

Adaptions for Vulnerable Pupils – PE

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- ❖ **Teachers will adapt the way that pupils will record their work, after the same high-quality input. Examples of alternative ways of presenting independent work – audio recording, video, photographs, adult acting as scribe, word processing and providing scaffolded responses.**
- ❖ **Staff will use pre-teaching as a way of 'levelling the playing field.' Plan short bursts of exposure to new vocabulary that will be needed in future lessons.**
- ❖ **In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability.**
- ❖ **Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.**
- ❖ **Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.**
- ❖ **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.**
- ❖ **Some pupils (eg 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.**
- ❖ **Before starting an activity, clarify the rules of any game to be played and set how long it will be played.**
- ❖ **Consider ways of supporting pupils' recall – eg use a digital camera to capture the various stages of a gymnastic skill for future reference. In dance, if pupils find it difficult to remember a sequence of movements, work out a system of cues, which give clues as to what comes next. The cues can be in the music, spoken words or additional sounds, etc.**
- ❖