 discussion</p> <p>Get friend to explain</p> <p>Steps to success</p> <p>Use videos</p> <p>Use patterns/groups</p> <p>Allow them to demonstrate</p> <p>Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve...</p> <p>Allow children to discuss their answer this a partner first to allow processing time</p> <p>Provide alternative ways of expressing views – use ipads to film and create own videos</p> <p>Ensure any written information is explained verbally too</p> <p>Use of simple instructions – small steps with modelling</p> <p>Visual aids</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Supportp

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<p>May not understand the task or be able to physically complete the task</p> <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 fine motor or gross motor difficulties may find it difficult to use specific PE equipment</p> <p>Children who might not be able access some PE equipment</p>	<p>Demonstration of use</p> <p>Allowing longer on certain parts when moving others along</p> <p>Smaller steps</p> <p>More time</p> <p>Smaller achievements</p> <p>Sensory circuits</p> <p>Resources</p> <p>Adult support working at a slower pace</p> <p>Changing space/equipment</p> <p>Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described</p> <p>Provide additional ways to record info(video/ICT etc)</p> <p>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?</p> <p>Ensure alternative equipment or support is provided e.g. space for their walker between benches</p>	<p>Issues with regulating emotions</p> <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>	<p>Stickers</p> <p>Discussion before the session</p> <p>Boost verbally</p> <p>Visual reminders</p> <p>Regular check ins</p> <p>Paired work with a more able child</p> <p>Brain breaks</p> <p>Calming music</p> <p>Ensure children know in advanced what the key areas of the lesson will be Provide children with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence Have clear expectations of group work – children praise each other</p> <p>Carefully consider groupings</p> <p>Reduce group sizes if necessary to reduce sense of overwhelm</p>
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