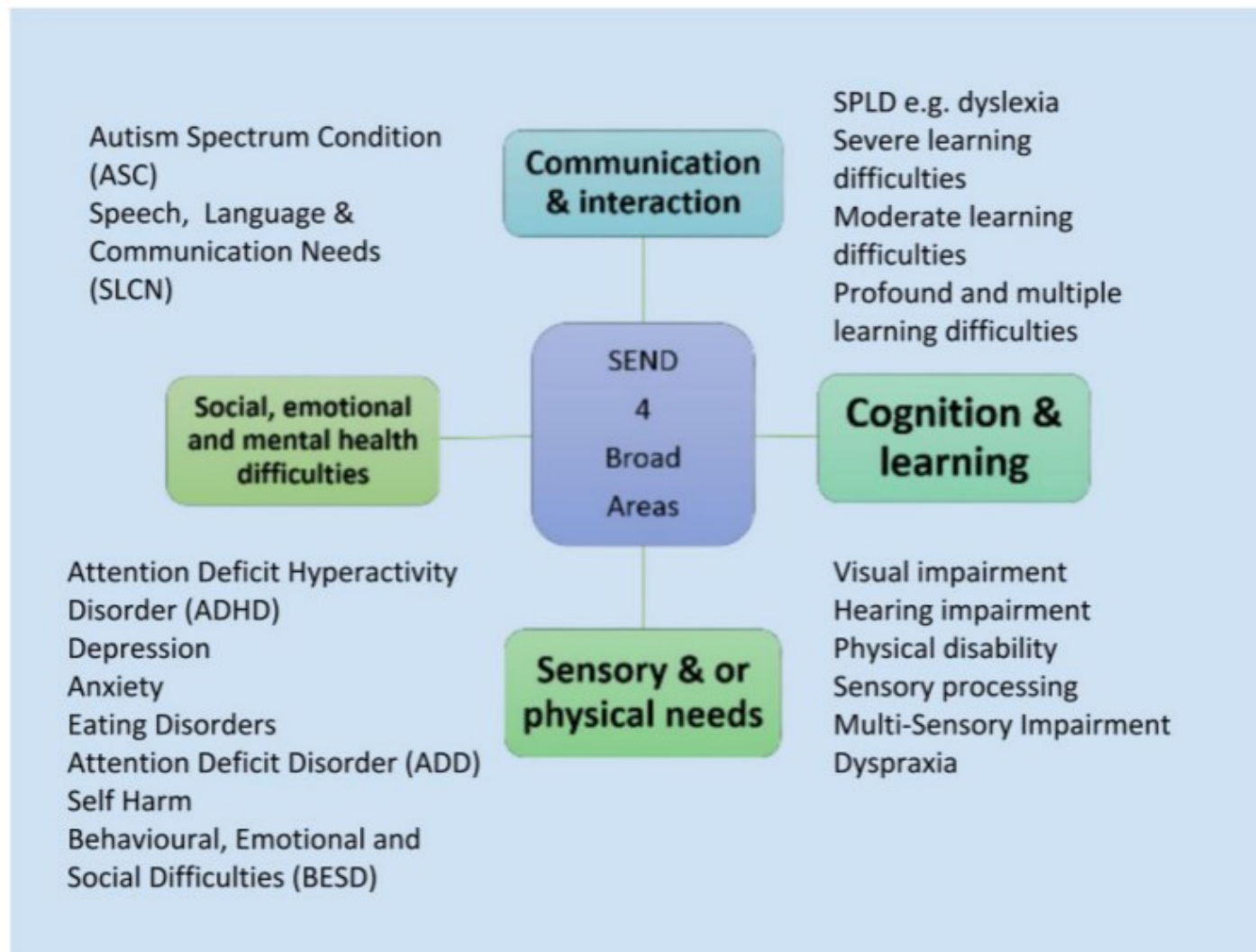




Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/ written work • Poor memory and recall skills • Feedback to listening/ appraising activities. • Poor sequencing skills - understanding the steps modelled. • Poor hand/eye co-ordination 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement and a greater emphasis on aural memory skills. Teaching skills rote supports memory development and removes the need for written/display text.. • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information on boards in the sports hall • Use of ICT such as video clips to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able sports persons • Build in lots of repetition. • Provide opportunities for pupils to join in all together before being invited to perform a skill 	<ul style="list-style-type: none"> • Using their voice expressively and effectively to communicate • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' • Following instructions and sequences • Levels of concentration in game type situations 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress. • Social stories • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Videos or pieces of music with overstimulating or challenging themes • Poor motor control • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Use of subtitles where necessary 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Unable to relate to the different emotional responses of playing sport or performing dance or gymnastics 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually • Pre teaching and discussing the responses to the sporting skills required • Clear rules and expectations, consistent boundaries, rewards and sanctions

- Opportunities to learn about the skills of PE through physical contact with specialist or appropriate equipment
- Access to adapted sporting equipment or ICT to overcome difficulties with mobility or manipulative skills





SPACE - bigger or smaller playing area



T

TIME - more or less time allowed to complete a task



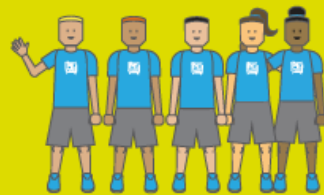
T

TASK - different task individualised to students needs



E

EQUIPMENT - different or modified equipment to help all students experience success and access learning



P



PEOPLE - how you group pupils for games or skill practices.