

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Physical Education

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers and coaches regarding IEPs. Identification of individual needs and any specific adaptations that need to be made or resources purchased.
- Use of the PE Passport APP to monitor attainment and participation in school sports.
- Differentiated activities during PE lessons for children who have physical targets or rest breaks where appropriate.
- Sharing of important SEND information with the specialist coaches to ensure that lessons and progression are appropriate.
- Invitations for after school clubs are sent to SEND children to encourage participation.
- Inclusion events organised by the local Sports development officers are arranged for SEND children to attend.
- Extra staff timetabled to support children with SEND during PE lessons or events such as swimming. Individual arrangements for children where necessary for swimming. For example, own changing room, visual timetable, social story.
- Opportunities for SEND children to take on leadership roles such as young leaders to encourage social and emotional targets.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/Physical
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<p>Clear LO and success criteria Modelling from the teacher of correct techniques Modelling of games so children can see Support from adults during PE</p>	<p>Smaller groups Clear modelling of how to communicate with team members Support from adults when working in a group</p>	<p>"My personal best" focuses in each PE lesson (on the plans) such as resilience for teachers to discuss with the class Open discussion about feelings during games, especially invasion games and how to treat others when they feel a range of emotions Adult support - completing the lesson with just a small group if necessary (crowd/noise reduction)</p>	<p>Light up balls Bell balls Different textured equipment that is suitable for different grips Different sized equipment for children that may struggle to hold</p>
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record.
Observing skills in PE and the progression of these

skills - picture observations are also available on the school app to keep a record of progression.

- Talking with children about the importance of physical activity, the affect it has on our bodies during warm ups/cool downs.
- Asking children to explain any issues/difficulties they have faced during the lesson and how we could overcome those.

Are we challenging SEND pupils in this subject?

- Personalised progression expectations
- Support from adults to improve skills to the best of the child's ability
- Questioning children throughout the unit to ensure knowledge is being retained
- Group challenges/ games to encourage children to apply their skills and understanding
- Context for learning - Why are we learning this? Why is this important in a game situation?

How do we help SEND pupils retain their knowledge?

- Sticky knowledge focus
- Learning sequences
- Repetition during each stage of the progression - building on skills
- T.A. support