



PE

SEND inclusion statement

Rationale

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Physical Education (PE) is an essential for inspiring young people to lead active and healthy lifestyles. PE lessons can break down barriers that are present in other curriculum areas, which leads to the growth of self-confidence. Increasing core strength and improving gross motor skills have a positive impact on all areas of learning. Physical activities help to motivate children to become more physically active and enjoy the health and social benefits this can bring. Learning to co-operate and communicate effectively in team games is also an important life skill.

Inclusion Education in PE

We aim to achieve this through:

- All children learning together.
- Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- Careful consideration of how we communicate, use space and adapt tasks to ensure all children can participate and thrive in PE lessons, regardless of their learning needs.
- Identifying key vocabulary and ensuring this is used repetitively throughout the lessons, and in the wider school environment when possible.
- Sharing stories of aspirational role models who have overcome their own personal barriers in sports.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- Limit the language used and focus on key vocabulary, with visuals to aid understanding.
- Strategies such as modelling, demonstrating and imitating are used to support children understand the step-by-step process.
- Skills are broken down into small steps and there is plenty of opportunity for practise and overlearning.
- Adaptions are made to activities to ensure all children can participate fully. (e.g. starting positions/distance from targets).
- Equipment provided is carefully considered and is modified or changed to ensure all children experience success in the lesson (e.g size, weight and grip of balls used/balls wrapped in shiny paper to engage more sensory learners).
- Any subject specific language the children might need to be able to access the lesson is pre-taught.
- Children who struggle with self-regulation are given regular rest/sensory breaks.
- Children are given the opportunity to work in mixed ability groupings to provide aspirational role models.
- Children are expected to get changed before and after PE lessons to help develop independence.