

	Physical Development SEND Barriers to Learning in PE			Adaptive strategies to Support SEND to overcome barriers
	EYFS	KS1	KS2	
Cognition & Learning	- Retaining prior knowledge - Links to maths (STEM) and English e.g. positional / directional / prepositional language.	- Retaining prior knowledge – sequencing (recalling sequences) - Links to maths and English e.g. positional / prepositional language.	- Retaining prior knowledge – sequencing (recalling sequences) - Links to maths and English e.g. positional / prepositional language. - Ability to follow instructions (language)	- Recap previous lesson prior to at beginning of lesson - Model skills - Use of widget or recording previous work or use of photos - Repetition and over learning - Careful groupings/pairings - Visuals to support explanations
Communication and Interaction	- Turn taking - Expressing emotions and responding to emotions in others - Sensory needs e.g. acoustics of the hall, swimming etc - Following instructions - Understanding and accepting rules; including winning and losing. - Waiting – not always being in ‘active play’ - Participating in a ‘position’ not of own choice – dealing with this expectation - Following instructions and roles - New vocabulary and context e.g you’re an attacker / defender - Spatial Awareness - Combining actions / multi step instructions	- Showing empathy for others – when hurt, losing a competition or being knocked out of a round - Ability to accept winning and losing - Accepting different versions of games/rules - Taking turns – doing a role/position that they didn’t want to do - Physical contact e.g. dodgeball - New vocabulary and context e.g you’re an attacker / defender - Spatial Awareness and boundaries - Combining actions / multi step instructions - Empathy for others work - Flexibility of thought	- Showing empathy for others – when hurt, losing a competition or being knocked out of a round - Ability to accept winning and losing - Accepting different versions of games/rules - Taking turns – doing a role/position that they didn’t want to do - Physical contact e.g. dodgeball - New vocabulary and context e.g you’re an attacker / defender - Spatial Awareness and boundaries - Combining actions / multi step instructions - Empathy for others work - Flexibility of thought	- Adult support in modelling behaviour and empathy expectations – extra conversations connected to this - Visuals to support instructions/steps - Clear boundaries and role expectations - Opportunities for extra practice - Specific call and response - Sensory breaks (auditory) - Pre-exposure to the space / pre-teaching / new resources - Social stories / Comic Strip conversations - Choice Flow charts - Carefully selected groups - Consider amount of time participation is expected – possibly reduce - Adult support e.g. negotiations, empathy modelling - Safe space/adult allocated/shared before lesson

Social, Emotional and Mental Health	• Anxiety about performances and sharing with others • Not accepting losing • Lashing out at winners • Social skills within group work • Waiting for your turn	• Anxiety about performances – low confidence/self-esteem • Social skills and group work • Waiting your turn	• Strategic avoidance of physical movement • Anxiety about performances low confidence/self-esteem • Easily embarrassed if something goes wrong – trigger behaviour outbursts • ACES e.g. getting changed; body image • Challenging behaviour / transitional management	• Extra adult support – possibly smaller groupings • Peer support – buddy system • Clear lesson expectations – established strategy if something goes wrong e.g. safe person/place • Social stories / comic strip conversations • PE kit exemptions / adaptations • Use of timers / countdowns • Pre-teach / pre-exposure to resources and spaces and places. • Alternative role e.g. support the teacher, take the score, gather equipment
Physical, Sensory & Medical	• Visual/hearing impairment • Balance and coordination e.g. hypermobility / spatial awareness • Personal space e.g. getting changed • Fine motor – shoelaces, changing, hand to eye coordination, • Gross motor – balance, working at height, core strength Using a range of equipment	• Balance and coordination e.g. hypermobility / spatial awareness • Personal space e.g. getting changed • Fine motor – shoelaces, changing, hand to eye coordination, • Gross motor – balance, working at height, core strength • Using a range of equipment	• Visual Impairment • Balance and coordination e.g. hypermobility / spatial awareness • Personal space e.g. getting changed • Fine motor – shoelaces, changing, hand to eye coordination, • Gross motor – balance, working at height, core strength • Using a range of equipment	• Motor skills united – gross and fine motor skills • Pre-exposure to equipment, space, activity • Extra opportunity to practice/play • Modifications to equipment / adaptations and task design e.g. colour, size, weight and shape of equipment • Modifications to task design