

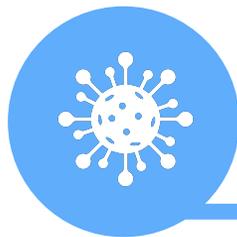
Primary (FS/KS1) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



| Lockdown restrictions might cause pupils' to return to school with: | Intent (In response to Covid-19) | Teaching Considerations | Activities for FS/KS1 pupils with Physical Disabilities | Activities for FS/KS1 pupils with PMLD | Activities for FS/KS1 pupils with ASD / Learning Disabilities |
|---|---|---|--|---|---|
| Lack of social contact increases chance of dependence on limited groups | Re-enabling relationships with others | <ul style="list-style-type: none"> Risk assessments for individual pupils All equipment personalised and cleaned | <ul style="list-style-type: none"> Fun turn taking target games as a team / pair to achieve a goal together (i.e. knocking over skittles) Boccia / Kurling | <ul style="list-style-type: none"> Circle games or working individually with an adult to achieve a task | <ul style="list-style-type: none"> Non-complex repetitive activities with easily cleaned equipment and a TA. Use music and dance moves which they identify with |
| Loss of physical literacy: Fine/gross motor skills or cardiovascular stimulus | Increase physical literacy through exploration | <ul style="list-style-type: none"> Correct local guidelines and PPE used if in close contact where possible Clear visual directions through signs, symbols etc | <ul style="list-style-type: none"> Fun based circuit games or floor based activities following a course or direction Throwing, pushing/rolling objects onto a target | <ul style="list-style-type: none"> Sensory circuits which may involve following a course or bringing activities to pupils | <ul style="list-style-type: none"> Individual activities like scoot boarding with a TA. Obstacle activities moving under or over, fast or slow |
| Less motivation to take part in activity or therapy. Lack of structure/routine | Building confidence and self-esteem using engaging activities to establish routines | <ul style="list-style-type: none"> Prepare pupils before activity using social stories and circle time to establish routine and make them feel safe All activity delivered using Government and afPE guidelines | <ul style="list-style-type: none"> Slaloms or relays Gymnastics taking turns Individual soft play to encourage movement. | <ul style="list-style-type: none"> Fun floor programmes knocking over objects, kicking objects and pushing objects | <ul style="list-style-type: none"> Individual sensory activities linked to calming, alerting or awaking with TA support |
| Dependence on close family has affected vital early communication skills. Home attachment behaviours leading to tearfulness and anxiety | Using communication effectively to express emotions through physical activity | <ul style="list-style-type: none"> Use story themed approach exploring fundamental movement skills | <ul style="list-style-type: none"> Circle games, passing a ball or other object around body using communication / signs/ boards. | <ul style="list-style-type: none"> Picture based target activities and games that involve choice or yes/no answers. Use starts stickers for awards | <ul style="list-style-type: none"> Travel to a picture of family and home with a trusted adult like a teacher or a TA. Individual weighted lappelt or blanket |

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.



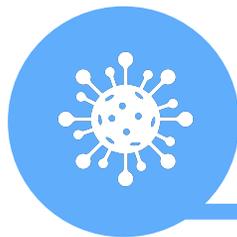
Primary (KS2) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



| Lockdown restrictions might cause pupils' to return to school with: | Intent (In response to Covid-19) | Teaching Considerations | Activities for KS2 pupils with Physical Disabilities | Activities for KS2 pupils with PMLD | Activities for KS2 pupils with ASD / Learning Disabilities |
|---|--|---|--|---|---|
| Isolation and loss of social interaction has affected confidence in relationship building | Building friendships through activity and remembering to share and turn take | See FS/KS1 plus: <ul style="list-style-type: none"> Use visual resources such as Chateez cards for each activity Consider reflection periods in between activities to express emotion, communicate with others or reflect on what went well | <ul style="list-style-type: none"> Outdoor education, social distance team games e.g. peers guiding blindfolded pupil from a distance on a walk | <ul style="list-style-type: none"> Musical warm ups and dance celebrating each unique success together | <ul style="list-style-type: none"> Gentle activities such as the Activity Alliance Typhoon card with physical distancing |
| Lower physical functional skills / ability affecting health and obesity levels | Improved physical well-being and motivation | <ul style="list-style-type: none"> Ensure there is a routine to each session and that pupils understand that routine. e.g. warm up, sessions and reflection | <ul style="list-style-type: none"> Fun based musical warm ups, dance and circuit training. (repeating a skill for 1 minute) | <ul style="list-style-type: none"> Sensory circuits around a space, following a course to experience individual activity | <ul style="list-style-type: none"> Sensory circuit with trusted adult such as a teacher or a TA Balance activity such as moving on floor markers/ lines |
| Loss of communication skills or confidence when expressing emotions effectively | Exploring emotions and expressing feelings through games, storytelling and music | <ul style="list-style-type: none"> Use holistic approach which is multi curricular and focused on learning outcomes. Ensure pupils have ownership of each task | <ul style="list-style-type: none"> Relays using Chateez cards to express emotion, this could be done as a warm up or as a bigger game | <ul style="list-style-type: none"> Using switches in a routine to music e.g. happy / sad / fun | <ul style="list-style-type: none"> Use Chateez cards to play mirroring games and add in travelling in space to familiar, safe places (visuals) |
| Less confident trying things perceived as difficult such as PE / Therapy and / or loss of routine | Increasing resilience by completing / learning from difficult tasks Setting targets and celebrating progression | <ul style="list-style-type: none"> Ensure each activity is pupil focussed, not too difficult but enough to challenge them | <ul style="list-style-type: none"> Boccia skills award or activities from the Rainbow cup | <ul style="list-style-type: none"> MATP skills sessions building on individual ability | <ul style="list-style-type: none"> Short therapy sessions with a scoot board or a therapy ball as part of a wider sensory diet |

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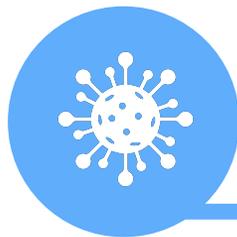
Secondary (KS3) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



| Lockdown restrictions might cause pupils' to return to school with: | Intent (In response to Covid-19) | Teaching Considerations | Activities for KS3 pupils with Physical Disabilities | Activities for KS3 pupils with PMLD | Activities for KS3 pupils with ASD / Learning Disabilities |
|--|--|---|--|---|---|
| Loss of communication and confidence Withdrawing behaviours associated with anxiety | Re-establish leading/officiating skills building confidence | See FS / KS1 and KS2. • All activity delivered using Government and afPE guidelines | <ul style="list-style-type: none"> Boccia / Kurling Golf Take turns setting and describing courses Outdoor education e.g. teambuilding or picture-based orienteering Creating their own game to deliver to their bubble | <ul style="list-style-type: none"> Using communication (Hi or low tech) to direct a partner or adult in a fun way. Turn taking leading warm up or starter activities | <ul style="list-style-type: none"> Small group social games with physical distancing. Circuits with skill-based activities where individuals can explain and lead each station |
| Loss of enthusiasm or confidence to try physically challenging tasks in PE / Therapy | Re-ignite enjoyment of physically challenging personal activities and games. Setting targets | <ul style="list-style-type: none"> Ensure any partner teamwork is done with social distancing in mind Consider communication aids to which effectively promote feedback | <ul style="list-style-type: none"> Setting fun personal challenges and measuring success over a period of time | <ul style="list-style-type: none"> Wheelchair yoga sessions either individually or as a pair Dance using musical stimuli | <ul style="list-style-type: none"> Use of deals and rewards based on EHCP motivators and personal interests. Display these visually |
| Increased loneliness or dependence on virtual platforms | To work together as a team accomplishing a task together | <ul style="list-style-type: none"> Keep track of any personal bests and celebrate achievement regularly | <ul style="list-style-type: none"> Team based target games such as Boccia or Kurling where success is a team effort | <ul style="list-style-type: none"> Moving objects such as releasing a ball down a ramp around a course with a partner or adult | <ul style="list-style-type: none"> Use of lifestyle activities facilitated in physically distanced safe social zones within school |
| Lack of muscle tone and strength increasing dependence on others | Building confidence, recognising physical ability | | <ul style="list-style-type: none"> Table based games such as Polybat, Table Skittles or Target Table Cricket with others | <ul style="list-style-type: none"> Special Olympics MATP skills sessions building on individual ability | <ul style="list-style-type: none"> Fitness circuit with physical distancing and safe social zones Fitness activities such as press ups against a wall, push/pull activities |

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Secondary (KS4) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



| Lockdown restrictions might cause pupils' to return to school with: | Intent (In response to Covid-19) | Teaching Considerations | Activities for KS3 pupils with Physical Disabilities | Activities for KS3 pupils with PMLD | Activities for KS3 pupils with ASD / Learning Disabilities |
|---|---|--|--|--|--|
| Anxiety, stress or bereavement for themselves and those around them Worries about the future | Enabling others to complete tasks and activities through coaching/leading Opportunity for pupils to be heard | See FS / KS1, KS2 and KS3 <ul style="list-style-type: none">Are there any awards which can be gained such as sports leaders, DofE Skills awards? | <ul style="list-style-type: none">Working with a partner take a game of choice and coach partner to improve one skill. E.g. Boccia, Table Cricket, Polybat, Gymnastics. | <ul style="list-style-type: none">Dance, working with a partner or adult set a movement which can be copied and built upon to complete routine which can be demonstrated | <ul style="list-style-type: none">Diversions activities such as movement breaks personalised to the young person based on their EHCPs and personal motivators and stressors |
| Lack of muscle tone and strength increasing dependence on others | Understanding how physical development through physical activity improves health and independence | <ul style="list-style-type: none">Any online learning which can be completed at home?Knowledge of local opportunities such as orienteering, walks etc | <ul style="list-style-type: none">Fitness sessions e.g. circuit training or athletic personal challengesCreating own health related fitness plan or helping another in bubble | <ul style="list-style-type: none">Fitness sensory circuit where small movements are done with a series of music | <ul style="list-style-type: none">Outdoor sensory circuit with physical distancing in safe social zonesOrienteering and geocaching activities linked to technology as a motivator |
| Loss of motivation to be physically active outside of school environment | Understand how using personal best activities can be carried on at home | <ul style="list-style-type: none">How do pupils' feedback what's happening outside of the school environment?How is success celebrated e.g. virtual assemblies? | <ul style="list-style-type: none">Orienteering, geocaching fun treasure hunts etc that could be done using local resources | <ul style="list-style-type: none">Explore different 'at home' activities which could be done with parents/carers such as stretch, twist and bend. Cards could be sent home | <ul style="list-style-type: none">Live events delivered and recorded by trusted and recognised adults can be used as a tremendous motivator for physical activity |
| Increased loneliness or dependence on virtual platforms | To work together as a team accomplishing a task together while being able to lead younger pupils in PE | | <ul style="list-style-type: none">Outdoor education team building where success is measured by a team task being completedSchool Games based virtual events | <ul style="list-style-type: none">Special Olympics MATP skills sessions building on individual ability | <ul style="list-style-type: none">Low stress, low demand and high stimulation activities such as lifestyle activities like Nordic Walking, cycling, climbing can help reconnect young people to PESSPA add in virtual school games based |

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