



## SEND provision in PE

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/written work</li> <li>• Poor memory and recall skills</li> <li>• Poor sequencing skills – understanding the steps modelled</li> <li>• Linking learning</li> <li>• Understanding instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of symbols, larger print, colour coding, multi sensory reinforcement.</li> <li>• A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</li> <li>• Use word banks/vocabulary mats which include pictures.</li> <li>• A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information.</li> <li>• Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories.</li> <li>• New learning fits into the framework of what the pupil already knows – explicit links to prior learning</li> <li>• Build in lots of repetition.</li> <li>• Give additional time for processing</li> <li>• Use of task boards – tick list of steps</li> <li>• Pre teaching of vocabulary</li> <li>• Use of visual support</li> <li>• Visual representations of steps/rules</li> <li>• Additional time to practice</li> <li>• Changes to sequencing</li> <li>• Floor markings</li> <li>• Use cues in dance for sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to use expressive language</li> <li>• Understanding and using new topic vocabulary.</li> <li>• Word finding difficulties</li> <li>• Following instructions and sequences.</li> <li>• Levels of concentration</li> <li>• Retention of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use different forms of communication</li> <li>• Have pre-arranged prompts</li> <li>• Use visual support</li> <li>• Pre-teaching of new vocabulary prior to the lesson</li> <li>• Send vocabulary word mats home before the topic begins</li> <li>• Limit vocabulary to that which is necessary to ensure progress</li> <li>• Limit instructions – use short steps</li> <li>• Social stories.</li> <li>• Children are allowed time to discuss the answers to questions, and evaluate work with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond.</li> <li>• Prompt cards to help with understanding of question words</li> <li>• Word finding strategies</li> <li>• Visual representations of rules/steps</li> <li>• Floor markings</li> </ul>

Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>• Difficulties with fine and gross motor skills</li> <li>• Difficulties with planning</li> <li>• Organisational skills</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Colour vision deficiencies</li> <li>• Physical needs</li> <li>• Sensory overload</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child</li> <li>• Accessible equipment</li> <li>• Adapted equipment, larger equipment</li> <li>• Use of larger targets/hoops/goals/balls</li> <li>• Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress</li> <li>• Consider teacher/pupil position for hearing/vision impaired pupils</li> <li>• Consider lighting/blinds</li> <li>• Allow the child plenty of space to work</li> <li>• Gain pupil's attention before important information is given</li> <li>• Opportunities to practice motor skills</li> <li>• Additional time to practice skills</li> <li>• Clear designation of space, floor arrows and markings for direction and navigation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others</li> <li>• Working effectively as part of a group</li> <li>• No resilience - feeling they aren't any good – resulting in lack of care and effort</li> <li>• Difficulty concentrating and maintaining attention to a task</li> <li>• Difficulties sitting still</li> <li>• Hypervigilance</li> <li>• Over stimulated</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support.</li> <li>• Pre-teaching</li> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions.</li> <li>• Praise the small steps and showcase their work – be proud.</li> <li>• Visual support</li> <li>• Task boards</li> <li>• Use of safe space</li> <li>• The transition from whole-class to group or independent work, and back, is clearly signalled.</li> <li>• Before starting an activity, clarify the rules of any game to be played and set how long it will be played.</li> </ul>

