



Focus area: PE

Curriculum considerations for children across all areas of SEN in PE

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
 - Celebrating and recognising that children with SEN may be very talented in this area.
- Ensuring all children with SEN are supported to access PE enrichment via reasonable adjustments.

Additional enhancements

- Gross motor small group
- Individual gross motor/physio as recommended by OT.

Communication and Interaction

Key Learning Challenges:
Understanding vocabulary
Understanding the task
Understanding the rules/having the social skills to work with others.
Potential sensory issues relating to volume/busy/different environment

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Being aware of children's sensory needs – use of ear defenders, small group work
- Visual representations of rules/steps
- Social stories used around PE particularly for things like swimming and for social skills how to be a member of a team.
- Use of own equipment where appropriate.
- Clarifying rules at the start of sessions.

Learning and Cognition

Key Learning Challenges:
Understanding vocabulary
Transferring skills from previous lessons.
May have difficulties with coordination

- Additional time to practice
- Using mindmaps to build up and link the learning together from previous lessons.
- Changes to sequencing
- Additional opportunities to practice gross motor skills
- Use of larger targets/ goals or hoops
- Additional time to practice a skill (improve muscle memory)
- Any additional support recommended from outside agencies such as OT.
- Use of videos/recordings to support learning dance moves/specific skills.

Social, emotional and mental health

Key Learning Challenges:
Difficulty understanding/accepting the rules of games.
Difficulties around concentration/attention
Difficulties with social skills/getting along with others/working as a team

- Using task planner/task chunking.
- Time framing and use of timers.
- Social stories to support understanding of social skills/being a member of a team shared regularly.
- Safe Space available in the hall,
- Small group support/modelling.
- Adults are attuned to needs of the class/pick up early signs of dysregulation.
- Use of own equipment initially where appropriate.

Physical and Sensory

Key Learning Challenges
Difficulties accessing due to vision.
Being able to hear the teaching/instructions
Sensory overload

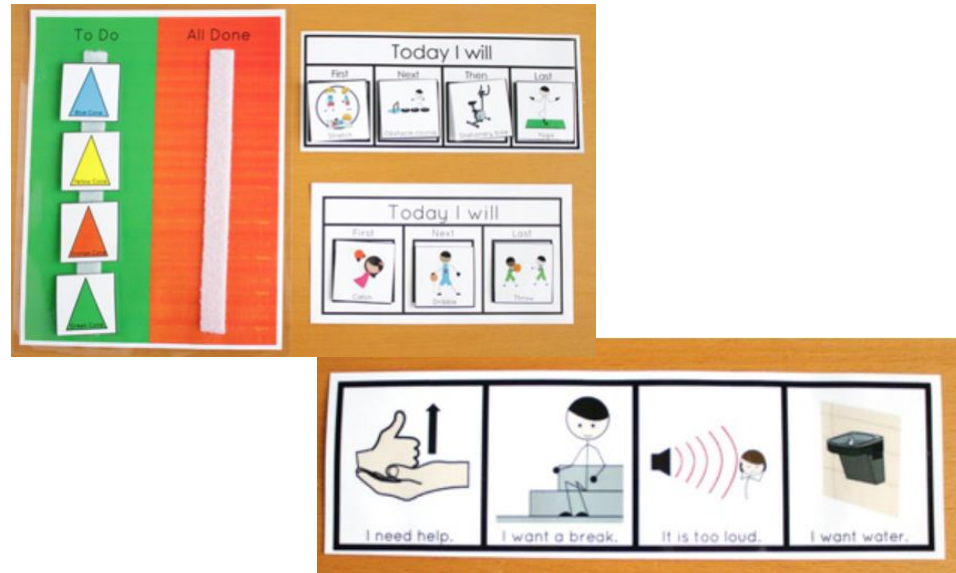
- Seated near the front
- Use or radio aids where safe by teacher/pupil (as advised by HI service), but an awareness that the music class may make it difficult for children in a busy environment and they may need a quieter space.
- Adaptations made for children with physical disabilities (can games be play seated Support for upper body and core strength for those in wheelchairs.
- Assistive resources ball wrapped in bubble wrap, balloon with rice.
- Awareness of sensory difficulties in PE halls.

EYFS Example	KS1 Example	KS2 Example
<p>First and next</p> <p>Give choices of activity</p> <p>Offer quieter space to practise key skills.</p> <p>Visual timetable</p> <p>Awareness of sensory needs e.g. ear defenders.</p> <p>Adaptations to PE equipment</p>	<p>Share videos of the skills you are teaching.</p> <p>Visual timetable with choice of activity.</p> <p>Awareness of sensory needs e.g. ear defenders.</p> <p>Adaptations to PE equipment</p>	<p>Share videos of the skills you are teaching.</p> <p>Visual timetable with choice of activity.</p> <p>Awareness of sensory needs e.g. ear defenders.</p> <p>Adaptations to PE equipment</p> <p>Visuals and reminders about the rules of the game prior to teaching.</p>

What does this look like in practice? (pictorial examples)



An example of symbols/key words being used to support a learner participate in a gymnastics lesson warm up.



Consideration	Why?	Strategy for PE
Predictability & Transitions	'Unpredictability and change can cause high levels of stress,' (page 149).	Create clear routines, make rules explicit, prepare children in advance of lessons and provide children with a clear role.
Explaining the Game	It is easy to assume that children already know how to play a game/sport or we can overload them with information (rules, strategies, etc.).	Provide demonstrations or use a video that enables children to see what they are expected to do as some might struggle to follow verbal explanations/instructions.
Communication Styles	We all have different preferences or styles of communicating with others. 'There are also differences between how neurodiverse and neurotypical people communicate,' (page 159).	Be aware that neurodivergent children may avoid eye contact or may appear that they are not listening, however this does not mean they are not paying attention.
Different Rules	'Rules provide structure and safety. They help Autistic children make sense of a world that can be unpredictable and confusing; they can provide a sense of comfort,' (page 171).	'Be very clear if you are making an exception to the rule and stress that this is a one-off occasion,' (page 175).