

## Support for Pupils with SEND in PE

### Responsive Planning



- Teachers adapt activities in response to ongoing assessment, ensuring all pupils can participate and make progress
- Use the STEP framework (Space, Task, Equipment, People) to remove barriers and maintain ambition for all learners
- Provide multiple pathways to success so all pupils achieve the intended physical outcome
- Use visual supports (demonstrations, diagrams, videos) to model skills and expectations
- Deploy adults to target support and scaffold learning in small groups
- Adapt lessons in real time based on pupils' physical, sensory and cognitive needs
- Promote safe risk-taking to build confidence, resilience and independence
- Offer alternative roles (e.g. coach, observer, leader) to ensure full inclusion
- Recognise when pupils benefit from individual practice as well as group activity
- Ensure equipment and resources are accessible and appropriate for all learners

### Instructional Flexibility



- Use flexible grouping to support collaboration and inclusive participation
- Rotate groups to provide varied roles and social interaction opportunities
- Structure activities to promote peer support and teamwork
- Provide scaffolded instructions and clear modelling to support skill development
- Adapt questioning to support understanding and reflection on performance
- Incorporate visual, tactile and kinaesthetic approaches to support all learners
- Use assistive and digital tools (e.g. Seesaw, video playback) to record and review performance
- Allow alternative ways to demonstrate success (performance, observation, coaching, analysis)
- Break skills into manageable steps to support progression and confidence
- Teach pupils to plan, monitor and evaluate their performance (metacognition)

### Collaborative Reflection



- Use ongoing reflection to adapt teaching and improve pupil outcomes
- Include pupil voice to understand confidence, enjoyment and barriers in PE
- Encourage peer feedback and cooperative learning to improve performance
- Use self-assessment to reflect on strengths, challenges and progress
- Provide opportunities to discuss performance individually and in teams
- Deploy adults to model teamwork, communication and inclusive behaviours
- Use targeted questioning to support reflection on skills and tactics
- Work with families and external professionals to support individual needs
- Foster a supportive environment that builds confidence, resilience and positive attitudes to physical activity

### Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals	Respect diverse backgrounds and learning needs through real life role models	Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard	Children to look for role models and praise peers to create positive reinforcement.	Allow pupils to set personal goals for each session, fostering intrinsic motivation
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