

# PE Curriculum Offer



Specialised

Regular check-ins with an adult.

Alternative equipment or support is provided e.g. space for their walker between benches

Follow SEND Plans Simplified activities -  
Bespoke activities

Additional adult support

Alternative communication modes are utilised to meet pupil need e.g. signing, braille. **Pre-teaching of vocabulary. Simplified instructions. Chunking activities.** Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence.

Carefully consider groupings. Reduce group sizes if necessary to reduce sense of overwhelm.

Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described. Adult deployment is considered to support regulation of rules and structure of social games

Targeted

Teacher language is clear and accessible.

Targeted sharing of learning objectives and key vocabulary at the start of the week, as well as recapping these throughout. Key words, meanings and symbols, rules are explained. Instructions are given clearly and reinforced visually where necessary. Clarity of rules are considered at the start of the session. Text, visual aids for clarity and accessibility New activities/games/sports explained within the context of the curriculum and what they have previously accessed/experienced. Game rules/movements taught concisely. Explanations are clear, concise and simplified where needed.

Digital resources used to remind pupils and help pupils to reflect upon their prior learning or to evaluate their performance.

Physical warm ups to recall previous learning. Ensure modelling and sentence stems are used

Allow children to discuss their answer this a partner first to allow processing time. **Think (nest) pair share opportunities.** Calm learning environment **Chunking learning into small steps** Videos and modelling to demonstrate key skills.

Provide alternative ways of expressing views e.g. written on a white board. Ensure any written information is explained verbally too. Visual aids and dual coding. Clear expectations. Timed warnings of change in activity. **STEP approach – SPACE, TASK, EQUIPMENT, PEOPLE.**

**Use of visual resources/dual coding** Allowing sufficient time for thinking, as well as for completing an activity. Verbal feedback given within the lesson. Positive praise and encouragement. Vocabulary referred to throughout lessons

Universal