



Adaptive Teaching for Children with SEND in PE

Implications for Teaching and Learning in PE

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of Need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Adaptive Teaching Techniques to Consider:	<p>To use less PE technical vocabulary</p> <p>Use simple step communication levels</p> <p>Break down activities into smaller achievable steps</p>	<p>To use/follow clear instructions (absolute clarity of instruction)</p> <p>To use hand gestures/body language (model)</p> <p>Structured modelling – demonstrations of physical activity</p>	<p>Pre-teach when possible</p> <p>Pictorial representation from PE Hub</p> <p>Differentiate learning via group work/mixed ability to be able to aid children to be successful in their learning</p>	<p>Making sports more skill based than competitive</p> <p>Offer time-out when needed</p> <p>Peer support / teamwork (consideration to careful grouping)</p>	<p>Inclusive equipment so that all learners are able to participate (adapting size of ball etc)</p> <p>To use inclusion of a disability – looking at diversity and equality in PE</p> <p>Seated Volleyball</p> <p>Safe space and safe people identified for learning</p>