PE	Supporting Every Child at Cubert Primary School
Area of Need	How we support our pupils to succeed
Communication and Interaction	<ul> <li>Clear routines and expectations.</li> <li>Create signals to go with instructions - teacher blows whistle and raises hand above head for 'Stop'.</li> <li>Ensure clear instructions are given throughout the lesson.</li> <li>Demonstrations given by teacher or another child.</li> <li>Keep instructions short. Better to stop three times to give three short 'update' instructions rather than one long initial input.</li> <li>Match language to the language of the child.</li> <li>Pre-teach and repeat key language required in the lesson - 'sequence' or 'volley'.</li> <li>Use visual prompt cards/posters.</li> <li>Before a lesson, show a short video clip of the skills to be learned to the whole class.</li> <li>Use an ipad with a short video clip to show skills during a lesson.</li> <li>Ensure teacher is stood appropriately when giving input - where children can all see, where the sun is not directly behind the teacher, etc.</li> </ul>
Cognition and Learning	<ul> <li>Ensure clear instructions are given throughout the lesson.</li> <li>Give additional time to practise key skills outside of lesson time, either before or after a lesson.</li> <li>Consider adapting an activity to ensure children can be successful.</li> <li>Pre-teach key vocabulary required for a lesson, e.g. 'sequence' or 'volley'.</li> <li>Demonstrations from teacher or another child.</li> <li>Watch a video of a skill prior to the lesson.</li> <li>Use an ipad to show short clips of skills during a lesson.</li> </ul>
Social Emotional and Mental Health	<ul> <li>Clear and consistent boundaries from lesson to lesson.</li> <li>Use of TIS strategies throughout a lesson.</li> <li>Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations.</li> <li>Consider what the outcome of a game is – do they simply achieve points by scoring a goal, or could they score points by retaining possession, supporting a teammate, etc?</li> <li>Give praise and feedback for personal skills - showing confidence, respect, etc.</li> <li>Highlight errors as an opportunity to improve personal achievement.</li> <li>Focus on PERSONAL BEST, and 'most improved' as well as simply highlighting a winner.</li> <li>End competitive elements of the lesson with a handshake and "Well done".</li> <li>Discuss as a class difficult elements - how to cope with losing / not achieving your best.</li> <li>A clear 'time-out' option where children can step out, then re-join if required.</li> <li>Ensure boundaries and expectations for the lesson are clear and consistent.</li> <li>Give children jobs within the lesson so that they feel part of the class team.</li> </ul>
Sensory and Physical	<ul> <li>Pre teach specific skills and techniques.</li> <li>Provide children with additional time to practise specific techniques and how to use equipment.</li> <li>Ensure all members of staff in the lesson are aware of any sensory needs or triggers.</li> <li>Give time to practise how to correctly hold a range of equipment.</li> <li>Ensure workspaces are organised.</li> <li>Consider alternative methods of recording ideas or evaluating work.</li> </ul>