

An inclusive Physical Education Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Physical Education, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> • Adapted equipment (larger balls, lighter bats, soft equipment) • A large range of physical education resources <ul style="list-style-type: none"> • Visual cue cards and task stations • Use of technology (videos, modelling clips) • Clearly organised spaces and equipment zones • Adult support/ interntion where needed • A range of playground resources and equipment-tyres, brooms, wheelbarrows etc 	<p>Combination of visual, auditory and kinaesthetic learning</p> <ul style="list-style-type: none"> • Use of demonstration, imitation and repetition • Movement-based activities (balance, coordination circuits) • Outdoor learning through Farm School and Forest School • Heavy work activities (lifting tyres, sweeping, carrying equipment) 	<p>Clear, concise instructions broken into small steps</p> <ul style="list-style-type: none"> • Use of modelling and visual demonstrations • Pre-teaching key vocabulary and skills • Regular check-ins and encouragement • Inclusive language and flexible questioning 	<ul style="list-style-type: none"> • Ongoing formative assessment through observation • Adapted success criteria focusing on participation and progress • Use of practical demonstrations instead of written tasks • Individual progress tracking (fine and gross motor skills) <p>Assessment against Personalised plans and/ or EHCPs</p> <p>Assessment agaist professional targets such as physiotherapists or Occupational Therapists</p> <ul style="list-style-type: none"> • Feedback tailored to individual needs