

Inclusive Approaches and Adaptations Across All PE Units			
Planning and Design - Planning and Accessing Learning - Provide clear learning intentions and success criteria using child-friendly language. - Share examples of skills, techniques and high-quality performances before pupils begin activities. - Use teacher modelling, demonstrations and visual explanations of movements. - Break complex physical skills into smaller, manageable steps. - Teach and revisit fundamental movement skills regularly: - Balance - Coordination - Agility - Running - Jumping - Throwing - Catching - Sending and receiving - Provide visual task cards, diagrams and movement sequences to support understanding. - Use repetition and regular retrieval of previously taught skills. - Allow pupils sufficient time to practise and develop skills before applying them in games or performances. - Provide opportunities for pupils to demonstrate learning in different ways: - Performing - Coaching others - Evaluating performances - Explaining tactics - Ensure activities promote inclusion, teamwork and enjoyment rather than focusing only on competition. - Adapt rules, equipment, space and expectations to ensure all pupils can participate successfully.	Foundational Knowledge and Vocabulary Development - Identify and revisit the foundational knowledge needed for successful participation in PE: - Understanding how our bodies move. - Knowing the importance of warm-ups, cool-downs and safe participation. - Understanding basic movement patterns: - Running - Jumping - Throwing - Catching - Balancing - Changing direction - Controlling movement - Understanding the importance of teamwork, cooperation and fair play. - Knowing basic rules, boundaries and expectations for different activities. - Understanding how skills develop through practice, feedback and reflection. - Build knowledge progressively across year groups by revisiting and extending key concepts: - Year 3: Developing fundamental movement skills and confidence. - Year 4: Applying skills with greater control and accuracy. - Year 5: Developing tactics, strategies and decision-making. - Year 6: Applying skills independently, evaluating performance and demonstrating leadership. - Pre-teach and revisit key PE vocabulary through practical experiences.	Practical PE Skills Development Fundamental Movement Skills - Provide regular opportunities to develop and apply: - Running with control and changes of speed. - Jumping and landing safely. - Balancing using different body positions. - Throwing with increasing accuracy. - Catching and receiving with control. - Moving safely in different directions. - Coordinating movements with equipment. - Break skills into manageable steps: - Watch the skill. - Practise individual components. - Apply the skill with support. - Use the skill independently. - Evaluate and improve. - Use demonstrations and modelling before independent practice.	Communication and Language Support - Pre-teach key PE vocabulary through demonstrations and practical experiences. - Use visual vocabulary mats and displays including: - Balance - Control - Coordination - Accuracy - Technique - Tactic - Position - Space - Teamwork - Evaluate - Give clear, concise instructions using simple language. - Use demonstrations alongside verbal explanations. - Check understanding through questioning and pupil demonstration. - Provide sentence starters for evaluating and discussing performance: "I improved my skill by..." "A strength of my performance was..." "I could improve by..." "My team worked well because..." "The tactic was successful because..." - Encourage pupils to use talk partners before sharing ideas. - Allow pupils to explain ideas verbally, through demonstration or using visual choices where appropriate.
Cognition and Learning Support - Build new skills from previously taught movements and experiences. - Use a clear progression of skills from simple to more complex movements. - Break activities into small steps: - Watch	Physical and Sensory Needs - Ensure PE equipment and spaces are accessible for all pupils. - Provide adapted equipment where required: - Larger or softer balls - Lightweight equipment	Social, Emotional and Mental Health (SEMH) Inclusion - Create a positive PE environment where all pupils feel successful and included. - Emphasise personal improvement rather than comparison with others. - Celebrate effort, resilience and progress.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining how and why a skill is effective. - Coaching and supporting others. - Evaluating their own and others' performances.

Subject: PE

SEND Adaptations and Inclusion

• Practise • Apply • Improve • Evaluate • Provide additional opportunities to practise key movements. • Use peer modelling and supportive partnerships. • Provide structured roles within activities: • Player • Coach • Observer • Evaluator • Equipment manager • Use repetition and overlearning to build confidence and independence. • Provide additional visual prompts for: • Rules • Positions • Sequences • Tactics • Allow pupils to rehearse skills before participating in competitive situations.	• Different sized bats or rackets • Visual targets • Reduced-distance activities • Allow additional time to develop physical confidence and coordination. • Adapt the size of playing areas to support success. • Reduce unnecessary sensory barriers: • Consider noise levels • Allow preparation time before activities • Provide quieter spaces when needed • Consider individual sensory preferences around: • Contact activities • Equipment textures • Busy environments • Provide movement breaks and opportunities for regulation. • Ensure pupils have appropriate seating, positioning and access during demonstrations. • Use clear routines for: • Entering the hall/field • Collecting equipment • Transitions between activities	• Teach pupils how to respond positively to: • Winning • Losing • Mistakes • Feedback • Develop confidence through achievable challenges. • Provide opportunities for pupils to work collaboratively. • Use supportive language and positive reinforcement. • Teach teamwork, communication and respect. • Provide predictable lesson structures and routines. • Allow pupils opportunities to observe before participating if they feel anxious. • Encourage pupils to take on different roles to develop confidence: • Leader • Coach • Supporter • Referee	• Developing tactics and strategies. • Making decisions during games and activities. • Applying skills in unfamiliar situations. • Demonstrating leadership skills. • Adapting activities to improve success. • Explaining rules and fair play. • Setting personal improvement goals.
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PE Area	Inclusive Adaptations
Real PE – Fundamental Movement Skills	Use progressive steps, visual demonstrations and repeated practice. Provide adapted equipment and allow pupils to develop movements at their own pace.
Coordination (sending and receiving, footwork)	Use larger targets, slower-moving objects, reduced distances and partner support to develop confidence and accuracy.
Dynamic Balance and Agility	Provide clear movement patterns, balance stations and additional opportunities for repetition. Allow pupils to practise without pressure before applying skills in games.
Static Balance and Gymnastics	Use visual sequences, demonstrations and scaffolded routines. Provide alternative balances and apparatus options depending on confidence and physical needs.
Dance	Encourage personal expression and creativity. Use music choices, visual prompts and structured movement sequences. Allow pupils to communicate ideas through movement rather than performance alone.
Games and Invasion Activities	Adapt rules, team sizes and playing areas. Focus on decision-making, teamwork and confidence before competition.
Striking and Fielding	Use adapted equipment, smaller groups and simplified rules. Develop sending, receiving and positioning through practical repetition.
Athletics	Provide opportunities to develop individual progress and personal bests. Adapt distances, equipment and recording methods.
Outdoor Adventurous Activities	Use clear instructions, visual maps and teamwork roles. Support communication, problem-solving and confidence-building.
Swimming / Water Safety	Provide gradual exposure, clear routines, visual explanations and appropriate support to develop water confidence and safety awareness.
Competition and Performance	Ensure all pupils have meaningful roles and opportunities to succeed through adapted expectations, teamwork and celebration of progress.

Broadway Junior School

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