

## Quality First Teaching – 4 Areas of SEND and Physical Education Specific



Communication and Interaction	
Quality First Teaching Strategies	PE Specific
<ul style="list-style-type: none"> <li>• ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced.</li> <li>• Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)</li> <li>• Pupil’s name or agreed cue used to gain individual’s attention - and before giving instructions</li> <li>• Instructions broken down into manageable chunks and given in the order they are to be done</li> <li>• Delivery of information slowed down with time given to allow processing</li> <li>• Pupils are given a demonstration of what is expected</li> <li>• System of visual feedback in place to show if something has been understood (e.g. thumbs up)</li> <li>• Talking partners or similar used to encourage responses</li> <li>• Parents advised of new vocabulary so it can be reinforced at home</li> <li>• Use of visual timetables</li> <li>• Minimise use of abstract language</li> <li>• Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</li> </ul>	<ul style="list-style-type: none"> <li>• Always demonstrate a skill for pupils to see and copy.</li> <li>• Model key vocabulary or use images when modelling is not appropriate.</li> <li>• Break down instructions into small chunks and model each part.</li> <li>• Guided practice - you model the first part of the skill and children copy and then move onto the next part of the skill</li> <li>• Consider the rules of team games and make them as simple as possible for some children so they are not overloaded with information.</li> <li>• Ensure children are all quiet and listening when giving instructions and modelling skills.</li> <li>• Visual photos of what a skill looks like in practice maybe given to individual children e.g. a photo of a balance or jump in Gymnastics</li> <li>• Ensure when working in partners or groups children are comfortable communicating with the children they are working alongside.</li> </ul>

## Cognition and Learning

### Quality First Teaching Strategies

- 'Next steps' for learning derived from what the pupil can already do - referring back to earlier stages only when necessary
- Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and end of lesson

### PE Specific

- Ask children to instruct another child on how to carry out a skill (to be the 'teacher')
- Adapt lessons for those with medical conditions, but ensure they always have an active role to play/a skill to develop. (don't make them score keeper - they need to participate as fully as they can)
- Give extra rest breaks to those children who have been identified as needing them.
- Ensure children know why they are learning a skill, make links between prior and future learning.
- The same task but changes to rules, area or equipment, e.g. equipment colour, shape, length of handle modified. Size of space adapted. Changes to rules could include additional 'chances', safe zones, no marking.
- Children may be learning the same line of skill put in a different way (a parallel activity) e.g. during badminton/tennis children may use rackets/balls whereas some children may need adaptations and use a balloon and their hand to practise the skill.
- Scaffolds may need to be provided, e.g. sentence starters, key terminology, photos, diagrams, etc.

## Social, Emotional and Mental Health

Quality First Teaching Strategies	PE Specific
<ul style="list-style-type: none"> <li>• Take time to find pupil's strengths and praise these - ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</li> <li>• 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)</li> <li>• Give the pupil a responsibility to raise self-esteem</li> <li>• Make expectations for behaviour explicit by giving clear targets, explanations and modelling</li> <li>• Ensure that tools/equipment are easily accessible and available for use.</li> <li>• Use pupil's name and ensure you have their attention before giving instructions</li> <li>• Chunk instructions and support with visual cues.</li> <li>• Make use of different grouping arrangements for different activities</li> <li>• Personalise teaching where possible to reflect pupils' interests</li> <li>• Communicate in a calm, clear manner</li> <li>• Keep instructions, routines and rules short, precise and positive</li> <li>• Listen to the pupil, giving them an opportunity to explain their behaviours.</li> <li>• Ensure groupings provide positive role models</li> <li>• Communicate positive achievements - no matter how small - with home and encourage home to do the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to work alone if needed due to sharing resources or how they are feeling on that particular day/ during that particular lesson.</li> <li>• Have high expectations of behaviour at all times both in the hall and outside on the playground - same rules apply.</li> <li>• Children may be overstimulated by the noise when getting changed. Keep the classroom calm during these periods and if needed give a child a quiet space to change in alone.</li> <li>• Children may become upset and unable to self regulate when losing a team game. Discuss this with the child. Identify their emotions and name them to the child. Use emotion coaching techniques. I can see you're feeling frustrated (for example) and that's ok. Now we need to take 5 minutes (for example).</li> <li>• If PE becomes too overstimulating identify a quiet area in the hall and outside that a children can go to and sit in the calm down. Perhaps with a fiddle toy or a book, or another calming technique that works for them.</li> <li>• Ear defenders may be worn for noise during PE lessons.</li> <li>• Ensure children are clear on rules before playing any teams games and ensure rules are kept to so it can't be seen as 'unfair' when decisions are made.</li> <li>• Some children might not feel comfortable in competitive situations and so low stakes small-sided</li> </ul>

- Use Social stories when appropriate.

adaptations might be required, e.g. a batting tee might be required for a pupil to support striking a ball.

Sensory Needs	
Quality First Teaching Strategies	PE Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> <li>• Give as many first hand ‘real’ multi-sensory experiences as possible</li> <li>• Short spells of visual activity should be interspersed with less demanding activities</li> <li>• Always use verbal explanations when demonstrating to the class.</li> <li>• Address the pupil by name to get their attention</li> </ul> <p><u>Hearing Difficulties</u></p> <ul style="list-style-type: none"> <li>• Gain pupil’s attention before important information is given</li> <li>• Keep background noise to a minimum</li> <li>• Slow down speech rate a little, but keep natural fluency</li> <li>• Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning</li> <li>• Allow more thinking and talking time</li> <li>• Model and teach careful listening along with signals when careful listening is required</li> </ul>	<ul style="list-style-type: none"> <li>• Choose large equipment for children with visual impairments to use.</li> <li>• Give clear verbal instructions whilst modelling - explain what is being done as you do it.</li> <li>• Consider the colour of equipment for children with visual needs.</li> <li>• Ensure the class are silent when giving instructions and then clarify instructions have been heard/understood by children with hearing difficulties.</li> <li>• Where external advice has been given regarding physical movement e.g. from Occupation Therapy or physiotherapy, ensure this is acted on and planned for.</li> <li>• If specialist equipment has been recommended make sure it is used accordingly.</li> <li>• Pupils with co-ordination difficulties may require tasks adapting e.g. the size of the space, the number of players, whether there is a ‘goal keeper/defender’ or not.</li> </ul>

- Repeat contributions from other children - their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Divide listening time into short chunks
- Use visual symbols to support understanding

### Co-ordination

- Encourage oral presentations as an alternative to some written work
- Break down activities into small chunks with praise for completing each part
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Equipment clearly labelled and kept in same place each lesson