

## SEND in my subject area- PE

### 1.What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Accessing of learning due to poor literacy or cognitive skills</p> <p>Children may struggle to remember information/facts/previous learning</p>	<p>Key words displayed</p> <p>Lots of retrieval opportunities and reinforcement</p> <p>Clear differentiation</p> <p>Apply new vocab into lots of different contexts – pre teaching vocab</p> <p>Physical warm ups to recall previous learning</p> <p>Watch previous videos from REAL PE</p>	<p>Children may struggle to communicate their view and express opinions in PE sessions</p> <p>Language difficulties may make chn unable to access learning</p>	<p>Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve...</p> <p>Allow children to discuss their answer this a partner first to allow processing time</p> <p>Provide alternative ways of expressing views – use Piads to film and create own videos based on REAL PE</p> <p>Ensure any written information is explained verbally too</p> <p>Use of simple instructions – small steps with modelling</p> <p>Visual aids and dual coding</p> <p>Video's and modelling to demonstrate key skills</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with visual impairment may find it difficult to see IWB or resources provided</p> <p>Recording information may be difficult</p> <p>Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment</p> <p>Children who might not be able access some PE equipment</p>	<p>Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described</p> <p>Provide additional ways to record info(video/ICT etc)</p> <p>Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches</p>	<p>Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult</p> <p>Many aspects of PE consist of group work – some children may struggle to manage in these scenarios</p>	<p>Ensure children know in advanced what the key areas of the lesson will be</p> <p>Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence (This is a big focus in REAL PE)</p> <p>Have clear expectations of group work – children praise eachother from REAL PE videos</p> <p>Carefully consider groupings</p> <p>Reduce group sizes if necessary to reduce sense of overwhelm</p>