



SEND / EAL Provision: PE

These strategies could be implemented to ensure pupils identified as having SEND could access the E curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Pre teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is shared in a variety of ways.</p> <p>Repetition and revisiting of taught skills - time given to explore skills and equipment.</p> <p>Make it visual - use of pictures, diagrams, photographs annotations.</p> <p>Opportunities to talk to peers about the skills and ideas they have learnt and are exploring.</p> <p>Quick and sharp sessions that allow children the opportunity to explore known skills within various contexts.</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials (PODD)</p> <p>Allow children the opportunity to discuss their ideas with staff and peers.</p> <p>Opportunities for children to model skills rather than talking.</p> <p>Practical demonstrations of skills (videos, teachers or other pupils)</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic/skill.</p> <p>Visual support and copies of pictures/photographs.</p> <p>Practical demonstrations of skills (videos, teachers or other pupils)</p> <p>Translation of key vocabulary (when required).</p> <p>Limit the amount of new vocabulary during each lesson.</p> <p>Constant repetition of key words e.g. pass, move, stop.</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Be mindful of any trigger points for specific children and how this may impact upon their learning.</p> <p>Promote the use of Zones throughout the lesson particularly when games are competitive.</p> <p>Look for non-visual clues that a pupil may be struggling with a particular skill or lesson.</p> <p>Provide a safe environment for pupils. Reduce noise level and organise working space as much</p>	<p>Offer simple steps to individual as well as whole class demonstrations and instructions.</p> <p>Print outs for lesson on correct coloured paper.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>	<p>Practical demonstrations of skills (videos, teachers or other pupils)</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Short instructions to minimise lost instruction.</p> <p>Reduce noise level (Particularly in the hall)</p>
Motor Skills		
<p>Use gross and fine motor skill warmups to begin each lesson.</p> <p>Adapt tasks appropriately and set achievable outcomes</p>		