

Idsall PE Department

Inclusion, Differentiation and SEND Policy

The PE Department believes in the principles of inclusive education where the vast majority of students are fully integrated into all mainstream classes. We recognise that through high quality teaching, appropriate differentiation and in-class intervention the majority of pupil's needs can be met within the classroom. In PE lessons, every student can access a broad and balanced curriculum through effective classroom delivery which therefore ensures the true development of all pupils in our care. The Department will ensure that all lessons are differentiated to allow each pupil to attempt, succeed and develop at their own rate. In all respects, the PE Department's 'Inclusion, Differentiation and SEND Policy' is governed by and reflects that of the school's SEND policy and is in line with 'The Idsall Local Offer'.

The inclusion and differentiation of all students is implemented through a number of methods: Setting, teaching styles, differentiation, equipment & resources, monitoring & evaluation, SEND Department liaison and the Gifted and Talented programme.

1) Setting

We cater for the needs of pupils of all abilities to fully challenge the most able pupils, and encourage those of average abilities and below to higher levels of achievement. We baseline assess students on entry to Idsall School using a carousel of activities including Fitness, Games, Athletics and Striking and Fielding. During this half term assessment period we also determine the social ability of pupils based on behaviour and maturity levels. There are two sets for single sex groups – a set one for high achieving students and a set two for students who need more intervention. There is a smaller, mixed set for students who need to build their confidence, self-esteem and levels of fitness. In Year 7, pupils are setted into six groups with the addition of a single sex third set. This enables group sizes to be smaller and staff to further cater for individual needs. The groups there will be continually monitored throughout the year by staff and changes can be made if beneficial to the pupil's progress.

2) Teaching Styles

All department staff are aware of and competent in using a variety of teaching styles which allow and cater for different levels of ability in all classes. More able pupils are given more challenging, problem solving activities where higher skill levels and strategic awareness are required. Less able pupils are given opportunities to increase basic skills whilst improving their knowledge of tactics of activities.

3) Differentiation

PE staff plan and deliver differentiated tasks within lessons taking into account individual pupil's needs and requirements. Lesson outcomes are also differentiated with success and assessment criteria being specific to each pupil.

4) Equipment & Resources

Wherever possible the Department has purchased and will seek to use a range of modified equipment and resources that account for the specific differences in the abilities of the pupils in any lessons. This includes the following –

- a) The altering of rules and marking out of different pitches and zones to make play possible for all pupils.
- b) Use of SEN-friendly games such as Boccia, Curling, Archery and Fencing.
- c) Nets that are height adjustable.
- d) Softer / larger balls for pupils who struggle with co-ordination or have slow reactions.
- e) Differently sized bats and rackets to suit all needs.
- f) Provision of extra-curricular Sports Ability clubs for identified pupils.
- g) Smaller groups for lower ability pupils with increased teacher support.
- h) TA support where provided.

5) Monitoring & Evaluation

The department will seek to monitor and evaluate the degree of success of certain activities, methods, equipment and pupils. Wherever necessary changes will be made or successes will be communicated to ensure that all pupils continue to receive the best possible physical education within our lessons.

6) SEND Department Liaison

The PE department works very closely with the Idsall SEN Department who provide teaching assistants where necessary for individual pupils. The school SEN list is reviewed termly following Whole School assessment and monitoring progress. Identified pupils have a Pupil Centred Plan including termly outcomes and strategies for use in the classroom by the teacher.

7) Gifted and Talented programme

Pupils who compete at County, Regional, National or International level in their chosen sport are identified on the departmental Gifted and Talented register. Pupils who achieve highly in lessons and school sport are also included. To ensure identified are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. Such pupils are also encouraged to demonstrate skills to peers and work with similarly 'gifted' pupils. Opportunities are also given to work with less able and younger pupils as a coach/leader through the Idsall Leadership Academy.

- **Additional time given for getting changed before and after PE for all pupils with SEND.**

SEND Category	How we provide support and intervention for those with identified needs in PE
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Pupils at front of group for any verbal instructions in practical lessons. • Tasks are broken down into smaller sets of instructions. • Pupils given one instruction /skill / focal point at a time. • Different forms of communication are used e.g. verbal prompt, Buddy system, sign language, written instructions, use of white board. • Checking for comprehension of task / instruction shortly after task has started.
Autism	<ul style="list-style-type: none"> • Set patterns and routines for changing, class expectations and encouragement within all lessons. • Pupils given one instruction /skill / focal point at a time. • Specific playing areas / spatial boundaries made clear to pupil. • Pupils given a specific role within a game situation. • Buddy system and use of friendship groups where possible to aid engagement, peer discussion and allow positive reinforcement. • Simplified rules to allow understanding and participation. • Additional support given if rules are changed or adapted part-way through game / lesson.

<p>General / Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> • Use of iPads / digital cameras to support pupil recall for gymnastic activities. • Tasks set for small group work to develop peer learning skills. • Tasks are broken down into smaller sets of instructions. • Pupils given one instruction /skill / focal point at a time. • Different forms of communication are used e.g. verbal prompt, Buddy system, sign language, written instructions, use of whiteboard. • Adapted / simplified rules to allow understanding and maximum participation. • Close monitoring of progress with staff student support and guidance questions / task.
<p>Specific Learning Difficulties e.g. Dyslexia / Dyspraxia</p>	<ul style="list-style-type: none"> • Equipment and task adaptations to maximise success of pupil including larger equipment to aid co-ordination and skill development. • Visual clues provided e.g. coloured cones to enable pupils with poor spatial awareness to fine space and / or know where their start and finishing place is. • Specific playing areas / spatial boundaries made clear to pupil. • Pupils given one instruction /skill / focal point at a time to maximise success. • Close monitoring of progress with staff student support and guidance questions / task. • Close discussion and support with Learning Support department about appropriate working strategies.
<p>Social, Mental and Emotional Needs</p>	<ul style="list-style-type: none"> • Mixed group created with smaller class sizes so that PE can be less competitive and more relaxed with a higher level of focus on individual skill building, dexterity, confidence building coordination. • Staff sensitivities when grouping pupils together to allow all pupils to feel confident and safe in their learning environment. • Tasks broken down to be more achievable, maximising success for pupils accompanied with praise. • Specific roles and spatial allocation within games situations. • Clear rules to allow pupil understands of the success criteria, fair play

	and sportsmanship.
Hearing Impaired	<ul style="list-style-type: none"> • Face to face communication when giving verbal instructions. • Hearing transmitters to be worn and utilised where possible. • Written instructions given to support understanding (use of White Boards where possible). • Staff demonstrations of all skills / tasks to accompany verbal instructions. • Close monitoring of progress with staff student support and guidance questions / task. • Close discussion and support with Learning Support department about appropriate working strategies.
Visually Impaired	<ul style="list-style-type: none"> • Equipment and task adaptations to maximise success of pupil including larger equipment to aid co-ordination and skill development. Suggested equipment: Bell balls, sound source, brightly colored balls, bean bags, carpet squares, hoola hoops, cones, etc. • Modified space for activities, larger areas for pupils to help with skill development. • Activities adapted if glasses must be worn by pupils. • Keep practical area clear and uncluttered. • Brightly colored boundary lines. • Modify rules to needs of student. • Reduce number of players on field/court.
Physical Disability	<ul style="list-style-type: none"> • Adaption of task to improve success, including the following options: Distances and smaller areas Zoned playing areas Nearer targets More space Floor based activities Different start times and place • Modified equipment, including the following options: Vary size/weight of balls, racquets and bats

	<p>Use of batting stand</p> <ul style="list-style-type: none"> • Modified rules to allow full participation.
Diabetes	<ul style="list-style-type: none"> • Whole school policy to be adhered to at all times. • Staff to follow the guidelines for safety checks before activity begins. • Monitor session intensity to allow students to perform as long as it's safe to do so.
EAL	<ul style="list-style-type: none"> • Pupils can be paired with a 'buddy' • Visual cue cards used with equipment, skill and tasks linked to first language and translated to English. • Make clear the context for learning and relate this to pupils' prior knowledge and experience where possible. • Model and demonstrate all the skills and techniques to be used in the lesson. Staff must be explicit and talk about what they are doing and why. • Use visual clues and pictures to help make the meaning clear and allow pupils to visualise what is expected in practical situations. • Make introductions / instructions interactive so that it encourages questioning and discussion. • Build in opportunities for pupils to have oral language modelled and to rehearse what they will say before they are expected to respond to the whole class. • Build in brief 'thinking time': it allows pupils to reflect on the question before answering.

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