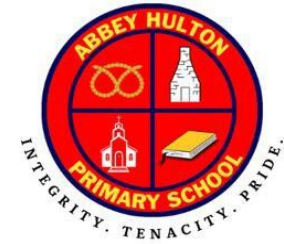




Subject Leadership – SEND provision



STEP principle to support inclusive practice within PE (see STEP resource for further guidance on inclusion best practice)			
SPACE- distance, height, size, location			
TASK- rules, roles, progressions, conditions, complexity			
EQUIPMENT- consider the appropriateness of the equipment that is used			
PEOPLE- adapt groupings or how the children play together			
Cognition and Learning		Communication and Interaction	
Learning challenge/need	Provision	Learning Challenge/need	Provision
• limited understanding of skill specific vocabulary and instructions. • processing difficulties such as sequencing, inference, coherence and elaboration • working memory • short term verbal memory	• pre teaching of specific vocabulary prior to the session • allowing time for the child to process information • visuals to support understanding • simplified and simple instructions appropriate for the child to understand • target support from teacher/TA where possible • recapping/reminders of task • praise	• difficulties with producing or responding to expressive or receptive language • difficulties uttering speech sounds • difficulties understanding spoken and other communications from others • difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play	• allowing time for the child to process information and to respond to their spoken words • visuals to support understanding • speaking and listening 'ground rules' established at the start of lessons to remind children of appropriate social interactions e.g. taking turns, listening. • encourage positive game play and competitions-sportsmanship. • Praise
Physical and/or sensory		Social, emotional, mental health	
Learning Challenge/need	Provision	Learning Challenge/need	Provision

• hearing impairment • vision impairment • multi-sensory impairment (combined vision and hearing impairment) • physical disability • Autism and ASD					• video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required. • background noise and reverberation are reduced where necessary • speak clearly and face the child. • consider appropriate spaces and needs of ASD learners- lessons may be louder than in the classroom and the child may not understand how to engage with the equipment- social stories prior to PE lessons would be beneficial. • establish routine for PE lessons. • visuals to support- floor spots to show the pupil where they need to be. PECS where appropriate. • praise					• anxiety • sensory overload • anger, including anger about pervasive life situations or undisclosed difficulties • response to trauma or attachment difficulties • frustration due to speech and communication difficulties • response to the wrong level of challenge in lessons • grief • overwhelm • physical pain or discomfort, such as hunger • underlying mental health problems • undisclosed physical, mental or sexual abuse					• encourage GROWTH MINDSET amongst our pupils, especially within the subject of PE! Motivate pupils to do the absolute best that they can. • positive praise to support pupils who may have low self esteem/confidence. • overcome frustrations/fears involved with not winning by incorporating growth mind set ethos and linking to school games values- passion, self-belief, respect, honesty, determination, teamwork. • praise				
SEND pupil voice		SEND extra-curricular participation		SEND inter school competitions/inclusive sports participation		SEND representation and leadership in school PE		Track SEND progress and summative data											

Ensure pupil voice is carried out termly and actioned. Provide feedback to SLT, SENCO and teachers	Ensure that ALL SEND children from each year group are invited and encouraged to attend extra-curricular PE provision. Target SEND pupils for an inclusive sport extra-curricular activity once a term when Covid restrictions allow. Teachers/PE lead to communicate effectively with coaches to ensure they have a clear awareness and understanding of specific needs of SEND pupils they are teaching.	Ensure that ALL SEND children from each year group are invited and encouraged to take part in off-site sports participation half termly, specifically those that promote inclusive practice e.g. School Games multi skills festivals.	Ensure SEND children are seen as positive role models and are considered and encouraged for sports leadership roles within school where appropriate e.g. sports council, playground leaders.	Ensure that the progress of the SEND children from each cohort is closely monitored termly and specific support is provided to cohort teachers and support staff for those not on track to meet ARE/making expected progress.
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Websites and Documents to support and promote inclusion within PE

GET SET 4 PE guidance on STEP principle – shared with teaching staff and SENCO, teachers have access to this guidance.

<https://www.afpe.org.uk/physical-education/inclusion/> AFPE GUIDANCE AND JOURNALS

<http://theinclusionclub.com/> THE INCLUSION CLUB

<https://www.yourschoolgames.com/how-it-works/inclusive-sport/> SCHOOL GAMES

<https://www.youthsporttrust.org/top-sportsability> YOUTH SPORT TRUST

<https://www.sendgateway.org.uk> SEND GATEWAY

Staff Training/CPD

<http://www.inclusivepe.org.uk/>