

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- P.E.

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Maintaining an inclusive learning environment – making adaptations so SEND children are included within the MTP and CTs to read the plans prior to the lesson to adapt for the SEND children in their class (following STEP approach)
- Multi-sensory approaches e.g. visual modelling by children or adults/videos of small steps to success along with verbal teacher talk
- Working with additional adults (teacher or TA for further modelling)
- Managing peer relationships (ensuring SEND children with SEMH are happy with their partner and/or group they work with)
- Adult-pupil communication (Clear, concise instructions for children to follow)
- Assessment for learning (On the spot adaptations e.g. smaller or larger space, larger ball or different texture ball/equipment etc.)
- Memory/consolidation (Recapping prior lesson's learning through modelling)
- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers and P.E. coaches regarding IEPs/LSPs to identify specific needs and any specific adaptations that need to be made or do subject specific additional resources need to be purchased?
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- 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.
- 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, and social story.

Specific examples for the different areas of need

<u>Cognition & Learning</u>	
Barriers	Provision

<p>Ability to remember/understand verbal instructions.</p>	<ul style="list-style-type: none"> • Clear LO and SC given • Break down instructions so that they are given one-step at a time. • Where sequences of instructions are needed support with visuals or demonstration. (Teacher modelling or another pupil to model) • Give an individual instruction/recap following the main teach activity. • Mixed group abilities for peer support. • Pre-teach key vocabulary.
--	---

Communication & Interaction

Barriers	Provision
<p>Processing lots of verbal information</p> <p>Understanding of subject specific vocabulary</p> <p>Difficulties working in a team/collaborating and negotiating.</p>	<ul style="list-style-type: none"> • Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. • Be very clear with safety instructions – clear instructions with reduced language. • Key vocabulary supported by visuals • Repetition of key vocabulary and what it means. • Do not assume – clarify vocabulary and prior learning. • Working in smaller groups or pairs initially when developing turn taking skills. • Building up to larger team games as the child understands the rules. • TA or adult support when working in groups

Social, Emotional & Mental Health (SEMH)

Barriers	Provision
----------	-----------

<p>Anxiety around unfamiliar activities.</p> <p>Confidence to attempt new skills.</p> <p>Harder to regulate behaviour in a less structured environment.</p> <p>Anxiety changing for PE/body concerns.</p>	<ul style="list-style-type: none"> • Visual timetable ensuring child knows it is PE. • Inform child if PE time needs to change using visual timetable. • Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do. • Timed warnings of a transition to the next activity • Now and next prompts and visual timetables for PE • Clear expectations at the start of the lesson • Enable the child to change in a more private area (whilst still being safe/supervised) or, where possible, attend school in their PE kit • Liaise with parents about adaptations – wearing a vest on PE days etc. so that child feels more covered up. • Be aware/sensitive to safeguarding issues and report any new concerns. • Opportunities to develop social skills including being taught these to support engagement in group work and collaborative learning. • Talks with Family Support Worker • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.
Physical and/or Sensory	
Barriers	Provision

<p>Ability to see and hear the instructions clearly.</p> <p>Child's individual health or medical needs.</p> <p>Ability to access equipment and task.</p> <p>Sensory overload- noise level, children running in and out of space, different physical environment.</p> <p>Difficulty changing for PE.</p>	<ul style="list-style-type: none"> • Ensure that teacher can be seen and heard • Gather children together for instructions. • Support with signing and demonstrations. • Ensure adaptations are made in accordance with child's own health care plan. • Liaise with health professionals/physio/OT to incorporate children's individual targets/goals. • Adaptations to the equipment. • Adaptations to the success criteria • Incorporate inclusive sports into your curriculum planning- Boccia • Ear defenders (remove for any health and safety discussions) • Warning in advance of the change of space – visual timetable for PE or now/next.
---	---

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Use of assessment for learning within the lesson e.g. allowing more time or a different equipment to support with the LO
- Assessed on outcome - discussions with pupil
- 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.

How 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?
- Offering after school, lunch-time clubs or after school or in school competitions for SEND children

How do we help SEND pupils retain their knowledge?

- Learning sequences
- Repetition during each stage of the progression –building on skills
- T.A. support
- Visuals
- Sticky knowledge focus – quizzes to aid recall