REMOVING BARRIERS FROM THE PHYSICAL EDUCATION CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Physical Education

Potential Barrier	Adaptations to Teaching
Poor gross or fine motor skills	• 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	• Introduce a central "spare kit" bank • Regular reminders of kit expectations on PE days (FB 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	• Aim to keep and follow lesson structure as far as possible within the lessons • Allow children to have a break out space if they become overwhelmed
Low confidence/poor self-image/Fear of failure	• 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

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.