

Adaptations to remove potential barriers in the curriculum Subject: Physical Education

Potential barrier	Strategies to overcome barrier
Poor gross or fine motor skills	<ul style="list-style-type: none"> Teachers to look at PE Planning before the lesson and identify areas where scaffolding and adaptation is needed and apply the STEP principle (E.g., using a larger foam ball, rather than a tennis ball) Use of specialist resources or packages Support with development of skills through additional Funfit or Fizzy programmes, Funky Fingers or fine motor activities Warm-ups to be focused on developing fine/gross motor skills
Having the incorrect or no kit at all to participate	<ul style="list-style-type: none"> Regular reminders of kit expectations on PE days Kit and uniform available for free from stock of second hand uniform on parent's request
Sensory overload/change of routine	<ul style="list-style-type: none"> Aim to keep and follow lesson structure as far as possible within the lessons Allow children to have a break out space if they become overwhelmed Allow safe use of ear defenders Manage individuals through planned group placement/partner work and by increasing/decreasing the expected level of complexity or participation
Low confidence/poor self-image/Fear of failure	<ul style="list-style-type: none"> Positive proximal praise Give children different roles within the lessons e.g. let them give feedback to their peers Reduce competitive elements and instead praise effort and personal best achievements. Opportunities for all children to take part in competitions throughout the school year
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> Explicit instruction Cognitive and metacognitive strategies Scaffolding Flexible grouping Using technology <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>

Additional strategies

- Take regular student voice about what they like/dislike most about their lessons and respond accordingly
- Let children choose their own challenges where possible (for example, working in

a smaller space to make it more difficult, or choosing a piece of equipment to allow them to complete a task successfully.