



### **Modifying the curriculum to support pupils' needs in PE**

Planning for pupils with SEND is part of the planning that we do for all pupils at Mandale Mill Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

<b>Maintaining an inclusive learning environment when teaching PE at Mandale Mill Primary School</b>
<p><b>Sound and Light</b>            Teacher's face can be seen – avoid standing in front of light sources, e.g. windows            Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.            Use different resources such as rice in a balloon when playing tennis to support visual impairment.            Be aware of visual disturbance when outside with the sunshine and ensure children wear appropriate eye wear if required.            Be aware of children who are noise sensitive in regards to activities that are planned and delivered (i.e music played for dance)</p>
<p><b>Seating</b>            Space should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.            Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils- if a theory lesson.            Ensure space and equipment prepared for all children to access.            Ensure that all children are seated in front of the adult so that they can see and hear, no children should be sat behind an adult.            If outside, children should have their backs to the sun so it is not in their eyes.</p>
<p><b>Multi-sensory approaches</b>            Ideas for visual learners include:            summarising ideas in pictures</p>

using or presenting information in tables or diagrams, rather than unbroken text

**Auditory methods** (based on listening and speaking) are the most common found in PE teaching. They are ideal for auditory learners but are also valuable for pupils with SEN who find text-based work difficult.

In this case, written sources could be converted to an auditory form.

Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting

Use a range of tactile resources.

Adaptions to the size, weight and grip of equipment.

Zone of spaces if the space is too open for some children.

Consider ear defenders when in the hall and the space can be prone to echo.

### **ICT**

Teachers can maximise the impact of using ICT in PE by:

Using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.

Using the interactive whiteboard in PE sessions to demonstrate key PE vocabulary for the children to learn and discuss.

### **Planning Support**

The pre-teaching of important PE vocabulary, concepts and/or processes, where appropriate.

Mixed ability groups

Checking of resources to see if they are appropriate and suitable.

Adaption of any resources required

### **Transitions**

Transition from whole-class to group or independent work, and back, is clearly signalled and includes transition to and from the PE space. This is particularly helpful for pupils on the autistic spectrum

### **Teachers' communication**

Recognise that the language of PE may be challenging and be clear in the direction given.

Teachers to use images where appropriate to help understand words and terminology

Ensure communication uses preferred communication method (Makaton and PECs may need to be considered)

### **Supporting reliance on memory**

Use an Ipad to record the performance and key skills and replay before each lesson

Use an Ipad to capture images that can be used for half termly assessments that allow children to remember/record what they are doing in the image.

### **Pupil Teacher interaction**

Think-pair-share can be a useful technique for promoting speech in PE.