

Provision Map for Health and Wellbeing based subjects

In planning lessons we need to consider ways of minimising or reducing barriers to learning so that all learners can fully take part and learn. In some activities, learners with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, we may need to provide a 'parallel' activity for learners with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, children with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Area of need	Provision/adaptations	PE
Dyslexia	Working memory: • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Re-teaching of the main aspects of previously taught lessons with key information to ensure confusion does not occur. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. Processing time: • Additional time to talk through ideas and concepts. • Allow plenty of time for recall. • Repeat instructions using the same language New Vocabulary: • Word mats with pictorial aids if able. • Written prompts • Stories presented in alternative styles such as storyboards. • Exaggerate new vocabulary by separating syllables • Use of mnemonics to help remember new vocabulary	• Provide opportunities for children to practice visual sequencing. • Introduce exercises that will help develop motor control and integrate sensory Information. • Use a games approach to developing movements in response to visual and auditory stimuli. • Use computer games and simulations to help develop sound/movement sequencing. • Arrange activities that will develop co-ordination using near and distant targets • Always demonstrate and model movements and techniques (use an 'expert' child if necessary) • Do not use verbal instructions alone – always combine these with demonstrations • Repeat a series of instructions one at a time • Highlight and use colour codes for children to identify their own roles in games • Create wall displays in colour to show sports 'dos' and 'don'ts'

	Multi-sensory: • Use of talk partners • Visually draw concepts to aid understanding • Coloured overlays (also think about the colours of any IWB presentations) • Larger font where able Sequencing: • Repeat instructions and information • Sequencing frames • Written scaffolding to aid recording Recording: • Alternative methods of recording information including audio/visual to ensure key concepts are recorded. • Paired writing	• Teach rules in a 'fun' way using mnemonics, rhymes, colour coding and jingles • Use mind maps, visual representations and colour for developing tactics and strategies of play • Develop a sequential checklist for sports preparation • Teach visualisation and use highlighting and/or colour coding to aid recall of sequences • Teach memory techniques such as mnemonics to aid sequencing • Do not expect a dyslexic child to be able to listen and write/perform at the same time • Issue 'credit cards' of rules for reference • Issue illustrated large print versions of rules etc so that dyslexic children can locate information more easily
DCD	• Adaptations when motor skills are being used e.g. recording of information. • Adjustable height desks or standing desks can be used • Peer buddy within lessons • Specialist equipment available • Alternative methods of recording using audio/visual resources • Reduction of requirement to use fine motor skills such as pre-cut resources.	• Not all learners can learn by watching others, those with coordination difficulties may need to be taught all skills. • Adapted PE kit to allow for ease of fastening etc... • Help the child to position himself properly before starting an activity by placing his feet and hands correctly. • Use the child as a model to demonstrate the starting position to the rest of the class. Provide hand-over-hand guidance to help learners feel the movements.

		• Give clear instructions one at a time, allowing the child time to organise their body into the right position before the next instruction is given. • Learners with coordination difficulties can find it hard to catch, throw and hit balls so have a variety of equipment available, for example balls with ribbon tails, larger bats and beanbags as well as ordinary balls • Use music, counting or a rhythmic rhyme to reinforce movement patterns. Some learners have difficulty getting started or knowing what to do next so using repetitive phrases such as “I can move my left arm, left arm, left arm, I can move my left arm just like this” may help. • Provide learners with a marked spot, gym mat or hoop on the floor to indicate the “space” that they should return to when directed by the teacher. It helps the child to have somewhere to aim for, rather than wandering aimlessly or getting in the way of other learners. • Use cones, lines on the floor or other markers to indicate the area in which the activity is to take place. This will help learners to contain their movements if they are prone to “over-shooting” when moving around. • Encourage the learners to verbalise their plans for movement. For example ask the child what
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		they are going to do next, do they need to throw harder? What could they try to improve their performance? • Encourage learners to beat their own records for example, how many times they are able to bounce and catch a ball. Asking the class "How many people beat their own record?" gives the child with dyspraxia the chance to share their success. • Learners with dyspraxia often cope with PE lessons that focus on learning skills. They struggle when they have to apply these skills in a group or team setting when the environment is constantly changing. They often feel they are letting their team down and may choose to opt out of team games. Where appropriate allow the child with dyspraxia to continue to focus on skill development, rather than team games. • Young people with dyspraxia may do well at running on a track, but are more likely to trip when doing cross country because of the uneven ground. Young people with dyspraxia should always wear appropriate safety gear when cycling and so on as they are at greater risk of falling or knocking into people and objects.
Autism	• Clear sequencing of lessons • Alternative methods of recording information such as use of technology • Task Management boards	• Set aside specific areas for warm-up activities. Seeing a big ball to bounce on, equipment for practising balance skills or a goal to aim for will mean the learner can

		immediately see there's something they can go and do. • Create an atmosphere where there's clear order, and establish rules so that students know when it's time to stop and listen. Rules and order make things feel safe. • Changing for PE may trigger anxieties. Providing a set space so that personal belongings can be kept in order can make a massive difference. Could changing be staggered to avoid the rush? • Visual timetable/task management board to help understand the process. • Social stories around the need to change for PE. • Allow some time at the start of the session before any demands are placed to allow for processing and adjustment. • Be aware that they may take a little longer to process when you speak to them. Use their name to gain their attention and keep language quite simple. A visual sand timer or clock display may help those who find PE activities difficult. • Start with setting out fun things to explore, then have the same warm-up, followed by an activity and a similar cool-down at the end. The more the student gets to know a pattern, the safer and happier they'll feel. • Visual aids to assist with instructions or steps of an activity. • Floor spots to allow the child to see where they are meant to be and their social space.
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		- Remember that children with an ASD may have low awareness of danger. - Some children with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.
SEMH	- Pre-teach of key concepts - The transition from whole-class to group or independent work, and back, is clearly signalled to allow time for processing. - Support to understand that other people will have different views. - Circle time discussions around different issues. - Clear expectations around behaviour when there are disagreements with others. - Silent debates where learners are requested to put their views on post it notes to share their ideas to avoid conflict. - Thrive support to focus on social skills to enable discussions. - Assign learners particular roles within discussions so they have a clear purpose in the group and keeping them focussed. - Small groups supported by an adult to facilitate conversations.	- A low-arousal area is planned for children who may need it and is available for use by all children. The area only needs to have immediately relevant materials/ resources to minimise distraction. - To promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that children can convey their understanding, uncertainty or need for help. - Support for team games to ensure social skills are supported. Some children with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.
ADHD	- Standing desks - Adult support at the beginning of the lesson to ensure focus	To promote security and aid organisation – eg visual timetables are used to show

	and understanding of key concepts. • Laptop to record any written work to enable the focus to be on understanding the concepts and belief systems. • Small chunks of information with key concepts in pictorial form. • Practical activity to remain physically active where possible. • Re-cap of previous learning to organise thoughts before the lesson. • Small tasks to ensure success.	plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that children can convey their understanding, uncertainty or need for help. • Opportunities for lots of movement in the lesson with a variety of ways. • Warnings given to enable the learner to understand that they need to stop moving and remain safe.
Dyscalculia	• Some learners may find the organisation of ideas into a logical way difficult and therefore will need support for this. • Adaptation of tables, data etc and support given for understanding.	• To promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that children can convey their understanding, uncertainty or need for help
Speech and Language	• Language is to be clear, unambiguous and accessible. • Key words to be written up with meanings/visual aids. • Instructions are given clearly and reinforced. • Careful preparation to ask questions in a variety of ways enabling learners with S&L difficulties to answer open ended questions. • Learners are allowed time to process and then answer the questions. • Adults to support learners to contribute to lessons. • Some children will need tasks to be broken down into smaller	• Opportunities for learners to model rather than explain their thinking in relation to tasks.

	sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.	
Moderate Learning Difficulties/Global Delay	• Tasks in short chunks to allow for processing and plenty of opportunity for embedding of learning. • Alternative ways to record their ideas such as audio/visual. • Use mind maps, bullet point lists, storyboards to record their learning. • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. • Scaffolded work through use of writing frames. • New vocabulary selected for the key words and explicitly taught in pre-teach. • Show the learner a practical example of what you need them to do giving concrete examples.	• Re-teaching of the main aspects of previously taught lessons with key information to ensure confusion does not occur.
Physical disability	• Alternative methods of recording their learning.	• Wheelchair access to playing fields. • Appropriate lighting with the facility to screen out bright sunshine which may create blind spots for children. • Reduce the confusion caused by multiple markings on the

		floor for children with cognitive difficulties or colour blindness. • Adapted access to the swimming pool. • Netball/basketball boards with adjustable heights/widths. • A range of equipment, including different types of balls. • Making sure that changing rooms have pegs at different heights and an area where a teaching assistant could discreetly help out with changing. • Accessible toilet facilities with handrails and other suitable adaptations.
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