



Barriers to and solutions for Engagement, Progress and Achievement in Physical Education-

The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People
Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations
Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided
Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion
Carefully choose equipment – eg size and colour of a ball
Some children with SEN will shine at PE
We do not expect changing for PE (only swimming), children come in kit on PE days. If children need to change into kit at school/swimming pool we should be aware of SEN pupils who may need support.
All SEND pupils are invited and encouraged to attend sports clubs, festivals and competitions.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Difficulty in hearing instructions from teacher/peers</p> <p>Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear</p>	<p>Difficulty in seeing target</p> <p>Difficulty in seeing object (ball etc)</p> <p>Difficulty navigating space</p>	<p>Throwing and catching</p> <p>Holding bat, racquet, stick</p> <p>Foot control</p> <p>Balance</p> <p>Spatial awareness</p> <p>Safety/ falls etc</p>	<p>Recall of instructions</p> <p>Memorising routines</p> <p>Use of specific language</p> <p>Delay between instruction and task results in forgetting</p>	<p>Noise and movement – overstimulating</p> <p>Sharing space and equipment with others</p> <p>Too many rules/ instructions</p> <p>Interpreting as unfair</p>	<p>Terminology for different sporting activities</p> <p>Understanding rules</p>	<p>Recall of prior learning</p> <p>Recall of instructions</p> <p>Understanding rules</p> <p>Subject vocabulary</p>	<p>Difficulty in taking turns and sharing</p> <p>Difficulty with not winning/ Succeeding</p> <p>Difficulty with boundaries</p>

			Self-esteem Wheelchair accessibility		Waiting + frustration Understanding of instructions Sensory difficulties noise in hall for example			
Solutions	Use of communication in print/signals Visual modelling Use of videos and/or instruction in classroom before lesson Audio equipment checked Encourage to copy safe person/ role model	Ensure use of contrasting balls/ beanbags etc Talk directly to child Allow student to explore if equipment has been rearranged Be verbal use left and right – don't use hand gestures Use of tactile,	Malleable balls/beanbags make catching easier Make sure that there is some easy grip on bats Practise skills before lesson with TA. Use of TA in lesson if available to demonstrate alongside. Careful groupings	Use of pictorial representation and reduction in verbal instruction Film, photograph of routines to aid recall Teach skills one by one	Clear structure of lesson with minimal periods of inactivity Absolute clarity of instruction Ear defenders if needed Pre-teaching of rules and expectations in class room Careful partnerships Use of time out card or safe space area for	Model language when learning new terms with gesture – eg "bowl" means over arm throw	Pictorial representations Tasks broken down into smaller steps Teach skills one by one Clear instructions Small "bursts" of activities Use of TA to hover if available Display pictures and single words	Careful groupings Pre-select group before session Specific rules Work on resilience Use of TA to hover if available

	<p>May need ear defenders</p>	<p>larger balls for throwing catching or balls with bells inside</p> <p>Peer support (rotate buddies)</p> <p>Allow more bounces (for example)</p> <p>Gently physically move child at the same time as giving instructions</p> <p>Use neon tape to map out areas</p>	<p>Inclusion of Physiotherapy targets</p>		<p>time out (low arousal area)</p> <p>Different roles given to some children especially with competitive sports which might trigger</p> <p>Allocated space when changing for swimming</p>		<p>for visual clues to aid memory</p>	
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