



Universal Design for Learning (UDL)

Present information in multiple ways (text, audio, visuals).

Allow students to express learning in different ways (writing, speech, drawings, models).

Offer multiple means of engagement to maintain motivation and attention.



Resources

To make changes in the way an activity is delivered one or more of the STEP areas can be considered. STEP stands for: Space, Task, Equipment, People.

Provide access to adapted equipment to overcome difficulties with mobility or manipulative skills.

Make sure pupils are physically able to use the Equipment selected and adjust.

For example: THROWING AND CATCHING-We have a variety of different size and type of balls which can be selected to suit a child's needs. Sponge balls instead of tennis balls.

TARGETS- pop up nets, basketball post, football posts, target mats.

Support for Pupils with SEND in PE



Learning Environment



Use cones to mark areas.

Indoors- if needed request the hall doors are closed to reduce space.

Outdoors-choose area e.g. 'behind the kitchen, inside the running track or in the ball court.

Provide quiet areas for independent work or small group work.

Ensure materials are easily accessible.

Interactive whiteboards are non reflective to reduce glare.

Ear-defenders to be used for some pupils through the session.

Regular breaks for some pupils away from the main group.



Flexible Assessment

Use a variety of assessment types: Seesaw, children video each other or teacher record groups then self-evaluate using text boxes or voice recordings.

Support from peer or staff.

Focus on progress and understanding rather than only accuracy.

Communication/Oracy



Multi-Modal Communication

Encourage Metacognition and Reflection

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.

Structured Speaking Opportunities

Visual and Auditory Supports task plans and timetables

Scaffolded Oracy Development

Inclusive Assessment of Communication

Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).



Multi-Sensory Approaches/metacognition

Task Plans are valuable for children to work independently and in small groups.

Children come to school in their PE kits to support with routines.

Background noise and reverberation are reduced

Video presentations have subtitles for hearing-impaired pupils and those with communication difficulties, where required.

Visual prompts and routines are valuable for learners on the autistic spectrum and other pupils.

Film and video are powerful tools to support PE learning.

Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.

Use visual aids or other concrete supports when dealing with abstract topics,

Summarise sequences of routines in gymnastics and dance through task plans. etc



Flexible Grouping and Peer Support

Use pair or small-group activities to encourage peer learning.

Rotate groups so students work with different classmates.

Encourage cooperative learning, mentoring, and peer feedback.

High Performer Learning Grids



familiar Learning Environments

Pupils are prepared adequately for visits.

Social story for the trip or visit.

Images shared of venue or person.

Itinerary for the day shared with pupil and parents prior to visit.



Cultural and Emotional Sensitivity

Respect diverse backgrounds and learning needs.

Build positive relationships and a supportive classroom climate positive regard

Recognise effort, celebrate success house points, and encourage resilience Commando Joes



Encouraging Self-Regulation and Metacognition

PACE model

Emotional Coaching

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.



Assistive Technology

SEESAW used to record in child's preferred way of learning. Text-to-speech, speech-to-text, and reading software.

Digital graphic organisers and mind-mapping tools.

Visual timers and interactive learning apps.

ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.

Use ICT in a focused and structured way for example, Spelling Shed and a variety of entertaining games for practicing them.



Low-Arousal Areas

It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEND may get more satisfaction from individual practical work.