

Unfamiliar Learning Environments

- Make sure pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.
- Consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.
- Ensure specialist outdoor and adventurous activities centres have the equipment and resources for wheelchair users and pupils with mobility difficulties.

Resources

- Ensure resources are accessible, within reach and labelled clearly to encourage independent use.
- Teachers are aware of pupil allergies and take this into consideration when looking at equipment used. E.g. gym mats and allergy to rubber/latex.
- Take into account pupils' motor control and coordination when selecting equipment.

Sound and Light Issues

- Limit background noise and reverberation of sounds.
- Ensure video presentations have subtitles for hearing impaired pupils and those with communication difficulties, where required.



Support for pupils with SEND in Physical Education

Technology

- Some pupils will find it helpful to record their performance using digital cameras or video and replay it to help improve their performance, e.g. using programs such as Dartfish.
- Technology can be used to record, monitor and track personal performance.
- Watch elite performances to improve understanding of techniques.
- Carry out research – e.g. websites

Multi-sensory Approaches

A multi-sensory approach to PE includes:

- Differentiating orienteering markers to ensure that pupils with visual impairments can access.
- Including a range of equipment to ensure that all pupils regardless of their motor control coordination can participate in activities.
- Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation.

Group Work

- It is desirable for pupils to come together in group PE activities, such as Dance and Gymnastics and playing together, but some pupils with SEND may get more satisfaction from individual practical work. Give children with a clear role in collaborative tasks.
- Some children may need support to access group tasks and navigate conflict/competition.

Communication

- Some pupils will need tasks to be broken down into smaller sets of instructions.
- Ensure rules are clear and concise, supported with visuals as required.
- Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.

Displays

- Be aware of potentially distracting elements of wall displays and limit these.
- Include key vocabulary and visual prompts.
- **Ensure displays include diversity and inclusion of pupils with special educational needs and disabilities.**

Additional Adults

- Adults can through the scaffolding of instructions and rules prior to PE session.
- For pupils with social, emotional, mental health difficulties or pupils with ASD, adult deployment is considered to support regulation of rules and structure of social game playing.
- Additional adult support is utilised for supervision and for adapting the games/activities for pupils with specific physical difficulties so that all pupils are included within the physical education session.