

## PE

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In PE adaptations may also include or be reflected through;

- Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible.
- When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays.
- Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.
- Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.
- Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.
- Making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.
- Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.
- Model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners.
- Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult.
- Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.

For further guidance and information on creating inclusive PE lessons please refer to <https://nasen.org.uk/page/nasenco>