

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.

