

PE	Strategies for Supporting Children with SEND at Bugle Primary School
Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none"> • Clear routines and expectations. • Create signals to go with instructions - teacher blows whistle and raises hand above head for 'Stop'. • Ensure clear instructions are given throughout the lesson. • Demonstrations given by teacher or another child. • Keep instructions short. Better to stop three times to give three short 'update' instructions rather than one long initial input. • Match language to the language of the child. • Pre-teach and repeat key language required in the lesson - 'sequence' or 'volley'. • Use visual prompt cards/posters. • Before a lesson, show a short video clip of the skills to be learned to the whole class. • Use an ipad with a short video clip to show skills during a lesson. • Ensure teacher is stood appropriately when giving input - where children can all see, where the sun is not directly behind the teacher, etc.
Cognition and Learning	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson. • Give additional time to practise key skills outside of lesson time, either before or after a lesson. • Consider adapting an activity to ensure children can be successful. • Pre-teach key vocabulary required for a lesson, e.g. 'sequence' or 'volley'. • Demonstrations from teacher or another child. • Watch a video of a skill prior to the lesson. • Use an ipad to show short clips of skills during a lesson.
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Clear and consistent boundaries from lesson to lesson. • Use of TIS strategies throughout a lesson. • Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations. • Consider what the outcome of a game is – do they simply achieve points by scoring a goal, or could they score points by retaining possession, supporting a teammate, etc? • Give praise and feedback for personal skills - showing confidence, respect, etc. • Highlight errors as an opportunity to improve personal achievement. • Focus on PERSONAL BEST, and 'most improved' as well as simply highlighting a winner. • End competitive elements of the lesson with a handshake and "Well done". • Discuss as a class difficult elements - how to cope with losing / not achieving your best. • A clear 'time-out' option where children can step out, then re-join if required. • Ensure boundaries and expectations for the lesson are clear and consistent. • Give children jobs within the lesson so that they feel part of the class team.
Sensory and Physical	<ul style="list-style-type: none"> • Pre teach specific skills and techniques. • Provide children with additional time to practise specific techniques and how to use equipment. • Ensure all members of staff in the lesson are aware of any sensory needs or triggers. • Give time to practise how to correctly hold a range of equipment. • Ensure workspaces are organised. • Consider alternative methods of recording ideas or evaluating work.