



Kings Meadow Primary School

SEND / EAL Provision

(P.E)

We offer a broad, balanced, fully sequenced and aspirational curriculum delivered via Quality First Teaching for all pupils including those with SEND/EAL. The way we adapt the curriculum for children with SEND differs for every child depending on their emerging needs.

Cognition & Learning	Communication & Interaction	EAL
Key vocabulary explained during the lesson. Repetition of vocabulary and demonstrations. Visual – pictures (eg in gymnastics) to remind of the action. Provide cross-curricular opportunities during lessons. Modelling of activities. 1-1 support and demonstrations where needed. Modification of the rules. Incorporate sensory activities - eg different equipment.	Use visual aids such as pictures diagrams and videos. Allow the opportunity for children to explain their task to each other/teacher. Simplify instructions and check understand through questioning. Encourage social interaction through teamwork and team games. Reiterate key vocabulary throughout lesson.	Modelling and demonstration of activities with verbal explanation. Translation of key vocabulary into native language (as a home task, or completed beforehand). Ensure multi step tasks are delivered in chunks. Visual reminders during activities (eg pictures of balances in gymnastics) Incorporate cultural diversity eg games from other cultures.
SEMH	Sensory – Visual	Sensory – Hearing
Be mindful of any trigger points for specific children and how this may impact upon their learning. Ensure children with SEMH needs are included in trips and clubs with appropriate support and/or adjustments. The use of positive language and reinforcement. Offer some choice during activities. Allow for breaks between activities/games.	Clear explanations when modelling/demonstrating. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Use simple and clear visuals that are easy to understand.	Careful considerations for seating/positioning during the lesson Divide listening time into small chunks. Allow ample thinking and talking time. If using a video for a demonstration, ensure subtitles are on. When explaining a task ensure a demonstration is given too.

The use of small groups/sided games.		
--------------------------------------	--	--

Motor Skills		
---------------------	--	--

Ensure the motor skills the children are practising are demonstrated and explained clearly.		
---	--	--

More time given to those who need to develop these motor skills.		
--	--	--

Varied equipment, e.g. size, shape and texture.		
---	--	--

Short interactive games which promote the use of motor skills.		
--	--	--