



Christleton Primary School

Strategies / Adaptations for supporting children with Special Educational Needs and Disabilities (SEND)

In Physical Education lessons

Sensory and Physical

(Including: ASD, Anxiety, visual, hearing, sensory processing issues, DCD & Dyspraxia)

- ✓ **Position:** location of child to accommodate needs as comfortably as possible for the individual child.
- ✓ **Pre-teach:** Individual pupils will be given the necessary preparation prior to the lesson, where staffing and timetabling allows, so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson.
- ✓ **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.
- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with them and be available for support during the lesson.
- ✓ **Adaptation:** Learning will be adapted so that it is accessible to the child. The STEP principle will be used (Space Task Equipment People) to adjust the level of challenge.
- ✓ **Time** will be given for the child to process new information and instructions with the support of visual cues if required.
- ✓ **Zones of Regulation:** Consistent reference to the language around Zones of Regulation will be used to support children in communicating their emotions. Sensory breaks will be used if needed.
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort.
- ✓ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach.
- ✓ Equally, praise will be a key feature of the lesson with good behaviour acknowledged.

- ✔ Children in need of sensory breaks will know the specific strategy/process they go through in order to take one. This will be supported/aided by the teacher where needed.
- ✔ Instructions and key information will be given clearly, concisely and in manageable chunks so the children understand what is being asked of them.

Hearing impairment:

- ✔ Adults will discretely check that the child is wearing their hearing aid.
- ✔ Questions asked by other children will be repeated clearly and loudly so that the child is aware of any key information being shared.
- ✔ Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson.
- ✔ Children will be provided with key vocabulary specific to physical education (as and when needed) with technical terms explained.
- ✔ Adults to be aware of any echoes / background noise i.e. echo in the edge hall, sound system left on.

Visual impairment:

- ✔ Children will be able to explore / familiarise themselves with the working area with a member of staff prior to the lesson if required.
- ✔ Equipment will be suitable for use (differentiated where needed).

COMMUNICATION AND INTERACTION

(Including: Speech and language/ASD)

- ✔ Children will be given time to process information and to give responses to answers.
- ✔ Speech will be clear and slowed in delivery so that children can understand what is being said, what information is being shared and any instructions that are being given. This may be additional instructions that are given once the majority of the class have started their task.
- ✔ Symbols, signs and visual timetables will be used to support communication as and when needed.
- ✔ Lots of opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence.
- ✔ Positive responses and praise will be given to any attempts at communicating.
- ✔ Adults will check the child's understanding and progress throughout the lesson.

COGNITION AND LEARNING

(including: Dyslexia/Dyscalculia/MLD/SLD)

- ✔ Provide a picture of the PE activity prior to the lesson so that the child has a better understanding.
- ✔ Ensure clear demonstrations are given.
- ✔ Use visual aids to assist with counting / scoring if required.

SEMH

(Including: ASD/ADHD/TRAUMA/ATTACHMENT)

- ✔ All adults who work with these children will nurture a positive, supportive, trusting relationship with the child and will be available for support during the lesson
- ✔ Instructions and rules of the game will be explicit and simplified.
- ✔ Learning will be adapted so that it is accessible to the child, e.g. the child may need to work with an adult in a 1:1 capacity or in a small group, this may be in a different area to their peers if this works better for the child.
- ✔ Preparation for what is coming will be provided with the use of visuals if needed.
- ✔ Time will be given for the child to process new information and instructions with the support of visual cues.
- ✔ Sensory breaks will be accessed if required.
- ✔ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.
- ✔ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort.
- ✔ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.
- ✔ Children will be provided with a safe and familiar break out space if they need it throughout the lesson.
- ✔ Adults supporting the child will have good understanding of how best to support the child with their emotions – they will be able to let visitors know about their need and the current strategy being used to support them for that lesson.