



Including pupils with SEND in P.E

Sound and light issues

- There is effective and quiet ventilation in the computer room.
- Computer monitors are positioned to reduce glare.
- Interactive whiteboards are non-reflective to reduce glare.

Seating

- Check classrooms are not cluttered with ICT equipment.
- Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.
- There should be adequate space at computer desks for pupils to work off-screen, collaboratively and on paper.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Resources

- Consider using a wireless keyboard and mouse to facilitate teacher-pupil interaction with minimal disruption.
- Is there one dedicated computer for assistive technology/specialist software, or can pupils with SEN and/or disabilities move between the resources?
- Provide assistive resources, such as templates or diagrams, to support pupils' input.

Locations

- Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.
- You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.

- Specialist OAA (outdoor and adventurous activities) centres have the equipment and resources for wheelchair users and pupils with mobility difficulties to take part in activities such as climbing, abseiling and sailing

Use of ICT

- In physical education, ICT allows pupils to: " record their performance using digital cameras or video and replay it to help improve their performance – eg using programs such as Dartfish2 " record, monitor and track personal performance " communicate with others " watch elite performances, and " carry out research – eg Webwise offers a simplified version of web pages.

Consulting pupils

- Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector

Teacher Communication

- Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.
- Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities.
- Consideration and support may be required if tasks have to be modified or adapted part-way through.

Assessment for Learning

- Understanding the aims of the lesson -before starting an activity, clarify the rules of any game to be played and set how long it will be played.
- Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility.
- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible.

Planning Support

- Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.

Reducing Reliance on Memory

- Consider ways of supporting pupils' recall – eg use a digital camera to capture the various stages of a gymnastic skill for future reference.

- In dance, if pupils find it difficult to remember a sequence of movements, work out a system of cues, which give clues as to what comes next. The cues can be in the music, spoken words or additional sounds, etc.