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| **Barriers to and solutions for Engagement, Progress and Achievement in PE** |
|  | **Hearing Impairment** | **Visual Impairment** | **Dyspraxia (fine/ gross motor)** | **Memory/ processing** | **ASD** | **ADHD** | **Cognition** | **SEMH** |
| **Barriers identified by SENCo/Class teacher** | * Difficulty in hearing instructions from teacher/peers
* Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear
 | * Difficulty in seeing target
* Difficulty in seeing object (ball, shuttlecock etc)
* Difficulty navigating space
 | * Throwing and catching
* Holding bat, racquet, stick
* Foot control
* Balance
* Spatial awareness
 | * Recall of instructions
* Memorising routines
* Use of specific language
* Delay between instruction and task results in

forgetting | * Noise and movement – overstimulating
* Sharing space and equipment with others
* Too many rules/ instructions
* Interpreting as unfair
 | * Waiting and frustration
* Fairness
 | Recall of prior learning Recall of instructionsUnderstanding rules | * Difficulty in taking turns and sharing
* Difficulty with not winning/ Succeeding
* Difficulty with boundaries
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| **Solutions Identified: subject lead, SENCO , class-teacher** | * positioning in learning space
* use of communication in print/signals
* visual modelling
* instruction in classroom before lesson
* audio equipment
 | * ensure use of contrasting balls/beanbags etc
* use of tactile, larger balls for throwing catching
* peer support
* specialist equipment – sound balls
 | * malleable balls/beanbags make catching easier
* make sure that there is some easy-grip on bats
 | * use of pictorial representation and reduction in verbal instruction
* film, photograph of routines to aid recall
 | * clear structure of lesson with minimal periods of inactivity
* absolute clarity of instruction
* safe space and safe people identified for learning
* consistent expectations
 | * Pre-teaching of rules and expectations
* Careful partnerships
* Ensure consistency
 | * Pre- teaching
* Pictorial represent ations
 | * Careful groupings
* Specific rules
* Work on resilience
* Time out when required
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| * The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People
* Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations
* Adaptations should never involve pupils “going into deep field” or just fielding
* Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided
* Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion
* Don’t forget inhalers
* Ensuring that resources for session are available and prepared in advance
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