

SEND – Ambition and Access in PE

Ambition – What are we aiming for children with SEND to achieve in PE?

We are ambitious for all pupils with SEND in PE. Every child has the right to access a high-quality physical education that develops physical competence, confidence, knowledge and enjoyment of being active. Teachers maintain high expectations for all pupils and ensure that physical, sensory, communication or cognitive barriers do not prevent pupils from participating and succeeding.

Through carefully planned and inclusive teaching, pupils with SEND develop fundamental movement skills, improve their physical literacy and build the confidence to participate in a broad range of physical activities. Pupils are supported to develop independence, resilience, teamwork and an understanding of how physical activity contributes to a healthy and active lifestyle.

Access – What amendments are made in PE to help children with SEND to achieve?

- A carefully sequenced PE Curriculum introduces new skills in manageable steps. Learning builds upon previously secured skills, allowing pupils with SEND to develop physical competence gradually and systematically.
- Physical skills and movements are broken down into small, achievable components. Teachers model each stage clearly and provide pupils with opportunities for repeated practice before progressing to more complex movements or activities.
- Clear and concise instructions are used alongside demonstrations and visual support. Teachers minimise unnecessary language and check understanding before pupils begin activities.
- Key PE vocabulary is explicitly taught, modelled and revisited. Visual prompts, demonstrations and consistent terminology help pupils understand instructions and develop their knowledge of movement, tactics, rules and performance.
- Demonstrations, modelling and visual cues are embedded throughout PE lessons. Pupils are able to see what successful performance looks like before attempting a skill themselves.
- Equipment, activities and playing areas are adapted where appropriate to enable successful participation. This may include changing the size, weight or type of equipment, adjusting distances, modifying rules or altering the size of the playing area.
- Tasks can be adapted using the **STEP principle – Space, Task, Equipment and People** – to ensure activities remain appropriately challenging while being accessible to individual pupils.

- Opportunities for repetition and retrieval are deliberately planned. Previously taught skills are regularly revisited and practised to help pupils secure movement patterns and retain key knowledge.
- Teachers regularly check pupils' understanding and physical performance, providing clear and immediate feedback. Misconceptions or difficulties are identified quickly and additional modelling, practice or support is provided where necessary.
- Activities are differentiated appropriately while maintaining ambitious outcomes. Pupils may work towards the same learning objective through adapted tasks or different levels of challenge.
- Teachers consider sensory needs within the PE environment. Where appropriate, adjustments may be made to noise levels, equipment, groupings, physical contact or transitions between activities.
- Predictable routines and clear lesson structures support pupils who may find transitions or changes challenging. Pupils can be prepared in advance for changes to activities, locations or expectations where appropriate.
- Teachers carefully consider groupings and competition to ensure pupils with SEND can participate confidently and successfully. Alternative roles, smaller groups or cooperative activities may be used where appropriate without reducing expectations.
- Teachers promote active participation and create an environment where pupils with SEND feel safe, valued and confident to contribute, practise, make mistakes and experience success.
- Flexible approaches are used to allow pupils to demonstrate their learning. Assessment considers pupils' physical performance alongside their understanding, decision-making, communication and ability to apply skills and knowledge.
- Practical, visual, repetitive and appropriately adapted learning opportunities are carefully interwoven throughout the PE Curriculum to maximise participation, progress, confidence and enjoyment of physical activity.