|  |  |
| --- | --- |
| **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.
 |