



Curriculum Adaptations **Physical Education (PE)**

**Nanpean Community
Primary School**
*Nurturing Children's
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points

<u>Area of Need</u>	<u>Curriculum Adaptation</u>
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">✓ Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar✓ Provide a picture / video of the PE activity✓ Demonstrate movements / skills so that the child can see what they look like✓ Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction
Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none">✓ Teacher / TA to discuss what the PE session will involve and what equipment will be used✓ Where possible, the child will work in the same group / team for each session✓ Provide opportunities to handle the equipment prior to lessons✓ Ensure instructions are considered and manageable✓ Some pupils (e.g. pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through✓ Some pupils may struggle if they deem themselves not to be successful, for example they are on the losing team✓ If attending an off-site event, ensure child is prepared in advance, for example social story, countdown calendar, visual images, liaising with family to reinforce
Moderate / Severe / Profound and Multiple Learning	<ul style="list-style-type: none">✓ Provide a picture / video of the PE activity✓ Demonstrate movements / skills so that the child can see what they look like✓ Ensure any written instructions are reinforced verbally or with visuals

Difficulties (MLD, SLD, PMLD)	
Dyslexia	<ul style="list-style-type: none"> ✓ Ensure the child understands the language you have used in instructions (eg: positional or special language) ✓ Give instructions clearly and slowly, and repeat if necessary ✓ Check with the child that they have understood what the instruction is ✓ Demonstrate movements / skills so that the child can see what they look like
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> ✓ Consider the equipment being used in a PE lesson and provide alternatives where necessary ✓ Allow the child additional time to get changed into PE kit (if required) ✓ Reinforce instructions on what to do during a PE session / activity ✓ Be explicit about the rules of a game ✓ Consider space required to complete activity
Dyscalculia	<ul style="list-style-type: none"> ✓ Allow opportunity to repeat instructions so the child is able to process, store it in their long-term memory, and recall it
Trauma	<ul style="list-style-type: none"> ✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly
ADHD	<ul style="list-style-type: none"> ✓ Reinforce instructions on what to do during a PE session / activity ✓ Be explicit about the rules of a game and simplify these if required ✓ Minimise distractions
Anxiety	<ul style="list-style-type: none"> ✓ Prior to the lesson, discuss what PE equipment is going to be used ✓ Where possible, the child will work in the same group / team for each session ✓ If attending an off-site event, ensure child is prepared in advance, for example social story, countdown calendar, visual images, liaising with family to reinforce
Tourette's Syndrome	<ul style="list-style-type: none"> ✓ Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feeling and texture of the equipment
Hearing Impairment (HI)	<ul style="list-style-type: none"> ✓ Consider the use of inclusive PE equipment ✓ Prepare the child for experiencing the lesson in a different environment to usual, which has different acoustics ✓ Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo ✓ When instructions are given ensure that it is quiet, for example, in a dance lesson turn the music off ✓ Referees to use flags/visuals alongside their whistle during matches

	<ul style="list-style-type: none"> ✓ Consider safety of cochlea implants and hearing aids during physical activity
Visual Impairment (VI)	<ul style="list-style-type: none"> ✓ Consider the use of inclusive PE equipment (e.g. oversized/lighter balls, equipment with auditory signals e.g 'beep balls') ✓ Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment ✓ Ensure that audio cues are used as well as visual e.g. flags, coloured cones, etc ✓ Mark boundaries with luminous tape ✓ Ensure individual risk assessments are completed for individual children ✓ Familiarise the child with the environment they are going to be working in before the lesson begins
Multi-Sensory Impairment	<ul style="list-style-type: none"> ✓ Consider the use of inclusive PE equipment (e.g. oversized/lighter balls, equipment with auditory signals e.g 'beep balls') ✓ Mark boundaries with luminous tape ✓ Ensure individual risk assessments are completed for individual children ✓ Familiarise the child with the environment they are going to be working in before the lesson begins
Physical Disability	<p><i>Children with physical needs are going to need the most adaptations for PE. This will vary depending on their need.</i></p> <ul style="list-style-type: none"> ✓ If attending an off-site event, a pre-visit to the site to consider needs is recommended <p>May need support of an adult to take part in activities</p> <ul style="list-style-type: none"> ✓ Activities may need to be modified so that they are achievable (use of ideas from sections above will support this) ✓ Consider use of space ✓ Consider use of specialist/inclusive PE equipment ✓ Skills may need to be modelled 1-1 or through hand over hand guiding ✓ Child may need more regular breaks due to fatigue or muscle exertion ✓ May need extra time to change or to complete activities ✓ You may need to consider alternative routes for outdoor adventurous activities (such as orienteering), with wheelchair routes or stable ground for pupils with walking aids ✓ Ensure individual risk assessments are completed for individual children
Toileting / Self Care Needs	<ul style="list-style-type: none"> ✓ Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson (walk them through how to get to the toilet from an outside space and time how long it takes) ✓ Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child