Inclusion and Equality at Davyhulme Primary School: P.E.

Whole school	-A commitment that all children are active during P.E. lessons. -Children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. - A range of teaching styles and strategies to deliver the curriculum to suit children's individual learning needs. -Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. STEP – Space, Task, Equipment, People Space- Where is the activity happening? For example, change the height (lower equipment to jump off) or the distance (closer target to throw at) for children if needed. Task – What is happening? For example change the rules (fewer) or target (closer or bigger target) Equipment – What is being used? For example, change the type of equipment or vary the size. (Larger ball for throwing and catching). People – Who is involved? Change who they are working with (independent, small/large group) . -Where they are working (environment).

	-Simplified vocabulary (Vocab cards to display). -Regular adult check-ins to encourage participation (Show examples to build confidence). -My turn-your turn when finding specific skills and drills difficult. - Children with medical needs attending extra curricular clubs - for example children with diabetes ensuring that appropriate staff are there to support alongside or in replacement of parents. -Open home school communication for those who need reasonable adjustments made during P.E. lessons. - Key worker staff are trained to ensure that children with specific physical needs e.g. cerebral palsy / down syndrome / diabetes have appropriate access to the P.E. curriculum. - Lunch time provision externally and internally for children with SEMH needs based around sport, turn taking, coordination skills. This helps to support such children to regulate during what would be usually a less structured time.
<u>EYFS</u>	-Varying levels of hands on activity, to suit sensory needs. -Additional levels of visual aids. -Focused interventions and continuous provision to develop skills to support the children's physical development alongside their individual next steps. -Application of skills and time to practice throughout the day (indoors and outdoors) . -Staff use visual aids on a 1:1 basis to support and reinforce what has been taught. -Instructions differentiated and skills lessons broken down into smaller, higher focused steps. -A range of bikes to support children's broad needs e.g. push along bikes, bikes with pedals, bikes with stabilisers etc -A range of outdoor equipment to support children's development of gross motor skills at a variety of different levels.

	Using soft balls, beanbags, or scarves for children with coordination difficulties. Offering choices between different activities or levels of challenge. Incorporating sensory-rich movement games. Having adult support or peer buddies during activities.
Key Stage One	-Sometimes children to work individually rather than in a group with adult support. -Lighter equipment used to support weaker hand muscles/grip or no equipment used (E.g. just use hand and ball instead of tennis racket and ball) -Support from adults when needed in lessons. Adapt sizes or space to complete activity. E.g. not dribbling the ball as far as others. Given different size balls and P.E equipment (Larger ball to catch) -Play leaders - Ks2 children to work with Ks1 children to help support play time activities / sports. Enable the Ks1 children to access the trim trail. -Sports leaders - Ks2 children working alongside Ks1 children to provide lunch time sports, be role models and to support children and encourage building friendships, learn turn taking, develop throwing and catching skills, developing an understanding of different games through play. -Adult support to start off a task and regular check-ins to encourage participation. -Adult support when needed using equipment. Physical support given by holding hand if needed. -My turn-your turn is sometimes used to model key skills such as different ball skills etc. Taught through demonstration. -Support to ensure they are moving in a safe and controlled way. -Adaptions made with the types of movements used within activities such as speed walking rather than running.

	- Planned Brain breaks using physical activity when needed for children with SEND.
Key Stage Two	-Adult support to start off a task and regular check-ins to encourage participation. -Adult support when needed using equipment. Physical support given by holding hand if needed. -My turn-your turn is sometimes used to model key skills such as different ball skills etc. Taught through demonstration. -Support to ensure they are moving in a safe and controlled way. -Adaptions made with the types of movements used within activities such as speed walking rather than running. -Small group support with an adult; mixed ability groups/pairs. -In batting and fielding based sports, adapt the use of equipment (e.g. from a rounders bat to a tennis racket, larger sized ball for throwing and catching). -Increased lenience to rules (e.g. hitting the wickets with own bat in cricket wouldn't be deemed as out). - Also Ks1 - Swimming lessons provided for all children in Y4 with the aim for all children to achieve their 25m by the end of Ks2. Adult support provided for children in the water with physical needs. - Sensory circuits groups daily. - Planned Brain breaks using physical activity when needed for children with SEND.