

Adaptations for PE	
Cognition and Learning	
Barriers	Provision
Ability to remember/understand verbal instructions.	<ul style="list-style-type: none"> • Break down instructions so that they are given 1 step at a time. • Where sequences of instructions are needed support with visuals or demonstration. • Give an individual instruction/recap following the main teach activity. • Mixed group abilities for peer support. <p>Many children with learning difficulties are able to excel in PE therefore need to be aware of individual profile of need.</p>
Communication and Interaction	
Barriers	Provision
<p>Processing lots of verbal information</p> <p>Understanding of subject specific vocabulary</p> <p>Difficulties working in a team/collaborating and negotiating.</p>	<ul style="list-style-type: none"> • Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. • Be very clear with safety instructions – clear instructions with reduced language. • Key vocabulary supported by visuals • Repetition of key vocabulary and what it means. • Do not assume – clarify vocabulary and prior learning. • Working in smaller groups or pairs initially when developing turn taking skills. • Building up to larger team games as the child understands the rules
Sensory and/or physical	
Barriers	Provision
<p>Ability to see and hear the instructions clearly.</p> <p>Child's individual health or medical needs.</p> <p>Accessibility of the equipment.</p> <p>Sensory overload- noise level, children running in and out of space, different physical environment.</p> <p>Difficulty changing for PE</p>	<ul style="list-style-type: none"> • Ensure that teacher can be seen and heard particularly if in a bigger or open space. • Gather children together for instructions. • Support with signing and demonstrations. • Ensure adaptations are made in accordance with child's own health care plan. For example, No climbing above head height for a child with Epilepsy etc. Possible use of hoist. • Liaise with health professionals/physio/OT to incorporate children's individual targets/goals. • Adaptations to the equipment. A sponge ball is easier for a child to hold than a solid ball. Slow bounce balls can enable more time. • Adaptations to the success criteria- if 'hitting a ball with a bat' does this have to be in the air- could be across the ground, over a table etc. • Goals can be lower and larger. • Incorporate inclusive sports into your curriculum planning- Boccia etc. • Ensure that the child is in a more open space away from others. • Ear defenders (remove for any health and safety discussions) • Warning in advance of the change of space – visual timetable for PE or now/next. • Consider pupil sensory audits and adaptations • Provide verbal support to encourage independence – put your arm up, etc • Visual sequence or now/next to support the sequencing of changing. Can be a written checklist if no learning difficulties
Social, Emotional and Mental Health	
Barriers	Provision
<p>Anxiety around unfamiliar activities.</p> <p>Confidence to attempt new skills.</p> <p>Harder to regulate behaviour in a less structured environment.</p> <p>Anxiety changing for PE/Body concerns.</p>	<ul style="list-style-type: none"> • Visual timetable ensuring child knows it is PE. • Inform child if PE time needs to change using visual timetable. • Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do. • Timed warnings of a transition to the next activity 'In 2 minutes we are going to stop this activity' (particularly if the child is immersed) • Now and next prompts and visual timetables for PE • Clear expectations at the start of the lesson • Enable the child to change in a more private area (whilst still being safe/supervised) or, where possible, attend school in their PE kit

	<ul style="list-style-type: none">• Liaise with parents about adaptations – wearing a vest on PE days etc so that child feels more covered up.• Be aware/sensitive to safeguarding issues and report any new concerns.• Opportunities to develop social skills including being taught these to support engagement in group work and collaborative learning.• Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.
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