

SEND Support

SEND area of need	Suggested support
VI	<p data-bbox="469 360 1206 398">Using balls or other equipment E.G. Bean bags</p> <ul data-bbox="517 405 1302 757" style="list-style-type: none">- balls with bells- brightly coloured balls- larger balls- when catching, possibly bounce or roll ball to the student- place a ball onto a cone and hit the ball from stationary instead of it being thrown- give verbal cues. E.G. Ready, steady, catch <p data-bbox="517 763 638 801">Running</p> <ul data-bbox="517 808 1382 1384" style="list-style-type: none">- fluorescent tape can be used to mark boundaries in the gym and outdoors- a guide can be used to run with the student in order to encourage participation and foster social exchanges- get the student to hold a rope and a support or guide to hold the other end so the student can hold rope and run . This allows the student to run freely and not be dependent on a sighted guide- the student can be encouraged to run toward the sound source.- bean bag toss at a target with plastic bottles filled with sound making materials or into a larger basket <p data-bbox="469 1420 708 1458">Step and Jump</p> <ol data-bbox="469 1503 1350 1951" style="list-style-type: none">1. Step onto low object2. Step off object3. Jump off very low object4. Jump onto very low object5. Step over very low object6. Take several steps across object (could be strip of rug)

	<p>7. Step over very low and narrow object (rope or strip of cloth)</p> <p>8. Jump over object</p> <p>9. Jump back and forth over rope</p> <p>10. Combine 8 and 9 for a series</p> <p>11. Jump sideways over rope</p> <p>12. Create a pattern of stepping stones and walk across. Change pattern. Use two feet on each stone. Use one foot on each stone.</p> <p>A regular low balance beam or a long narrow 6-12 inch wide rectangular board supported by two bases, probably several inches high.</p> <p>1. Walk forward and backward placing one foot in front of the other</p> <p>2. Walk sideways on the beam</p> <p>3. Crawl across</p> <p>4. Scoot across</p> <p>5. Walk across with one foot on and one foot off balance beam</p> <p>6. Straddle balance beam</p> <p>7. Walk up balance beam used as an incline plane (one end of beam supported by box)</p> <p>8. Walk down inclined balance beam.</p> <p>If needed, use a strip of rug/carpet, a flat board on the floor and several pieces of carpet for a step on stones effect.</p> <p>Tag Games</p> <p>Have the person "it" wear an elastic band with bells on it on</p>
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	<p>the wrists or ankles, or maintain verbal contact while pursuing the visually impaired student, or buddy the visually impaired student with a helper.</p> <p>Adapting rules</p> <ul style="list-style-type: none"> • Give offensive player more space between himself and defender • Bounce passes or rolling of the ball only during basket-ball • Forgive technicalities (double dribble in basketball or out of bounds in soccer) • Allow more bounces (2 or 3 bounces for tennis or volleyball) • Assign role players (offense only, defense only) • Everyone must touch the ball before scoring • Give everyone a turn before changing possession (everyone shoots on the basket during basketball, everyone kicks while playing kick-ball) • Increase or decrease playing area • Guides and spotters in key areas to help redirect play or prevent injuries <ul style="list-style-type: none"> • Larger cones to mark areas • When beginning the to use the peer buddy system, use friends of the student with blindness or visual impairments. Move to less familiar friends later in the year. <ul style="list-style-type: none"> • Do NOT use the same student at the peer buddy every day, it may alienate both the peer buddy and the student with blindness or visual impairments.
Mobility	<p>Warm ups</p> <ul style="list-style-type: none"> -wheelchair users who require a walking frame can take part in gentle walking exercise gradually progressing to moving more quickly. Stretching activities on the spot may required adult assistance to help maintain balance, e.g. when swinging arms or trying balancing on one foot - children should be encouraged to participate as independently and safely as possible It is useful to consult with the child's physiotherapist to find out which stretches are beneficial and if there are any which the child should not do The excitement of being part of a warm-up activity can raise the heart rate of children with limited mobility

- wheelchair users can warm-up by moving parts of their body, e.g. head shaking, eye rolling, hand clapping, finger stretching, leg moving, feet tapping, toe wriggling. Moving body parts, however small the movement, e.g. blinking the eyes, will help the warm-up process. Adults can help using hand-on-hand support, e.g. clapping, patting or rubbing hands together

HEAD

- Move the head from centre to the right, back to the centre then to the left and back to the centre x 4.
- Lean the head to the right trying to push the right ear towards the right shoulder, then back to the centre x 4. Try moving the left ear towards the left shoulder x4.
- Move the head forwards and down pushing the chin towards the chest, raise the head back up to the centre x4.

SHOULDERS • Lift the left shoulder up towards the left ear and lower it back down x 4. Repeat with the right shoulder x 4. • Circle the left shoulder forwards x4 then backwards x 4. Repeat with the right shoulder x4. • Place hands on the shoulders and rotate the elbows - forwards x 2, then backwards x 2.

ELBOWS • Bend and stretch the right arm x4, then bend and stretch the left arm x4. • Place the arms out in front of the body, with palms down. Rotate the palms up, then down then up again x4.

HANDS • Clap hands in front, up high, to the left, to the right, on the thighs. Vary the positions and / or the order x4. • Clasp hands in front of the body - bend the wrists to the left, to the right, away from the body then towards the body x4. • Bend and stretch the right wrist, then circle it around x4. Repeat with the left wrist x4. • Clench and stretch hands then shake them to relax x 4.

ARMS • Straighten the left arm then lift and lower. Change to the right arm, lift and lower. Repeat x4. • Clench right fist, punch forwards and back, up high and back then to the side and back. Repeat with the left arm. Repeat x4.

TRUNK • Curl forwards, then slowly uncurl, repeat x4. • Facing forwards lean to the left, to the centre, then to the right x4

Jumping Activities- Athletics

Jumping activities usually involve moving off the floor and travelling a distance, e.g. high or long jump. This can prove difficult for a wheelchair user as health and safety issues need to be taken into account, e.g. whether seat belts or straps should be worn. Modification ideas:

- High jump - manoeuvring over different surfaces, e.g. from the floor onto a mat will help develop a sense of stability over uneven terrain. Ask the child to travel forward and raise their arms / hands in the air on the command "jump"
- Long jump - the area can be marked using two parallel lines on the floor 1 metre apart, 20m long. Using a manual wheelchair - measure how far the wheelchair can travel in a single independent push on the rim of the wheelchair, using left / right or both arms or with adult assistance. Using an electric wheelchair - measure how far the child can travel in a specific time, e.g. 5, 10 seconds
- Triple jumps - need to include 3 actions, e.g. travel forwards, turn the chair 360° in a circle, continue forwards and raise the arms on "jump". Alternatively try 3 pushes - left hand, right hand then double-handed push
- Vertical jump - the child stretches up and reaches to touch the wall.

Throwing- Athletics

Discus - A bean bag, , frisbee, lightweight discus or quoit may be easier to throw than a discus. Children should be encouraged to use either an overarm, sidearm or underarm action. The discus could be aimed at a target placed on the floor and the distance measured. Alternatively the child could toss the discus over a bar and measure the height of the bar from the ground. Javelin - Children who find it difficult to open their hand, could try holding and throwing a ball or beanbag. Throwing areas can be marked out on playgrounds or playing fields using chalk or string, giving a focus to the throwing.

Shotput - Try using an indoor shot or similar sized ball for this activity. The child can putt the shot by pushing, using two hands from the chest, rolling the ball off their knee.

Distance could be measured as how far the shot rolls from the chair or the point where the shot hit the floor

Throwing Activities- Invasion games.

Throwing activities are excellent to help develop the skill of grasping and releasing objects. Initially children will hold then drop an object, progressing to grasping, holding then releasing and throwing with a directed aim. Activities could include:

- Aiming by dropping - an object like a beanbag, koosh ball, foam ball into a container, e.g. a tray or bucket placed close to the wheelchair
- Aiming by throwing - an object at a target, e.g. bullseye on the floor or wall, into a bucket on the floor or on a chair, or height throw - over a bar or net
- Distance - push or throw an object, measure the distance it travelled
- Positioning - stabilise the chair at an angle best suited to throwing. Some children may require the armrest removed to provide freer movement
- Throwing - encourage underarm and over arm techniques. Adjusting the wheelchair may allow for a more accurate throw, e.g. removing the tabletop and armrest, sitting the chair at an angle to the target.

Races

Remember the child in a wheelchair will require more time than their peers.

- place the wheelchair user either first or last in the line, so the other children can clearly see the youngster
- group races - site the wheelchair user at the side of the group, it may be helpful to mark a line along the floor using string or ropes so that the children do not collide
- slalom races - ensure the cones or posts are spaced wide enough apart to allow the wheelchair to go through: white cones forward, red cones backward
- relay races - place the wheelchair user on the first leg, which usually has a shorter distance to be covered. If the race involves handing over a beanbag or baton secure it to the wheelchair using a fixed bat and/or velcro.

- team races - position the team with the wheelchair user at the side of the playing area or track to avoid collisions.

Cricket

A cricket coaching session or game could be adapted to include a frame or wheelchair user:

- balls - try using a large, light-weight brightly coloured ball
- bats - came in a variety of sizes, e.g. small, large. Bats can be made of light-weight plastic or wood (which is heavier)
- bowling - try using overarm, underarm or a shute to deliver the ball
- wickets - can be made from a large box or kwik cricket equipment.

FRAME USERS (WALKER / ROLLATOR)

- batting - a 'T' ball stand can be used to hold a stationery ball, then the child can hit the ball. Alternatively a ball could be placed on the ground

- scoring runs - can be modified by reducing the distance between the wickets or allocating runs depending upon how far the ball travelled

Batting - some children may find it easier to use their feet to hold the bat or position the bat jutting out from their seat, then move the wheelchair forward to strike the ball

- positioning - the wheelchair needs to be positioned so that the child's throwing arm has room to swing back before delivering the ball
- shutes - can be made from guttering, large tubing or a slope. Placing a shute close to a wheelchair will enable a child to send a ball during cricket or skittles

Dance

Dance is an area where children can use movement to explore, express and communicate ideas including feelings and thoughts. Youngsters can create, perform and develop dances by using stimuli, e.g. materials, pictures, sounds. Children can engage in dance using parts of their body, e.g. face, eyes, hands, feet. Modifications could include:

- Apparatus - can provide the stimulus to develop a dance, e.g. balloons, bubbles, hoops, scarves, ribbons
- Cues - help create a context and can be used to 'set the scene' or create a mood, e.g.. sound (music) and visual cues

(pictures, photographs). • Individual aids - can be used as a focus for an activity, e.g. a frame or wheelchair can be included in a dance routine

- Patterns - need to be developed gradually with repetitions to help understanding, e.g. sequencing routines
- Positioning - place the wheelchair user in front, at the side or at the end of a line
- Routines - when copying set dances ask the child to repeat the actions twice instead of four times to keep in time with the music
- Sounds - try different sounds, e.g. classical, pop music or instruments, e.g. percussion, wind or music from other cultures
- Tactile materials - e.g. cotton, lycra, parachutes may need to be fastened to the wheelchair frame to enable the child to touch and feel the material

Ball skills

In order to take part in games sessions it is useful to practice ball skills.

- ball positioning - a stationary ball is easier to hit or strike. Stabilise the ball on a 'T' stand, cone or similar base, e.g. Davies Up Rite Safe Tee
- ball size - balls come in various sizes, e.g. a large ball is easier to send and receive whilst a small ball is easier to throw
- ball texture - balls are available in different textures E.G. A foam ball reduces bounce, whilst soft balls travel slower
- ball types - a brightly coloured light-weight ball is easier to see, a slow rolling sound ball (with a bell inside) can be heard and tracked as it moves along
- retrieving a ball - can be made easier by attaching string to the ball and encouraging the child to pull the ball towards them
- target practice - initially place the target near by then gradually move it away, start with a large target then reduce it to a smaller one
- target practice - site a target low down near the floor - so a ball can be dropped in into it, then raise the target higher using a box or beam

Gymnastics

Actions - encourage the child to perform simple actions well, i.e. to the best of their ability

- forward roll - can be performed by travelling on to a mat, turning 360° in a circle then moving forwards off the mat. A backward roll will involve a reverse action, i.e. backing onto the mat, turning, backing off the mat

- jumping activities - may involve using the chair as part of the apparatus. Movements could include travelling around cones, changing direction and/or speed, twisting and turning by moving the chair in a 360° circle then stopping.

- modelling - movements may need to be modelled by an adult, so the child can see what is expected. When one or two movements can be performed they can be linked to form a sequence, e.g. move forward, stop with arms outstretched

- movement activities - could involve travelling in the chair and raising the arms or legs whilst moving or when stopped. Some children may be able to place their hands on the seat and raise their bottom off the chair or make different shapes by adjusting or moving their body parts

- sequences - wheelchair users can perform a gymnastic sequence by moving the wheelchair through a slalom course. The degree of difficulty can be increased by stopping at each pole and performing an action, e.g. moving fingers or clapping

- spatial awareness - can be developed by using cues, e.g. coloured spots on the floor or walls to indicate a particular action, e.g. blue spot reach for the sky, green spot reach for the floor

- travelling activities - gymnastics involves movement as children travel from one place to another, i.e. from A to B. See Athletics - Running Activities. Forward motion may require one / both arms to push a manual chair or the assistance of an adult. A child using a powered chair will benefit from practicing controlled stops / starts using the joystick. Gymnastics activities focus on accuracy, control and precision. Techniques can be performed individually or linked together to form a sequence. Gymnastics improves cardio-vascular fitness and develops stamina, strength and suppleness. Physiotherapy targets can be included in gymnastics sessions, e.g. movements to develop and strengthen muscles in the arms or legs. Children who can

come out of their wheelchair could undertake exercises recommended by their physiotherapist, e.g. using a walking frame or rollator

- beam work - some children may like to try beam work to improve balance. Initially moving along a line on the floor, e.g. made from chalk or tape. The height can be raised using a rope progressing to a flat plank or small mat
- floor work - may include travelling over a mat by crawling, rolling, shuffling or slithering. Movements could include arm and / or leg actions

Rounders

Rounders can be adapted to include a child in a wheelchair or frame user:

- a 'T' ball stand - can be used to hold a stationery ball, then the child can strike the ball; this can also be used in baseball or cricket
- balls - try using a large, light-weight brightly coloured ball
- bats - come in a variety of sizes, e.g. small, large. Bats can be made of light-weight foam or plastic
- bowling - try using overarm, underarm or a shute to deliver the ball
- batting - allow time for the child to hit, then move to the first stop
- positioning - the frame needs to be accessible to aid mobility
- shutes - can be used to deliver the ball if throwing is difficult

Batting - some children may find it easier to use their feet to hold the bat or position the bat jutting out from their seat, then move the wheelchair forward to strike the ball

- catching a side out - a rule change could state if the ball hits the child or their wheelchair this counts as a catch
- positioning - the wheelchair needs to be positioned so that the bowler's throwing arm has room to swing back before releasing the ball
- shutes - can be made from guttering, large tubing or a slope. Placing a shute close to a wheelchair will enable a child to send a ball to the batter
- zoning - an alternative to completing a circuit to score a rounder could be to place cones near the wheelchair users

	and allocate a score depending upon how far the ball travelled
ASD	<p>Getting changed</p> <ul style="list-style-type: none"> - somewhere separate to others <p>Time</p> <p>Sometimes all the autistic student needs is time to process and adjust to the environment. Allow some time at the start of the session before any demands are placed.</p> <p>Be aware that they may take a little longer to process when you speak to them. Use their name to gain their attention and keep language quite simple. A visual sand timer or clock display may help those who find PE activities difficult.</p> <ul style="list-style-type: none"> - the young person has a phased introduction to the lesson e.g. joining the lesson for the last 10 minutes and increasing the time within PE and/or a particular point in the lesson accessing a dedicated activity during the rest of the lesson - the young person leaves the lesson just before the end to allow for additional time and a more secure location to get changed. <p>Routine</p> <p>The unexpected can trigger anxiety. A set routine will allow the student to know that there's predictability and order to your session.</p> <p>Start with setting out fun things to explore, then have the same warm-up, followed by an activity and a similar cool-down at the end. The more the student gets to know a pattern, the safer and happier they'll feel.</p> <p>Space</p> <p>Multi-coloured rubber floor marking spots, since they help to show students exactly where they need to be, providing an instant visual for many different types of activity.</p>

Support

Don't allow the choosing of teams - this can only cause social discomfort. Why not select teams in different ways? Maybe one week do it by the benches the students have sat on; another week, number them '1, 2, 3, 4' or hand out differently coloured bibs.

- Help make movement fun but play low stakes games and activities that build skills.
- Focus on games that require cooperation rather than competition.
- Integrate a child's interest into play for added motivation such as chasing dinosaurs, or jumping off equipment as if into a lake to encourage pretend
- Provide clear start and stop to activities.
- Use visual cues- E.G. place ball onto the cone, swing your bat backwards and then forwards, hit the ball, collect the ball.
- Set the amount of times you want something doing. E.G 5 throw. Or have a visual timer.
- Indirect verbal Tells child something is expected but not what e.g. 'What next?'
- Direct verbal This is a direct statement of what we expect the child to do e.g. 'Throw the ball towards the target'
- Gesture Pointing, use of visual prompts. Often used with verbal direction Modelling This is simply showing the child what you want her or him to do. You do not physically touch the child. For this to work the child must know how to imitate.
- Partial physical assist As the name suggests, a partial assist is less intense or intrusive than a full physical

assist. It is minimal supportive guidance e.g. supporting the hips in a jumping motion.

Warm ups

- Free play warm up
- Free play is where young people are encouraged to independently explore the environment with different props. For example hoops and the large square skate boards, trampoline, rugby and footballs. This style of warm-up is used before the main whole class warm-up and tends to last for approximately 5- 10 minutes and has 3 main purposes and benefits for young people with ASD:
 - to provide enjoyment for all children with their own particular interests. This will lead to a positive association with PE
 - to give opportunities to explore the environment which will help with the difficulty some students have with transitions from one environment to another.
 - to provide the opportunity for the more active students to burn off energy before the start of the lesson.
- Individual warm-ups are where young people individually walk, run, jump and stretch. This can be used as a form of modelling where they are encouraged to watch each other and learn from each other. It can assist in the setting up of safe behaviour with clear boundaries in PE and provide a high degree of visual prompts for young people with ASD.
- Group games are where young people are comfortable moving around at the same time as their peer's games like traffic lights or Captain's Coming can be very effective in primary settings. If instructions are clear, concise and repeated with a minimal set of rules

	<p>and a clearly defined space then young people with ASD can access the environment and also develop a sense of social interaction.</p> <p>Moving the focus</p> <ul style="list-style-type: none"> -young people can be given an object to distract them from their own movements in gymnastics and dance activities: feathers, balloons, bean bags or scarves -music can be used extremely successfully and could act as a way of drawing the focus of the group together to start and finish lessons. The type of music can also assist with calming young people with ASD at the beginning or at the end of lessons -using equipment child connects with in PE - where a young person has a particular interest. e.g. If someone loves magnets set up a relay collecting magnets using varied methods and equipment
SEMH	<ul style="list-style-type: none"> -adapting activities so that perceptions of success and failure are not conditioned solely by simple win/lose 'end-result' type criteria. 'Effort, good sportsmanship, effective or improved performance of a particular focus-skill can be rewarded with points towards a team's total as well as praise. -don't just have one small goal - have two in different places or a larger two- or even three-tiered area in which to score points. Three points rewards an accurate shot through the central area, but a less accurate shot becomes a relative success not a total failure -short, sharp bursts of physical activity work well with children with short attention spans - emphasis should be made on individual performance rather than comparative outcome - so that, for instance, a child involved in a relay warm-up is encouraged to think about how well they do while taking part rather than whether they complete the activity more quickly than another child -

	<ul style="list-style-type: none">- giving children a sense of responsibility - either while setting activities up or within the activity itself
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