

Adaptive Teaching in PE

At Ingleton Primary School, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



Inclusive Environment

Foster an inclusive environment where all pupils feel valued and included in all tasks.

Personal Plan

Use strategies outlined in Individual Provision Maps (IPMs) for children with SEND to enable them to engage in activities and achieve learning outcomes.

Equipment

Suitable equipment is used for all children, depending on their needs. E.g. if a child had gross-motor challenges we can use different sized equipment and adapted handles. Larger, textured balls are good for pupils with visual impairments.

Peer Support

There are opportunities to pair children in mixed ability groups to enable peer support and to see a good role model.

Instruction

Clear, simple instructions can ensure that children are able to understand. Modelling instructions and showing what a good one looks like, helps children to visually see what they are expected to do. We use Primary PE Planning to support our teaching which often has visual displays, diagrams and/or videos for children to see how tasks work.

Adapted tasks

Tasks can be adapted in a number of ways to support children's individual needs. We use the STEP model.

S = Space. Smaller or larger spaces can be created depending on the type of activity. This may include changing distances or working areas.

T = Time. Timings can be modified for those who need it. This may be giving more or less time depending on the activity.

E = Equipment. Different sized bats and balls can enable all children to join in. Different types of bats can be used or they can be modified to enable children with physical disabilities to participate.

P = People. Larger or smaller teams/groups can be adapted to support children. Adults can also be used effectively to support where necessary.

Swimming

Pupils swim from Year 2 – Year 6. We ensure that all pupils are able to participate in swimming lessons by adapting the equipment and curriculum to suit their needs. The local pool has facilities to enable pupils to get in and out of the pool, and we provide transport for those who are unable to walk to the pool. Disabled changing facilities are provided.

Assessment

It may be appropriate to adapt assessments in PE and ensure that all children feel that they can achieve. We assess PE as we teach by observing, intervening, directing and questioning.