



SEND – Ambition and Access in PE

Ambition –What are we aiming for children with SENs to achieve in this subject?

To support children to build resilience and self-esteem. To help children to develop skills they need to become lifelong learning specialists who have both an understanding and have a positive relationship with physical activity.

Access –What amendments are made to the subject in order to help children with SENs to achieve?

Ensuring that students with Special Educational Needs and Disabilities (SEND) have access to Physical Education (PE) in primary school is vital for their overall development, physical health, and social inclusion. Adaptations and strategies should be employed to create an inclusive and supportive PE environment. Here are some considerations for providing effective SEND support in PE:

Personal Plan:

- Follow the guidance on the pupil passport.

Collaboration and Communication:

- Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of students with SEND.

Inclusion Activities:

- Modify PE activities and games to make them inclusive. Ensure that all students can participate, either in the same activity or with appropriate adaptations.
- Provide a variety of activities that cater to different abilities and interests.

Adaptive Equipment:

- Make use of adaptive equipment or assistive devices, such as modified sports equipment, specialised seating, or adaptive clothing, to help students with physical disabilities participate fully.

Differentiated Instructions:

- Differentiate instruction to meet the diverse learning needs of students with SEND. Tailor your teaching methods and expectations to individual students' abilities and progress.

Clear Instructions and Visual Supports:

- Provide clear and concise instructions, using visual supports like diagrams, picture schedules, or visual cues to assist students in understanding and following directions.
- Encourage them to participate in activities where they feel comfortable and motivated.

Safety Precautions:

- Ensure that safety measures are in place to protect students with SEND during PE activities. This may include supervision, specialised equipment, or adaptations to minimise risks.

Progress Monitoring:

- Regularly assess students' progress in PE and adjust goals and strategies accordingly.
- Celebrate small achievements and improvements to boost students' self-esteem and motivation.

- Children will be assessed on their understanding of technique and skills if they cannot physically carry out a skill.

Positive Reinforcement:

- Provide positive reinforcement and praise for effort, participation, and sportsmanship.
- Create a supportive and inclusive atmosphere where all students feel valued and encouraged.

Social Skills and Inclusion:

- Promote social inclusion by encouraging peer interactions and teaching social skills that foster positive relationships among students with and without disabilities. By implementing these strategies and fostering an inclusive PE environment, primary school educators can help students with SEND experience the physical, social, and emotional benefits of physical education while building their self-confidence and overall well-being. Regular assessment and communication with students, parents, and specialists are essential components of effective SEND support in PE.