



PE

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	<p>Difficulty in hearing instructions from teacher/peers</p> <p>Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear</p>	<p>Difficulty in seeing target</p> <p>Difficulty in seeing object (ball, shuttlecock etc)</p> <p>Difficulty navigating space</p>	<p>Throwing and catching</p> <p>Holding bat, racquet, stick</p> <p>Foot control</p> <p>Balance</p> <p>Spatial awareness</p>	<p>Recall of instructions</p> <p>Memorising routines</p> <p>Use of specific language</p> <p>Delay between instruction and task results in forgetting</p>	<p>Noise and movement – overstimulating</p> <p>Sharing space and equipment with others</p> <p>Too many rules/ instructions</p> <p>Interpreting as unfair</p>	<p>Waiting and frustration</p> <p>Fairness</p>	<p>Recall of prior learning</p> <p>Recall of instructions</p> <p>Understanding rules</p>	<p>Difficulty in taking turns and sharing</p> <p>Difficulty with not winning/ succeeding</p> <p>Difficulty with boundaries</p>
Solutions identified by subject leader/ SENDCo/ class teacher	<p>Positioning in learning space</p> <p>Use of communication in print/signals</p> <p>Visual modelling</p> <p>Instruction in classroom before lesson</p> <p>Audio equipment</p>	<p>Ensure use of contrasting balls/beanbags etc</p> <p>Use of tactile, larger balls for throwing catching</p> <p>Peer support</p> <p>Specialist equipment – sound balls</p>	<p>Malleable balls/beanbags make catching easier</p> <p>Make sure that there is some easy grip on bats</p>	<p>Use of pictorial representation and reduction in verbal instruction</p> <p>Film, photograph of routines to aid recall</p>	<p>Clear structure of lesson with minimal periods of inactivity</p> <p>Absolute clarity of instruction</p> <p>Safe space and safe people identified for learning</p> <p>Consistent expectations</p>	<p>Pre-teaching of rules and expectations</p> <p>Careful partnerships</p> <p>Ensure consistency</p>	<p>Pre-teaching</p> <p>Pictorial representations</p>	<p>Careful groupings</p> <p>Specific rules</p> <p>Work on resilience</p> <p>Time out when required</p>
<ul style="list-style-type: none"> • The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People • Consideration of cognitive-load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations • Adaptations should never involve pupils 'going into deep field' or just fielding • Care should always be taken when allowing pupils to 'pick sides' – this can bring huge risks of exclusion and should therefore be avoided • Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion • Don't forget inhalers • Ensuring that resources for session are available and prepared in advance 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy