



How we help everyone shine in PE ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Reinforce instructions on what to do during a PE session / activity• Be explicit about the rules of a game• Minimise distractions where possible• Teacher / TA to discuss what the PE session will involve and what equipment will be used• Where possible, the child will work in the same group / team for each session• Provide opportunities to handle the equipment prior to lessons• Ensure instructions are considered and manageable• Demonstrate movements / skills so that the child can see what they look like• Consider the equipment being used in a PE lesson and provide alternatives where necessary• Allow the child additional time to get change into PE kit• Use of larger balls for children with less established fine and gross motor skills.• Create a larger space between cones for dribbling exercises.• Change the size of the space to increase/decrease level of challenge and to facilitate success.• Adjust the length of time or distance to suit individuals.• Be aware of sensory processing issues and adapt the space/equipment accordingly.• Lower nets/ goal posts for children in wheelchairs.• Using balloons instead of balls will slow down the pace and help children with slower reflexes.

