



### Adaptation for children with SEND for Physical Education

Following the expectations laid out by the SEN code of practise, the following adaptations are made for individuals who need something that is in addition to or different from others in the class.

Area of need	Barrier / learning challenge	Adaptation
Cognition and learning	Understanding the task	<ul style="list-style-type: none"> <li>Physical modelling and signals.</li> <li>Repetition</li> <li>Adult support – pictures / cards of task.</li> <li>Bigger space.</li> <li>Working with other children to can model activity as well.</li> <li>Pre-teach.</li> </ul>
Communication and Interaction.	Understanding the rules of the game and not being able to follow the instructions.	<ul style="list-style-type: none"> <li>Modifying the task, let them choose space, task, resources, or people.</li> <li>Take their own responsibility for learning – differentiating to allow them to access team work.</li> <li>Adult support / clear instructions.</li> <li>Picture cards provided to support understanding.</li> </ul>
	Communicating with others during a game.	<ul style="list-style-type: none"> <li>Think of a signal between group to support communication.</li> </ul>
Social, Emotional, Mental Health	Anxiety towards new / unfamiliar tasks or games. Fear of getting it wrong.	<ul style="list-style-type: none"> <li>Modifying the activity, e.g. the expectations, coach / player model, being the cheerleader.</li> <li>Working in zone (smaller groups)</li> <li>Grouping children by similar ability.</li> <li>Social stories / encouragement.</li> <li>Talking to individuals about anxiety and what could be done to improve / help.</li> <li>Working with parents about having the right kit, what they enjoy at home and clubs they could join.</li> <li>Coming to school prepared and in kit.</li> </ul>
	Challenging behaviour	<ul style="list-style-type: none"> <li>Allow sensory breaks.</li> <li>Modifying the activity and expectations.</li> <li>Smaller groups / clear instructions / adult support.</li> </ul>
	Refusal to join in.	<ul style="list-style-type: none"> <li>Explaining to all children the importance of PE: in addition to the physical side, teamwork, determination, sportsmanship, social and emotional skills are also included.</li> </ul>
Sensory and Physical	Physical Impairment	<ul style="list-style-type: none"> <li>Modified resources e.g. different sized balls, more / less space, more / less time.</li> <li>Adult support.</li> <li>Modified tasks.</li> <li>Class taking part in para sports like a balloon volleyball, target golf, Boccia.</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>Adult support</li> <li>Walk through of equipment.</li> <li>Resources e.g. ball with a bell in.</li> <li>Use of a larger or smaller space.</li> <li>Differentiated task.</li> </ul>

Hearing  
Impairment

- ☐ Clear physical instruction / modelling.
- ☐ Clear signals known by child / class.
- ☐ Key signs and visual aids.