

# Supporting Pupils with SEND

## PE



At Mylor Bridge CP School, we are committed to providing an inclusive learning environment where all pupils can access the curriculum, participate fully in school life and achieve their potential. Staff use adaptive teaching approaches and make reasonable adjustments to learning environments, resources, equipment, task design, timing, communication methods and adult support to meet individual needs. Positive relationships, high expectations and a strengths-based approach underpin all provision for pupils with SEND.

| Need                                  | Strategies to support learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anxiety</b>                        | <ul style="list-style-type: none"> <li>• Trusting relationships are developed to identify triggers and signs of anxiety.</li> <li>• Sensitive topics are discussed in advance where appropriate.</li> <li>• Verbal participation is never compulsory.</li> <li>• Calm and predictable learning environments are maintained.</li> <li>• Quiet breakout spaces are available when needed.</li> <li>• Key vocabulary may be pre-taught.</li> <li>• Lesson structure and learning journeys may be shared in advance to promote confidence.</li> <li>• Positive feedback celebrates effort and success.</li> </ul>                      |
| <b>Autism Spectrum Disorder (ASD)</b> | <ul style="list-style-type: none"> <li>• Visual timetables, visual cues and structured routines support understanding.</li> <li>• A suitable learning space is provided.</li> <li>• Sensory breaks are available when required.</li> <li>• Visual supports reinforce learning and vocabulary.</li> <li>• Trusting relationships are established.</li> <li>• Pupils may work independently or collaboratively according to preference.</li> <li>• Staff anticipate triggers and prepare pupils for change.</li> <li>• Quiet breakout spaces are available.</li> <li>• Behaviour changes are recognised as communication.</li> </ul> |
| <b>Dyscalculia</b>                    | <ul style="list-style-type: none"> <li>• Additional support is provided where mathematical concepts are required.</li> <li>• Written instructions, diagrams and visual aids support understanding.</li> <li>• Learning is broken into manageable steps.</li> <li>• Repetition and overlearning are used where appropriate.</li> <li>• Scaffolds, resources and adult support help pupils organise their learning.</li> </ul>                                                                                                                                                                                                       |
| <b>Dyslexia</b>                       | <ul style="list-style-type: none"> <li>• Alternative coloured paper may be used.</li> <li>• Accessible font sizes and formatting are provided.</li> <li>• Instructions are kept concise and supported by visuals.</li> <li>• Written information is clearly organised using headings and structure.</li> <li>• Digital presentations and screen backgrounds maximise readability.</li> </ul>                                                                                                                                                                                                                                       |
| <b>Dyspraxia</b>                      | <ul style="list-style-type: none"> <li>• Learning environments are adapted to allow movement and accessibility.</li> <li>• Instructions may be colour-coded and supported by visual models.</li> <li>• Templates and diagrams aid organisation.</li> <li>• Additional transition time is provided.</li> <li>• Alternative recording methods, including assistive technology, may be used.</li> <li>• Adaptations to space, time, equipment and adult support enable full participation.</li> <li>• Adaptations to space, time and equipment, for example using a larger ball for throwing and catching activities.</li> </ul>      |
| <b>Visual Impairment</b>              | <ul style="list-style-type: none"> <li>• Displays and printed materials are enlarged where necessary.</li> <li>• Visual resources are adapted to improve access.</li> <li>• Pupils may take visual breaks.</li> <li>• Equipment and digital resources are modified to support participation.</li> <li>• Clear layouts and high-contrast materials are used whenever possible.</li> <li>• Adaptations to space, time and equipment, for example using a larger ball for throwing and catching activities</li> </ul>                                                                                                                 |
| <b>Experienced Trauma</b>             | <ul style="list-style-type: none"> <li>• Learning environments remain emotionally safe, calm and nurturing.</li> <li>• Staff are aware of individual triggers and support strategies.</li> <li>• Advance warning is given for potentially sensitive content.</li> <li>• Safe spaces are available when required.</li> <li>• Consistent expectations and positive praise support wellbeing and confidence.</li> </ul>                                                                                                                                                                                                               |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tourette Syndrome</b>                               | <ul style="list-style-type: none"> <li>• Staff respond with empathy, understanding and flexibility.</li> <li>• Structured task lists or checklists may be used.</li> <li>• Expectations can be adapted when needed.</li> <li>• Staff recognise factors which may increase tics and respond calmly.</li> <li>• Learning activities, equipment, environments and expectations are adapted to promote successful participation.</li> </ul>                                                                                                                                                                                   |
| <b>Speech, Language and Communication Needs (SLCN)</b> | <ul style="list-style-type: none"> <li>• Visual timetables, signs, symbols and visual supports aid communication.</li> <li>• Displays reinforce key learning and vocabulary.</li> <li>• Staff use clear verbal instructions supported by non-verbal cues.</li> <li>• Understanding is checked regularly and misconceptions addressed promptly.</li> <li>• If appropriate, Makaton signs will be used to support understanding.</li> </ul>                                                                                                                                                                                 |
| <b>Cognition and Learning Challenges</b>               | <ul style="list-style-type: none"> <li>• Concrete resources and visual representations support understanding.</li> <li>• Positive praise builds confidence and independence.</li> <li>• Learning is carefully scaffolded.</li> <li>• Self-check systems support organisation.</li> <li>• Vocabulary and key concepts are revisited regularly.</li> <li>• Information is presented clearly and uncluttered.</li> <li>• Peer support may be used where beneficial.</li> <li>• Key vocabulary and ideas revisited regularly throughout PE lessons to check understanding</li> <li>• Information repeated clearly.</li> </ul> |
| <b>Toileting Issues</b>                                | <ul style="list-style-type: none"> <li>• Pupils may leave and return to lessons when necessary.</li> <li>• Seating arrangements support discreet access.</li> <li>• Privacy and dignity are respected at all times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Hearing Impairment</b>                              | <ul style="list-style-type: none"> <li>• Appropriate seating arrangements support access to learning.</li> <li>• Staff face pupils when speaking.</li> <li>• Hearing equipment is checked when appropriate.</li> <li>• Key information and peer contributions are repeated where required.</li> <li>• Pupils are provided with a clear line of sight to adults and visual resources.</li> </ul>                                                                                                                                                                                                                           |
| <b>Attention Deficit Hyperactivity Disorder (ADHD)</b> | <ul style="list-style-type: none"> <li>• Staff use a calm, non-confrontational approach.</li> <li>• Positive praise and encouragement support self-esteem.</li> <li>• Visual aids and concrete resources reinforce learning.</li> <li>• Rules and routines are explicit and consistent.</li> <li>• Regulation spaces are available.</li> <li>• Rewards and recognition reinforce positive behaviours.</li> <li>• Sensory supports, including headphones where appropriate, may be used.</li> </ul>                                                                                                                        |