



Our Rationale for SEND pupils within PE

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our PE curriculum is designed to develop children's love of sport, health and exercise to prepare our learners for life as successful, valuable and socially responsible citizens. Our PE curriculum is inclusive, accessible and ambitious for all, including for children with SEND. We inspire a love of physical activity and an appreciation of the many ways movement supports a healthy, active lifestyle. Through a broad and engaging PE curriculum, we encourage children to participate fully, challenge themselves and experience the enjoyment of being active.

We nurture a culture where children develop confidence, resilience and teamwork. Pupils learn to move with increasing control, coordination and creativity while developing fundamental skills across a range of sports, games and physical activities. We support children to take pride in their effort and progress, understanding the importance of perseverance, fair play and respect for others. Through PE and physical activity, children build positive attitudes towards health and wellbeing and develop the skills and confidence to remain active throughout their lives.

We aim to develop our pupils' key fundamental movement skills ensuring they are motor competent in Physical Education. Children of all abilities will have access to High Quality PE in order to achieve their full potential and become physically confident. Our lessons aim to be inclusive for all, in a fun and safe environment. We aim to give the children a lifelong love and passion for Physical Activity and Speaking, listening and communication: learn to – learn through – learn about.

How do we support pupils with SEND across the curriculum and particularly within PE?

Maintaining an inclusive learning environment	In PE this could look like...
Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established. • Clear and simple instructions given and provided in different ways (spoken, broken down, visual) • Partners/groups carefully thought through allowing for peer or adult support • Individual resources – specialised equipment	• Clear tasks given • Peer assessment • Peer support • Teacher assessment • Teacher support • Personalised task • Independent resourcing
Multi-sensory approaches	In PE this could look like...



• Adaptive teaching strategies are used in lessons to accommodate for all learners • Alternatives offered to main exercise/task	• Breaking down a big movement into smaller steps. • Using a larger/smaller ball. • Smaller space to make the task easier. • Longer period of time. • Less opponents/obstacles.
ICT	In PE this could look like...
Accessibility features are used to include pupils with SEND as appropriate: • I pads used to record the children.	• Assessing them – at first they could do 10 bounce passes. At the end, they could do 30. • Improving their technique – show the child a replay of their long jump to improve positioning etc.
Assessment	In PE this could look like...
• Self assessment before and after. • Teacher assessment against PPP targets post topic.	• Self assessment • Teacher moderation assessments
Adult Support	In PE this could look like...
All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the task, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks.	• Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention.