



Subject Specific and Generic QFT Approaches – PE

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Ability to visualise/imagine taught-techniques and skills
- Communication, speaking and listening difficulties
- Sensory overwhelm
- Anxiety
- Focus/concentration difficulties
- Difficulty in explaining ideas

QFT Strategies/Reasonable Adjustments

- Lots of clear modelling of technique and task from staff and peers
- Lots of opportunities for staff to model, and children to practice, teamwork and communication skills
- Provide learning breaks, sensory circuits, sensory breaks, movement breaks
- Use of timers
- Small step learning, one step instructions and repetition of instructions
- Minimal use of abstract concepts and language
- Use visitors to bring learning to life and inspire children to lead active lifestyles
- Rewarding effort and not just success
- Praise kindness and sharing
- Use turn taking games



Cognition & Learning

Potential Barriers to Learning

- Retaining knowledge
- Too reliant on TA/Teacher support
- Difficulties with task completion
- Need for processing time
- Need for repetition and consolidation of key facts
- Poor organisational skills
- Difficulty in explaining ideas

QFT Strategies/Reasonable Adjustments

- A variety of assessment strategies such as quizzes, observation and application of skills in activities and competitions
- Small steps learning
- Use of thinking time, paired talk, no hands-up approach
- Providing opportunities for over-learning of transferrable skills
- Links to prior learning in previous phases and units made explicit
- Scaffolded/differentiated questioning and lesson content
- Shared success criteria, expectations of the lesson and demonstrations
- Use of STEP approach; staff to consider space, task/time, equipment and pupils (groupings)



Social, Emotional and Mental Health

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Withdrawn, depressed behaviours • Difficulty with social interaction • Challenging or disruptive behaviour • Low confidence/self-esteem • Overwhelm	• Awareness of lived experiences and those in class with specific triggers • Nurture provision where required • Opportunities for success and achievement built into the lesson • Opportunities to develop resilience and leadership skills • Encourage emotional literacy • Safe spaces provided in class • Give incentives for par

Physical and/or Sensory

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • bright materials to mark out boundaries • Targeted oral prompts • Visual aids used (videos, pictures) as well as clear gestures when giving instructions to aid understanding • OT provision where required and support from outside agencies • Variety of sporting apparatus, including large and soft balls, lightweight bats and clubs • Use of STEP approach; staff to consider space, task/time, equipment and pupils (groupings) e.g. modifying rules of games, pupils with limited mobility are permitted to move around in a smaller area of play, height of games nets • Talking through tasks in PE prior to doing them • Use kinaesthetic learning routinely