

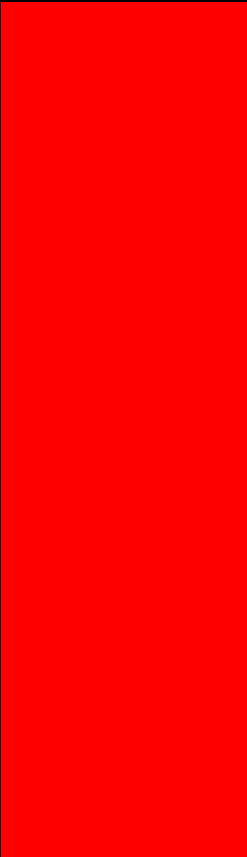
Potential barriers and possible strategies to overcome these for learners with SEND - PE

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>PE or body image anxiety which impacts resilience and self-esteem</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Potential barriers to learning in PE	<p>Following instructions</p> <p>Following rules of a game</p> <p>Following a beat or pattern in dance</p> <p>Struggle to count the beat when dancing</p>	<p>Cannot explain or tell adults of any discomfort.</p> <p>Possible sensory issues with equipment.</p> <p>May struggle working in a group.</p> <p>May find it difficult working and sharing in a team.</p>	<p>The speed of some parts of lessons may produce anxiety</p> <p>The use of timers or counting down for activities</p> <p>Anxiety related to completing a task in time with the rest of the class.</p> <p>Dysregulation when not winning or when not hitting a target or scoring a goal/try/basket etc.</p> <p>Children may not feel comfortable working in groups with higher achieving children.</p>	<p>Cannot use all the equipment for PE.</p> <p>Visual impairment would not be able to see the games being played or skills being taught.</p> <p>Hearing impairment, children would not hear a whistle in a game or be able to hear the instructions.</p>

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			Anxiety around demonstrating/performing	
Suggested strategies and support	<p>Give children smaller lists of instructions - use visuals wherever possible</p> <p>Count with the children and adults to count instead of the children counting.</p> <p>Retrieve rules at the start of lessons to help children to remember.</p> <p>Keep asking lots of questions about the rules to keep refreshing the children's memory.</p> <p>Use images of different parts of the sequence in gymnastics so that children can see an image to follow.</p>	<p>Have methods to communicate discomforts they may be feeling, this may be a sign to tell an adult.</p> <p>Lessons broken into manageable chunks learning one skill at a time.</p> <p>Work in smaller groups of children.</p> <p>Delivering instructions one by one</p> <p>Visual scaffolds of skills that children are learning.</p> <p>Use different equipment to help children feel some achievement e.g in cricket or tennis, children can use a tennis racket, when doing throwing and catching practise,</p>	<p>Rather than using a countdown timer tell children to do a certain number of passes and then stop.</p> <p>Lessons broken into manageable chunks (children shown, children practice, children try again, children get support if needed, skill gets put into a manageable game)</p> <p>When playing a small game, allow children more opportunities to score to allow them to achieve and see their achievement.</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Delivering instructions one by one</p>	<p>Use images of skills and tasks for children with hearing impairments so they know what to do and when.</p> <p>Visual impairments would need specialised equipment (balls with bells in)</p> <p>Physical impairment- other children could have restrictions on their movements e.g. volleyball played sat down.</p> <p>Show all children that there are sports specifically for people with physical impairments e.g wheelchair rugby, boccia.</p> <p>Allow children to play disability sports and Paralympic activities.</p>

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	<p>Give children small steps and actions to complete at once.</p>	<p>children to use a larger ball, larger, softer tennis balls so the ball is easier to catch and throw.</p> <p>Allow children to wear PE kit to suit their needs, e.g. pumps in gymnastics instead of bare foot.</p>	<p>Varied representations of tasks to complete (children to demonstrate, adults to demonstrate, help the child to understand the motion of throwing by doing it with them)</p> <p>Children could take on different roles to build confidence - e.g. observer/referee</p> <p>Children who may dysregulate when performing can have an option to perform to a smaller group if needed or could be offered the option to not perform to a lot of people.</p>	<p>Use different equipment to help children feel some achievement e.g in cricket or tennis, children can use a tennis racket, when doing throwing and catching practise, children to use a larger ball, larger, softer tennis balls so the ball is easier to catch and throw.</p>