

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

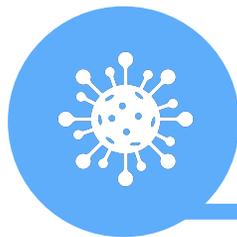
Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



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
Possible increase in dependence on limited groups due to lack of social contact	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 star 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 lap belt or blanket



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



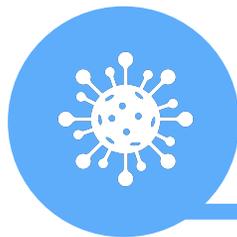
Primary (KS2) Physical Education Response to COVID-19

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
Possible reduction in confidence in relationship building due to isolation and loss of social interaction	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 physical 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, which 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"> Special Olympics 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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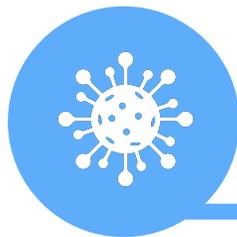
Secondary (KS3) Physical Education Response to COVID-19

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 to build 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 	<ul style="list-style-type: none"> Using communication aid (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 kindle 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 which communication aids 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 that 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 that 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 like Nordic Walking and cycling can help reconnect young people. Consider virtual School Games activity.

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