

PE SEND/ Inclusion Offer



- **PE is offered to all** children at BLIS regardless of special educational needs. The school adheres to the Equality Act 2010 which makes clear that schools **must** make reasonable adjustments for students with disabilities, or for and aspect of their disability, that enable them to access as full a programme of education, including physical education, as possible.
- All members of staff at BLIS have access to the Association for Physical Education's Safe Practice (2020) manual to consult Section 3: Special Educational Needs and Disabilities, Section 4: Parental Consent, Section 5: Insurance for detailed information on safe practice for children with SEND and medical needs.
- We ask that the children to 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 as well as being practical and economical. Children are encouraged to be Radmilla's Speedy, Respectful Changers however children with SEND can have extra time allowance for changing to alleviate any anxieties or emotional changes that changing into PE kits in time for the lesson can bring.
- Our curriculum is a planned following the Val Sabin scheme which allows for a **flexible approach** to allow all children to access the PE curriculum.
- Education Planning Framework for Pupils with SEND is used as a tool for planning, resourcing and assessment.
- 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)

- Our approach to the teaching of PE is whole school and it works continuously through informal and formal opportunities and all staff are actively involved in offering consistent messages of physical activity role models being available to all children through teacher selection e.g. play leaders, sports ambassadors.
- **'Brain breaks'** are provided for all children, if required.
- **Inclusive language and resources** that are representative of a variety of SEND are used at all times. Language is direct and avoids euphemisms. 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.
- Content is often taught **through narrative and role play** to aid understanding. Characters will go through experiences rather than people that we know.
- **Daily Mile** empowers our SEND children with the skills to look after their own mental health by increasing focus, improving academic performance and decreasing levels of stress.