

SEND/EAL Provision



Subject - PE

These strategies could be implemented to ensure pupils identified as having SEND could access the PE curriculum.

Cognition & Learning	Communication & Interaction	EAL
Pre teach vocabulary, key skills and ideas. Ensure key vocabulary is shared in a variety of ways. Repetition and revisiting of taught skills – time given to explore skills and equipment. Make it visual – use of pictures, diagrams, photographs annotations. Opportunities to talk to peers about the skills and ideas they have learnt and are exploring. Quick and sharp sessions that allow children the opportunity to explore known skills within various contexts.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials (PODD) Allow children the opportunity to discuss their ideas with staff and peers. Opportunities for children to model skills rather than talking. Practical demonstrations of skills (videos, teachers or other pupils)	Pre-teach vocabulary. Provide vocabulary lists related to each topic/skill. Visual support and copies of pictures/photographs. Practical demonstrations of skills (videos, teachers or other pupils) Translation of key vocabulary. Limit the amount of new vocabulary during each lesson. Constant repletion of key words e.g pass, move, stop.
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning. Promote the use of Zones throughout the lesson particularly when games are competitive. Look for non-visual clues that a pupil may be struggling with a particular skill or lesson. Provide a safe environment for pupils. Reduce noise level and organise working space as much as possible(particularly in the hall)	Offer simple steps to individual as well as whole class demonstrations and instructions. Print outs for lesson on correct coloured paper. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	Practical demonstrations of skills (videos, teachers or other pupils) Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions. Short instructions to minimise lost instruction. Reduce noise level (Particularly in the hall)
Motor Skills		
Use gross and fine motor skill warmups to begin each lesson. Adapt tasks appropriately and set achievable outcomes		