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| **PE** | **Strategies for Supporting Children with SEND at Bugle Primary School** |
| **Area of Need…** | **How we support our pupils to succeed…** |
| **Communication and Interaction** | * 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** | * 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** | * 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** | * 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. |