

Strategies to remove potential barriers in the curriculum

Subject: Physical Education

| Potential barrier | Strategies to overcome barrier |
|---|--|
| Poor gross or fine motor skills | <ul style="list-style-type: none"> • Teachers are to think about activities and how they can be adapted to children with different needs. For example, using a bigger ball instead of smaller balls. • Warm-up's to be focused on developing fine/gross motor skills. |
| Having the incorrect or no kit at all to participate | <ul style="list-style-type: none"> • Introduce a central "spare kit" bank. • Regular reminders of kit expectations on PE days. • 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. |
| <ul style="list-style-type: none"> • Sensory overload/ change of routine | <ul style="list-style-type: none"> • 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 • Tell children what to expect from lessons at the beginning for input to ease anxieties. |
| Low confidence/poor self-image/Fear of failure | <ul style="list-style-type: none"> • Positive praise and use them as examples if their technique is good. • 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.