

Barriers to and solutions for Engagement, Progress and Achievement in PE								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear 	<ul style="list-style-type: none"> • Difficulty in seeing target • Difficulty in seeing object (ball, shuttlecock etc) • Difficulty navigating space 	<ul style="list-style-type: none"> • Throwing and catching • Holding bat, racquet, stick • Foot control • Balance • Spatial awareness 	<ul style="list-style-type: none"> • Recall of instructions • Memorising routines • Use of specific language • Delay between instruction and task results in forgetting 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Too many rules/ instructions • Interpreting as unfair 	<ul style="list-style-type: none"> • Waiting and frustration • Fairness 	<ul style="list-style-type: none"> Recall of prior learning Recall of instructions Understanding rules 	<ul style="list-style-type: none"> • Difficulty in taking turns and sharing • Difficulty with not winning/ Succeeding • Difficulty with boundaries
Solutions Identified: subject lead, SENCO , class-teacher	<ul style="list-style-type: none"> • positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment 	<ul style="list-style-type: none"> • ensure use of contrasting balls/beanbags etc • use of tactile, larger balls for throwing catching • peer support • specialist equipment – sound balls 	<ul style="list-style-type: none"> • malleable balls/beanbags make catching easier • make sure that there is some easy-grip on bats 	<ul style="list-style-type: none"> • use of pictorial representation and reduction in verbal instruction • film, photograph of routines to aid recall 	<ul style="list-style-type: none"> • clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning • consistent expectations 	<ul style="list-style-type: none"> • Pre-teaching of rules and expectations • Careful partnerships • Ensure consistency 	<ul style="list-style-type: none"> • Pre-teaching • Pictorial representations 	<ul style="list-style-type: none"> • Careful groupings • Specific rules • Work on resilience • Time out when required
<ul style="list-style-type: none"> • The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People • Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations • Adaptations should never involve pupils “going into deep field” or just fielding • Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided • Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion • Don’t forget inhalers • Ensuring that resources for session are available and prepared in advance 								