

Barriers to and solutions for Engagement, Progress and Achievement in PE

| | Hearing Impairment | Visual Impairment | Dyspraxia (fine/ gross motor) | Memory/ processing | ASC | ADHD | Cognition | SEMH |
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| Barriers identified by SENCo/Class teacher | <ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear | <ul style="list-style-type: none"> • Difficulty in seeing target • Difficulty in seeing object (ball, shuttlecock etc) • Difficulty navigating space | <ul style="list-style-type: none"> • Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness | <ul style="list-style-type: none"> • Recall of instructions • Memorising routines • Use of specific language • Delay between instruction and task results in forgetting | <ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Too many rules/ instructions • Interpreting as unfair | <ul style="list-style-type: none"> • Waiting + frustration • Fairness | Recall of prior learning Recall of instructions Understanding rules | <ul style="list-style-type: none"> • Difficulty in taking turns and sharing • Difficulty with not winning/ Succeeding • Difficulty with boundaries |
| Solutions identified subject co-ordinator, SENCo and class-teacher | <ul style="list-style-type: none"> • positioning in learning space • use of communication in print/signals | <ul style="list-style-type: none"> • ensure use of contrasting balls/beanbags etc • use of tactile, larger balls for throwing catching | <ul style="list-style-type: none"> • malleable balls/beanbags make catching easier • make sure that there is some easy-grip on bats | <ul style="list-style-type: none"> • use of pictorial representation and reduction in verbal instruction • film, photograph of routines to aid recall | <ul style="list-style-type: none"> • clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning | <ul style="list-style-type: none"> • Pre-teaching of rules and expectations • Careful partnerships | Pre-teaching Pictorial representations | <ul style="list-style-type: none"> • Careful groupings • Specific rules • Work on resilience |
| <ul style="list-style-type: none"> • 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 • 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 | | | | | | | | |