A snapshot of SEN support in Physical Education

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
The amount of instructions given are limited EI	Scaffolded or adapted tasks carefully planned so children with SEN can work towards the same objectives but in more accessible ways S	Teachers' responses to students' errors recognise, value and build on the thinking that led to them MS	Where needed, different equipment is used to support access e.g. using larger balls. Using the STEP framework. S
Specific roles are identified and explicitly modelled for pupils when participating in group investigations FG EI	Links are made between previous learning and other subjects MS	Roles are clearly allocated within group work to support clarity of peer expectations FG	Risk assessments are made in relation to safety around equipment. S
When available, additional adults utilised for targeted support e.g. checking for understanding, prompting and modelling S MS	Opportunities given to plan, monitor and evaluate own learning. MS	Movement breaks and opportunities to complete 'jobs' throughout lessons provided e.g. carrying/handing out equipment S	Use of videos in Real PE to demonstrate/model learning. T
Key vocabulary shared at the start of every lesson e.g. KS1 my turn/your turn EI			Coned off area with different activity if required. FG