



Inclusive strategies to support pupils with SEND in Physical Education



Bebrave 

Bebrilliant 

Believe 

Cognition and learning

Memory



- ★ Retrieval practice
- ★ Teaching of specific vocabulary using agreed school approach
- ★ I do, we do, you do
- ★ Mixed attainment groupings
- ★ Provide visual representations of success criteria, especially in gymnastics, dance and yoga

Task Organisation



- ★ Provide appropriate support for timed activities/ activities that involve counting
- ★ Pair children up when using stopwatches/scoring
- ★ Verbalise rules and instructions and combine these with demonstrations and models
- ★ Include exercises that help develop motor control and integrate sensory information
- ★ Use task management boards

Concentration



- ★ Use of a sand timer
- ★ Sensory breaks if appropriate
- ★ Short burst physical activity
- ★ Timers
- ★ Using child to support with demonstrations

Information Processing



- ★ Allow additional thinking time to process and react to instructions/information
- ★ Provide appropriate support for timed activities/ activities that involve counting
- ★ Pair children up when using stopwatches/scoring
- ★ Verbalise rules and instructions and combine these with demonstrations and models
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Communication and Interaction

Social interaction
Communication



- ★ Colourful Semantics
- ★ Use verbal prompts or Makaton to support pupils
- ★ Word Maps
- ★ Provide diagrams and pictures to give children a greater understanding of the activity
- ★ Use clear demonstrations
- ★ Mixed attainment groupings to provide peer support
- ★ Model thinking aloud

Verbal/non-verbal
Communication



- ★ Use partner talk strategies
- ★ Visual instructions to support understanding
- ★ Use of Makaton signing if appropriate
- ★ Objects of reference/ visuals to aid understanding and following routines where appropriate

Receptive and
Expressive language



- ★ Introduce pre- teaching of targeted subject specific vocabulary
- ★ Provide opportunities for overlearning vocabulary
- ★ Adult modelling of vocabulary
- ★ My turn/ your turn approach to learning vocabulary and definitions

Attention



- ★ Provide opportunities to handle equipment before the lesson if necessary
- ★ Clearly explain the rules and instructions in manageable chunks
- ★ Ensure pupils are prepared for possible rule changes

Listening



- ★ Discuss specific equipment clearly
- ★ Set high expectations
- ★ Use pupil for demonstrations
- ★ Provide opportunities to handle equipment beforehand if appropriate
- ★ Clearly explain the rules/ instructions of the game or activity using manageable steps
- ★ Make adjustments to timed activities where necessary

Social, Emotional and Mental Health

Regulation



- ★ Emotions charts
- ★ Zones of Regulation categorises all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in managing their emotions and impulses, regulating their sensory needs, and improve their ability to problem solve conflicts. See Get Set 4 PE SEND resources
- ★ A calm space with limited/no distractions to support emotional regulation and reduce anxiety. The aim of this space is to support the child to return to the classroom environment. The calm space should not be used as a 'time out' or as a consequence for behaviour that challenges. Provide an 'exit' card for the child to present when they need to access the low arousal/calm area.

Tips for use:

- ★ Establish a calm space in the different environments that you will use in PE e.g. you may need different calm spaces for the hall, playground and field. If teaching alone, ensure the calm space is within view.

Self Esteem



- ★ Encourage other pupils to compliment the target pupil. This can be introduced whole class via peer assessment approach
- ★ Openly acknowledge and model that it is okay to make mistakes. During adult led activities role play making a mistake and talk through how to recover
- ★ Scaffolded learning where pupils can succeed
- ★ Having clear success criteria so pupils can recognise success
- ★ Task management boards
- ★ Visual timetables
- ★ To begin with offer small, private praise
- ★ When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task. Work on developing metacognition skills would support this

Anxiety



- ★ Provide opportunities to handle equipment before the lesson if necessary
- ★ Clearly explain the rules and instructions in manageable chunks
- ★ Ensure pupils are prepared for possible rule changes
- ★ Preparation for unit of work through social story or pre teach opportunities.
- ★ Ensure pupils are well prepared if learning environment is unfamiliar e.g. swimming pool
- ★ Provide a calm space with limited/no distractions to support emotional regulation and reduce anxiety. The aim of this space is to support the child to return to the classroom environment. The calm space should not be used as a 'time out' or as a consequence for behaviour that challenges. Provide an 'exit' card for the child to present when they need to access the low arousal/calm area.

Tips for use:

- ★ Establish a calm space in the different environments that you will use in PE e.g. you may need different calm spaces for the hall, playground and field. If teaching alone, ensure the calm space is within view.

Resilience



- ★ Provide a help card so the child can access support from an adult, share information or access strategies to regulate. Make the help cards person centered and meaningful to the child.

Tips for use:

- ★ Talk to the child about the help they need in PE e.g. they struggle with working in a group or they may be nervous to take on different roles or they don't understand. Review regularly with the child about things that they need help with in a PE setting.
- ★ Lots of positive praise and house points.

Self-confidence



- ★ Mixed attainment groupings
- ★ Model making mistakes
- ★ Help cards
- ★ Visual support mats
- ★ Visual timetables

Physical and/or Sensory needs

Fine Motor Skills



- ★ Support with getting changed – task management board
- ★ Intervention using fine motor manipulatives – beads, puzzles, threading, puzzles etc
- ★ Make adaptations to the size, weight and grip of PE equipment

Gross Motor Skills and mobility impairment



Equipment:

- ★ Consider equipment used (size, grip, bounce speed) and adapt/modify if needed
- ★ Provide specific support to enable pupils to take part in all activities
- ★ Allow extra time for changing if needed
- ★ Provide parallel activity if appropriate
- ★ Ensure area for PE is easily accessible
- ★ Use different shaped balls which can be easier for the child to throw, manipulate and handle. A larger ball or even a beach ball is easier to handle when sitting in a chair.
- ★ Balloons and scarves provide opportunities for children with delayed reactions.
- ★ Balance a ball on top of a cone if hitting a moving ball with a bat is not possible. Use a beanbag or quoit for children who find it difficult to open their hand.
- ★ Nets or baskets can be lowered to enable success. A hoop placed on the floor will allow the child to roll or bounce the ball in. Attaching string to a ball that the child pulls towards them makes it easier to retrieve

Task:

- ★ Instead of running, moving in any way they can. E.g. propel themselves, lift their feet up and down, in and out, pump their arms, turn their head or shake their hands.
- ★ Bottom shuffle instead of crawl.
- ★ Sending a ball could include blowing, heading, striking, kicking, pushing, rolling or throwing.
- ★ Receiving a ball could include include catching, stopping or trapping. Bounced balls are easier to catch as the child has longer to prepare.
- ★ Measure how far the wheelchair can travel in a single push when jumping for distance.
- ★ Dribble by pushing or using part of the wheelchair.
- ★ Gymnastics travelling actions could include travelling in the chair and using arms or legs. Make different shapes by placing their hands on the seat and raise their bottom off the chair.
- ★ Rolling could include turning in the chair.


People

- ★ Hold onto a wall or a partner for activities that require balance.



- ★ Allow the child additional time, e.g. giving head starts in games such as cricket, the fielders have allocated time before they can 'field' the ball.

Hearing impairment



Space: changing height, distance, location, size

- ★ Use smaller areas or playing over shorter distances to allow children to hear better.
- ★ Use flat areas such as playgrounds or halls to allow for balance.
- ★ Use bigger spaces to allow for more reaction time.
- ★ Set expectations for noise level for the space you are working in.

Task: changing rules, roles, progressions, conditions, complexity

- ★ Simplify an activity e.g. hold a ball for a longer period of time to allow impaired children to look and find others who may be in good space.
- ★ Break skills into small steps with simple language and visual aids.
- ★ Use clear demonstrations

Equipment: changing what is being used

- ★ Use coloured balls that are easier to see.
- ★ Place visual aids next to equipment to help the children know what to do.

People: changing groupings or how the children play together

- ★ Develop visual communication signals when working in groups or pairs.
- ★ Use physical touch to help children to understand how to perform skills

Top Tips:

- ★ Place visual aids next to equipment to help the children know what to do.
- ★ Develop visual communication signals when working in groups or pairs.
- ★ Use physical touch to help children to understand how to perform skills.
- ★ Allow children to position themselves where they are able to hear best.
- ★ Use routines e.g. stop and look including verbal and visual instructions. This could be using red, amber and green cones or bands.
- ★ Stand near the child when giving instructions so that they can be seen and heard.
- ★ Ensure children are looking before giving clear and concise instructions.
- ★ Check for understanding.
- ★ Use visual aids to help explanations. PE areas e.g. hall, field, playground are naturally noisy environments.
- ★ Set expectations with all pupils about noise level whilst working.

Visual Impairment



Space: changing height, distance, location, size

- ★ Use safe zones or safe playing areas.
- ★ Use brightly coloured tape change in surface to mark boundaries.
- ★ Use targets that are closer.
- ★ Use smaller areas or playing over shorter distances.
- ★ Use flat areas such as playgrounds or halls.
- ★ Use bigger spaces to allow for more reaction time.

Task: changing rules, roles, progressions, conditions, complexity

- ★ Change the speed of the activity e.g. everyone must walk.
- ★ Simplify an activity e.g. Can hold a ball for a longer period of time.
- ★ Create bigger targets to make a task easier.
- ★ Take on different roles e.g. coach. Break skills into small steps.

Equipment: changing what is being used

- ★ Use larger balls which are easier to see and catch.
- ★ Use coloured balls that are easier to see, preferably white, yellow or orange.
- ★ Use balls that make noise or guide ropes when running. Use tennis rackets instead of rounders or cricket bats.
- ★ Use lighter equipment which moves more slowly e.g. scarves, beanbags Use brightly coloured tape on equipment to allow for contrast.

People: changing groupings or how the children play together

- ★ Provide arm support, if needed for certain activities.
- ★ Use buddy systems.
- ★ Focus on and praise how the children interact with each other as opposed to score or outcome.

Top tips:

- ★ Ask children what they are able to see, if certain objects pose a problem and at what distance object are visible.
- ★ Allow children to position themselves where they are able to see best.
- ★ Ensure indoor areas are well lit.
- ★ Allow the child to explore the teaching area prior to a lesson so they can become familiar with this.
- ★ Stand near the child when giving instructions so that they can be seen and heard.
- ★ Use clear and concise instructions that are descriptive e.g. step forward with your left foot, hold your right elbow high in line with your ear.
- ★ Use the child's name before giving instructions.

Sensory processing



- ★ Multi-sensory approaches
- ★ Sensory breaks if necessary
- ★ Varied equipment for task or activity

