

Our Rationale for SEND pupils within PE.

High quality PE and Sport enables all pupils to enjoy and succeed in many different kinds of physical activity.

It gives pupils opportunities to:

- Develop a wide range of skills including both fine and gross motor movements.
- Use tactics, strategies and compositional ideas to perform successfully.
- Reflect on their own performance and the performance of others.
- Increase confidence and self-esteem.
- Understand about lifelong fitness and healthy living.
- Develop social and emotional interaction through the concept of team games and activities.
- Encourage fairness and personal/social responsibility.

How do we support pupils with SEND across the curriculum and particularly within PE?

Maintaining an inclusive curriculum learning environment	PE adaptations:
<p><u>Sound and Light:</u></p> <ul style="list-style-type: none">• Background noise is limited for all pupils including pupils with Hearing Impairment.• The teacher's face can be seen and is visible for all.• Pupils have access to hearing and low vision aids.	<ul style="list-style-type: none">• Ensure that pupils with hearing impairments are positioned closer when giving instructions or rules of the games.• For pupils with visual impairments, additional adaptations to equipment, resources and rules can be made to support their inclusion.
<p><u>Seating:</u></p> <ul style="list-style-type: none">• All pupils can see and hear clearly.• Positions are taken into consideration for children with a disability.• Positioning allows for peer support or adult support.	

<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Pupils access the outdoor field provision and hall. • A range of equipment and resources are provided for all pupils taking into consideration their motor control coordination. 	<ul style="list-style-type: none"> • Teachers are aware of pupil allergies and take this into consideration when looking at equipment used. E.g. gym mats and allergy to rubber/latex.
<p><u>Displays:</u></p> <ul style="list-style-type: none"> • Displays are: • Accessible, within reach, visual and tactile where appropriate. • Pupil led. • Informative and displays current learning. • Engaging for pupils. • Demonstrates the process of pupil learning. • Vocabulary rich. • Across school to promote healthy lifestyles and celebrate sporting achievements. 	<ul style="list-style-type: none"> • Displays include diversity and inclusion of pupils with special educational needs and disabilities.
<p><u>Multi-sensory approaches:</u></p> <ul style="list-style-type: none"> • Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. 	<p>A multi-sensory approach to PE includes:</p> <ul style="list-style-type: none"> • Differentiating orienteering markers to ensure that pupils with visual impairments can access. • Inclusion of a range of equipment to ensure that all pupils regardless of their motor control coordination can participate in activities.
<p><u>ICT:</u></p> <ul style="list-style-type: none"> • Accessibility features are used to include pupils with SEND as appropriate: • Keyboard shortcuts. • Sticky keys 	<p>ICT in PE allows pupils to:</p> <ul style="list-style-type: none"> • Record their performance to replay and improve their compositions. • Watch elite performance.

<ul style="list-style-type: none"> • Wireless mouse if required. • Screen filters are used to cut down glare. • Font size is considered for worksheets (Size 12 or more); screen presentations (Size 20 or more) • Font type follows school's presentation policy. • Screen background is adapted for pupils with visual difficulties of dyslexia. 	
<p><u>Adult deployment and support:</u></p> <ul style="list-style-type: none"> • All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key rules, game strategies particularly for pupils with retention difficulties. • Adults offer opportunities to break down games/activities into more manageable chunks. • Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment. 	<ul style="list-style-type: none"> • Adults can through the scaffolding of instructions and rules prior to PE session. • For pupils with social, emotional, mental health difficulties or pupils with ASD, adult deployment is considered to support regulation of rules and structure of social gam playing. • Additional adult support is utilised for supervision and for adapting the games/activities for pupils with specific physical difficulties so that all pupils are included within the physical education session.
<p><u>Teacher communication:</u></p> <ul style="list-style-type: none"> • Teacher language is clear and accessible. • Key words, meanings and symbols, rules are explained. • Instructions are given clearly and reinforced visually where necessary. 	<ul style="list-style-type: none"> • Clarity of rules are considered at the start of the session.

<ul style="list-style-type: none"> • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Pupil targets are within books. • Pupils can articulate their targets and show evidence of working towards their targets within their work. • Pupils can articulate their starting point within a curriculum area. • Pupils can articulate their learning through their Cornerstones projects/focus. • Close the Gap is used across the curriculum to feedback learning to all pupils. • Targeted questioning enables teachers to check and extend understanding. 	<ul style="list-style-type: none"> • Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Assessment of skill, enables the teacher to adapt the focus of the lesson to meet the needs of the pupils including challenge for pupils who may demonstrate advanced ability.
<p>Memory/Consolidation/Retention:</p> <ul style="list-style-type: none"> • New activities/games/sports are explained within the context of the curriculum and what they have previously accessed/experienced. • Game rules/movements are taught concisely • Explanations are clear, concise and simplified where needed. • Adults are utilised to support retention through pre/over learning, simplification of instruction/concept. 	<ul style="list-style-type: none"> • Pupils are encouraged to create word banks, mind maps to secure their understanding of concept, key vocab within PE. • Digital resources are used to remind pupils and help pupils to reflect upon their prior learning or to evaluate their performance.

