



Strategies for supporting pupils with SEND in PE lessons

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



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