

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Understanding how a sport/game is played in PE. E.g. how to play dodgeball.</p> <p>Pupils with ASD may struggle with rule changes during PE games/activities.</p> <p>Being able to tally up scores in a competitive game e.g. rugby.</p>	<p>Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing.</p> <p>Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson.</p> <p>Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Real PE of games/activities being performed.</p> <p>If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question.</p> <p>Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing 'flip sheet scores' that the children can turn over to reveal their new score. E.g. 5, 10, 15 to keep track of points earned from scoring a try in rugby.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> <p>Children might struggle to communicate their thoughts/feelings in an appropriate manner.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, "I enjoyed their gymnastics performance because _____. To improve next time, they could _____." Stem sentences could be displayed on the projector in the hall/on A3 sheets of paper.</p> <p>Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> <p>If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a lanyard available with emotion cards on that they can use to signal when they are becoming annoyed/upset/overwhelmed etc. Staff to then support co-regulation.</p>