

PE	Supporting Every Child at Cubert Primary School	
Area of Need...	How we support our pupils to succeed...	
Communication and Interaction	<ul style="list-style-type: none"> Clear routines and expectations. Create signals to go with instructions - teacher uses 3, 2, 1 to gain pupils attention. Ensure clear instructions are given throughout the lesson. Demonstrations given by teacher or another child. Keep instructions short. Better to stop three times to give three short 'update' instructions rather than one long initial input. Match language to the language of the child. Pre-teach and repeat key language required in the lesson - 'sequence' or 'volley'. Use visual prompt cards/posters. Before a lesson, show a short video clip of the skills to be learned to the whole class. Use an ipad with a short video clip to show skills during a lesson. Ensure teacher is stood appropriately when giving input - where children can all see, where the sun is not directly behind the teacher, etc. 	
Cognition and Learning	<ul style="list-style-type: none"> Ensure clear instructions are given throughout the lesson. Give additional time to practise key skills outside of lesson time, either before or after a lesson. Consider adapting an activity to ensure children can be successful. Pre-teach key vocabulary required for a lesson, e.g. 'sequence' or 'volley'. Demonstrations from teacher or another child. Watch a video of a skill prior to the lesson. Use an ipad to show short clips of skills during a lesson. 	
Social Emotional and Mental Health	<ul style="list-style-type: none"> Clear and consistent boundaries from lesson to lesson. Use of TIS strategies throughout a lesson. Keep groups small and ensure competition is evenly matched to allow children to feel successful in games situations. 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? Give praise and feedback for personal skills - showing confidence, respect, etc. Highlight errors as an opportunity to improve personal achievement. Focus on personal best, and 'most improved' as well as simply highlighting a winner. End competitive elements of the lesson with a handshake and "Well done". Discuss as a class difficult elements - how to cope with losing / not achieving your best. A clear 'time-out' option where children can step out, then re-join if required. Ensure boundaries and expectations for the lesson are clear and consistent. Give children jobs within the lesson so that they feel part of the class team. 	
Sensory and Physical	<ul style="list-style-type: none"> Pre teach specific skills and techniques. Provide children with additional time to practise specific techniques and how to use equipment. Ensure all members of staff in the lesson are aware of any sensory needs or triggers. Give time to practise how to correctly hold a range of equipment. Ensure workspaces are organised. Consider alternative methods of recording ideas or evaluating work. 	