

PE

SEND (Special Educational Needs & Disabilities) / Inclusion offer

The Inclusion offer for PE is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching strategies included in our Universal Offer.

The map below details strategies that are be specific to our history curriculum.



The school adheres to the Equality Act 2010 which makes clear that schools **must** make reasonable adjustments for students with disabilities, or for an aspect of their disability, that enable them to access as full a programme of education, including physical education, as possible. We understand our children and that enables us to know when they are **ready for relevant content** to be delivered and **using the STEP principles** when differentiated learning is needed which can help aid progression. STEP principle involves modifying and adapting PE lessons for the following to help all children achieve: **S** = Space, **T** = Task, **E** = Equipment, **P** = People (additional adult support and understanding the individual child). Link to SEN Support plan targets. SEND can have extra time allowance and/or assistance for changing to alleviate any anxieties or emotional changes that changing into PE kits in time for the lesson can bring.

Individualised

Activities involve group or paired working with valuable roles for each member which encourages peer learning and promotes participation. Tasks are structured into smaller steps (chunking) that build toward achieving the overall objective. Visual/concrete equipment or activities to reinforce/consolidate learning through a range of sensory channels to promote the skill of equipment manipulation. Brain breaks. Planned activities that encourage movement. Pictures and symbols to illustrate new vocabulary concepts to enhance curriculum access.

Targeted

PE is offered to all children at BLIS regardless of special educational needs. Children wear a simple PE kit (navy or black shorts, white T-shirt & black pumps with elastic fronts). It gives the primary child a sense of belonging to the school (spare kits are provided if needed). Quality first teaching strategies. Opportunities provided for repetition and to reinforce previously learnt skills and processes on a regular basis in similar and different contexts. Language is clear, unambiguous and accessible. Inclusive language and resources that are representative of a variety of SEND are used at all times. New vocabulary is usually introduced in the form of 'vocab cards' and these are supported with simple images. Images will include those of all protected characteristics. Physical Education helps to develop children physically, cognitively and socially.

Universal