



SOUTH HAMS FEDERATION

REMOVING BARRIERS FROM THE PHYSICAL EDUCATION CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: PE

Potential Barrier	Adaptations to Teaching
Poor gross or fine motor skills	<ul style="list-style-type: none">• Teachers to look at PE planning before the lesson and identify areas where scaffolding and adaptation is needed (E.g., using a larger foam ball, rather than a tennis ball)• Warm-up's to be focused on developing fine/gross motor skills
Having the incorrect or no kit at all to participate	<ul style="list-style-type: none">• Introduce a central "spare kit" bank• Regular reminders of kit expectations on PE days (Newsletter, Google Classroom and Emails home)• If children do not wish to wear spare kit, then they are to take on a different role within the lesson. For example: coach, time-keeper, score keeper etc.
Sensory overload/ change of routine	<ul style="list-style-type: none">• Aim to keep and follow lesson structure as far as possible within the lessons of routine.• Allow children to have a break out space if they become overwhelmed.• Pre-warning about scores/potential losses.
Low confidence/poor self-image/ fear of failure	<ul style="list-style-type: none">• Positive praise• Give children different roles within the lessons e.g. let them give feedback to their peers.• Reduce competitive nature and instead praise effort and personal best achievements.• Opportunities for all children to take part in competitions throughout the school year
Hearing, vision and physical difficulties	<ul style="list-style-type: none">• Using resources from Activity Alliance to adapt PE provision.• Buy specific equipment to support



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Menstrual cycles	<ul style="list-style-type: none">● Refer to the Swim England guidance.● Period products in school.● Spare PE kit available.
Processing	<ul style="list-style-type: none">● Multi-sensory approach to instructions.● Small steps.● Demonstrations.
Social communication	<ul style="list-style-type: none">● Careful consideration of groupings and partner work.● Clear and defined rules.● Opportunities to work alongside an adult.

Additional strategies:

- Take regular student voice about what they like/dislike most about their lessons and respond accordingly.
- Let children choose their own challenges where possible (for example, working in a smaller space to make it more difficult, or choosing a piece of equipment to allow them to complete a task successfully).