

Hawkesley - SEND Offer Physical Education

We aim for all PE lessons and learning questions to be accessible to all pupils. Pre-teaching of specific PE vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of PE hub unit plans allow teacher to be aware of changes that can be made to the lesson to make it easier or more difficult to make every pupil achieve each lesson's learning objective. We hope that our PE curriculum can help all access and develop a love of exercise and sport.

Cognition & Learning

- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior learning made.
- Class teacher models the steps to learning to show the expectations.
- Small steps to be given to make workload manageable.
- Steps are re-enacted in physical mimes alongside their teacher and peers, several times over, before piecing together the steps to complete the action.

Sensory & Physical Needs

- Adaptations to help support who struggle getting changed- own changing space, space/tray to put belongings in, support to get started/finished,
- Poor co-ordination/gross motor skills- regular gross motor breaks, ensure maximum space between equipment, writing slope, classroom audit.
- If someone has an injury or are temporarily unable to complete the task, adjustments are made to help them partake as much as they can.

Communication & Interaction

- Shared understanding and expectations of good listening displayed, taught, modelled and regularly reinforced.
- Pupils aware of pre-arranged cues for active listening (symbol, gesture, action)
- Delivery of information slowed down with time given to allow processing.
- Pupils are encouraged and shown how to seek clarification.
- Adults support used effectively to explain and support pupils to ask and answer questions.
- Ask questions with yes/no, short responses.
- Mixed ability peer and small group work opportunities.

Social, Emotional and Mental Health Difficulties

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Provide lots of opportunities for kinaesthetic learning (practical activities, experimental learning, multi-sensory resources)
- Give breaks between tasks and give legitimate 'moving around' activities.
- Have a range of simple, accessible activities that pupils enjoy to use as 'calming' exercises.
- Use of a calm space to complete work elsewhere.