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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 instructions  Understanding rules | * Difficulty in taking turns and sharing * Difficulty with not winning/ Succeeding * Difficulty with boundaries |
| **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 |
| * 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 | | | | | | | | |