

Curriculum Intent: How we aim to meet the range of SEND needs within our teaching

Subject: Physical Education (PE)

“PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.”

National Curriculum, QCA, 2009

Recent legislation and guidance make clear that all the teaching staff in a school are responsible for the provision for pupils with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school’s procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities. Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils.”

National Curriculum, QCA, 2008

This is more than just giving pupils ‘access to the curriculum’. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. The statutory ‘inclusion statement’ in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to:

- set suitable learning challenges
- respond to pupils’ diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

Planning for pupils with SEN and/or disabilities should be part of the planning that staff complete for all pupils, rather than a separate activity. It doesn’t need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning.

At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor. Staff should also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for pupils to demonstrate what they know and can do.

To overcome potential barriers to learning in physical education, some pupils may require:

- adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress
- specific support they need to take part in certain activities or types of movement, and
- careful management of their physical regime to allow for their specific medical conditions.

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils:

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

1. Use of modelling and images.
2. Keep instructions simple.
3. Support children with additional step-by-step instructions.

Communication and Interaction

1. Use clear step by step instructions, both verbally and physically.
2. Repeat instructions on to one where necessary.
3. Consider environment, teaching areas and partnering.

Social, Emotional & Mental Health

1. Ensure planning enables all pupils can achieve and succeed.
2. Develop resilience and a have a go attitude where mistakes are seen as a leaning opportunity.
3. Plan activities that are fun and achievable.
4. Use positive praise and positive reinforcement.
5. Teach the importance of physical activity and show how it can promote your social, emotional and mental health.

Sensory and Physical

1. Consider the environment being used.
2. Hearing- physical proximity: tone & pitch of voice.
3. Adapt activities to enable all to be able to participate.
4. Offer both easier and more challenging options.

The following ideas of how we can adapt our teaching to support SEND pupils from TDA

<https://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf>

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Physical education
<p>Sound and light issues For example:</p> <ul style="list-style-type: none"> background noise and reverberation are reduced sound field system is used, if appropriate glare is reduced there is enough light for written work teacher's face can be seen – avoid standing in front of light sources, eg windows pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required. 	<p>Sound and light issues</p>
<p>Seating Pupils' seating and the main board position are planned for the shape of the room.</p> <p>Pupils can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> the teacher each other, and the board/TV/screens. <p>Seating allows for peer or adult support.</p> <p>There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.</p> <p>Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p>Seating Make sure the changing facilities are accessible.</p>
	<p>Resources Storage systems are predictable.</p> <p>Resources are:</p> <ul style="list-style-type: none"> accessible, eg within reach, and labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.
	<p>Displays Displays are:</p> <ul style="list-style-type: none"> accessible, within reach, visual, tactile informative, and engaging. <p>Be aware of potentially distracting elements of wall displays.</p>
	<p>Low-arousal areas A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/resources to minimise distraction.</p>
	<p>Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked.</p> <p>There is room for pupils with mobility difficulties to leave the site of an accident.</p> <p>Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>
	<p>Health and safety Some pupils will require careful management of their physical regime to allow for their specific medical conditions.</p> <p>In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability – see appendix A.</p> <p>Consider what clothing may be required for expeditions or camps for pupils who have limited mobility or sensation.</p>

Multi-sensory approaches, including ICT

Maintaining an inclusive learning environment	Physical education	Multi-sensory approaches, including ICT	Physical education
<p>Unfamiliar learning environments Pupils are prepared adequately for visits.</p>	<p>Unfamiliar learning environments Make sure pupils are well prepared for visits – eg 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.</p> <p>You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.</p> <p>Specialist OAA (outdoor and adventurous activities) centres have the equipment and resources for wheelchair users and pupils with mobility difficulties to take part in activities such as climbing, abseiling and sailing.</p>	<p>Multi-sensory approaches Pupils' preferred learning styles are identified and built on:</p> <ul style="list-style-type: none"> • when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video • for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and • to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. 	<p>Multi-sensory approaches Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation.</p>

Working with additional adults

Working with additional adults	Physical education
<p>Consulting pupils Wherever possible, pupils are consulted about the kind and level of support they require.</p>	<p>Consulting pupils Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector.</p>
<p>Planning support Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently. Planning should identify:</p> <ul style="list-style-type: none"> • which individuals/groups will receive support • where in the lesson pupils will need support • the type of support pupils should receive, and • when pupils should be allowed to work independently. <p>Additional adults:</p> <ul style="list-style-type: none"> • are clear about the lesson objectives • know the sequence of the lesson • understand the lesson content • know how to break tasks into more manageable chunks • are provided with key questions to encourage formative assessment, and • where appropriate, are familiar with any ICT used to support pupils. 	<p>Planning support Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.</p>
<p>Evaluation Additional adults report to the teacher on pupils' progress. The effectiveness of support is monitored and reviewed.</p>	<p>Evaluation</p>

Managing peer relationships

Managing peer relationships	Physical education
<p>Grouping pupils All forms of pupil grouping include pupils with SEN and/or disabilities. Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose. Sequence of groupings is outlined for pupils. The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.</p>	<p>Grouping pupils</p>
<p>Managing group work and discussion Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. Pupils are assigned specific roles (eg chair, writer, reporter, observer) which gives all pupils something to do and keeps them focused.</p>	<p>Managing group work and discussion</p>

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