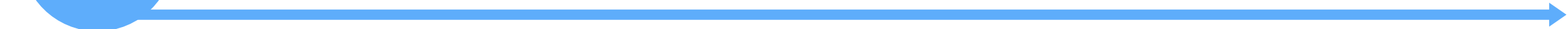


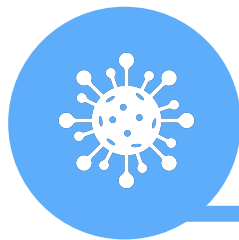
# Primary (FS/KS1) Physical Education Response to COVID-19

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 <b>Physical Disabilities</b>	Activities for FS/KS1 pupils with <b>PMLD</b>	Activities for FS/KS1 pupils with <b>ASD/Learning Disabilities</b>
Possible increase in dependence on limited groups due to lack of social contact	Re-enabling relationships with others	<ul style="list-style-type: none"> <li>Risk assessments for individual pupils</li> <li>All equipment personalised and cleaned</li> </ul>	<ul style="list-style-type: none"> <li>Fun turn taking/target games as a team/pair to achieve a goal together (i.e. knocking over skittles)</li> <li>Boccia/Kurling</li> </ul>	<ul style="list-style-type: none"> <li>Circle games or working individually with an adult to achieve a task</li> </ul>	<ul style="list-style-type: none"> <li>Non-complex repetitive activities with easily cleaned equipment and a TA. Use music and dance moves which they identify with</li> </ul>
Loss of physical literacy: Fine/gross motor skills or cardiovascular stimulus	Increase physical literacy through exploration	<ul style="list-style-type: none"> <li>Correct local guidelines and PPE used if in close contact where possible</li> <li>Clear visual directions through signs, symbols etc</li> </ul>	<ul style="list-style-type: none"> <li>Fun based circuit games or floor based activities following a course or direction</li> <li>Throwing, pushing/rolling objects onto a target</li> </ul>	<ul style="list-style-type: none"> <li>Sensory circuits which may involve following a course or bringing activities to pupils</li> </ul>	<ul style="list-style-type: none"> <li>Individual activities like scoot boarding with a TA.</li> <li>Obstacle activities moving under or over, fast or slow</li> </ul>
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"> <li>Prepare pupils before activity using social stories and circle time to establish routine and make them feel safe</li> <li>All activity delivered using <b>Government</b> and <b>afPE guidelines</b></li> </ul>	<ul style="list-style-type: none"> <li>Slaloms or relays</li> <li>Gymnastics taking turns</li> <li>Individual soft play to encourage movement</li> </ul>	<ul style="list-style-type: none"> <li>Fun floor programmes knocking over objects, kicking objects and pushing objects</li> </ul>	<ul style="list-style-type: none"> <li>Individual sensory activities linked to calming, alerting or awaking with TA support</li> </ul>
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"> <li>Use story themed approach exploring fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>Circle games, passing a ball or other object around body using communication/signs/boards</li> </ul>	<ul style="list-style-type: none"> <li>Picture based target activities and games that involve choice or yes/no answers. Use star stickers for awards</li> </ul>	<ul style="list-style-type: none"> <li>Travel to a picture of family and home with a trusted adult like a teacher or a TA</li> <li>Individual weighted lap belt or blanket</li> </ul>

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



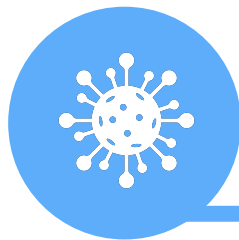
# Primary (KS2) Physical Education Response to COVID-19

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 <b>Physical Disabilities</b>	Activities for KS2 pupils with <b>PMLD</b>	Activities for KS2 pupils with <b>ASD/Learning Disabilities</b>
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"> <li>Use visual resources such as Chateez cards for each activity</li> <li>Consider reflection periods in between activities to express emotion, communicate with others or reflect on what went well</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor education, social distance team games e.g. peers guiding blindfolded pupil from a physical distance on a walk</li> </ul>	<ul style="list-style-type: none"> <li>Musical warm ups and dance celebrating each unique success together</li> </ul>	<ul style="list-style-type: none"> <li>Gentle activities such as the Activity Alliance Typhoon card with physical distancing</li> </ul>
Lower physical functional skills/ability affecting health and obesity levels	Improved physical well being and motivation	<ul style="list-style-type: none"> <li>Ensure there is a routine to each session and that pupils understand that routine. e.g. warm up, sessions and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Fun based musical warm ups, dance and circuit training (repeating a skill for 1 minute)</li> </ul>	<ul style="list-style-type: none"> <li>Sensory circuits around a space, following a course to experience individual activity</li> </ul>	<ul style="list-style-type: none"> <li>Sensory circuit with trusted adult such as a teacher or a TA</li> <li>Balance activity such as moving on floor markers/ lines</li> </ul>
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"> <li>Use holistic approach which is multi curricular and focused on learning outcomes. Ensure pupils have ownership of each task</li> </ul>	<ul style="list-style-type: none"> <li>Relays using Chateez cards to express emotion, which could be done as a warm up or as a bigger game</li> </ul>	<ul style="list-style-type: none"> <li>Using switches in a routine to music e.g. happy /sad/ fun</li> </ul>	<ul style="list-style-type: none"> <li>Use Chateez cards to play mirroring games and add in travelling in space to familiar, safe places (visuals)</li> </ul>
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"> <li>Ensure each activity is pupil focussed, not too difficult but enough to challenge them</li> </ul>	<ul style="list-style-type: none"> <li>Boccia skills award or activities from the Rainbow cup</li> </ul>	<ul style="list-style-type: none"> <li>Special Olympics skills sessions building on individual ability</li> </ul>	<ul style="list-style-type: none"> <li>Short therapy sessions with a scoot board or a therapy ball as part of a wider sensory diet</li> </ul>

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



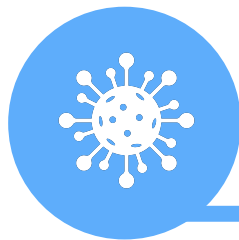
# Secondary (KS3) Physical Education Response to COVID-19

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



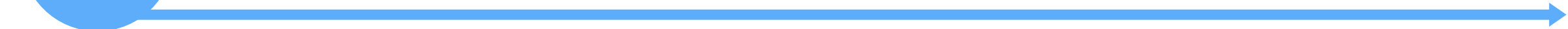
Lockdown restrictions might cause pupils to return to school with:	Intent (In response to COVID-19)	Teaching Considerations	Activities for KS3 pupils with Physical Disabilities	Activities for KS3 pupils with PMLD	Activities for KS3 pupils with ASD/Learning Disabilities
Loss of communication and confidence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

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



# 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"><li>Are there any awards that can be gained such as sports leaders, DofE Skills awards?</li></ul>	<ul style="list-style-type: none"><li>Working with a partner take a game of choice and coach partner to improve one skill. E.g. Boccia, Table Cricket, Polybat, Gymnastics</li></ul>	<ul style="list-style-type: none"><li>Dance, working with a partner or adult set a movement which can be copied and built upon to complete routine which can be demonstrated</li></ul>	<ul style="list-style-type: none"><li>Diversionsary activities such as movement breaks personalised to the young person based on their EHCPs and personal motivators and stressors</li></ul>
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"><li>Any online learning that can be completed at home?</li><li>Knowledge of local opportunities such as orienteering, walks etc</li></ul>	<ul style="list-style-type: none"><li>Fitness sessions e.g. circuit training or athletic personal challenges</li><li>Creating own health related fitness plan or helping another in bubble</li></ul>	<ul style="list-style-type: none"><li>Fitness sensory circuit where small movements are done with a series of music</li></ul>	<ul style="list-style-type: none"><li>Outdoor sensory circuit with physical distancing in safe, social zones</li><li>Orienteering and geocaching activities linked to technology as a motivator</li></ul>
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"><li>How do pupils feedback what's happening outside of the school environment?</li><li>How is success celebrated e.g. virtual assemblies?</li></ul>	<ul style="list-style-type: none"><li>Orienteering, geocaching, fun treasure hunts etc that could be done using local resources</li></ul>	<ul style="list-style-type: none"><li>Explore different 'at home' activities which could be done with parents/carers such as stretch, twist and bend. Cards could be sent home</li></ul>	<ul style="list-style-type: none"><li>Live events delivered and recorded by trusted and recognised adults can be used as a tremendous motivator for physical activity</li></ul>
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"><li>Outdoor education team building where success is measured by a team task being completed</li><li>School Games based virtual events</li></ul>	<ul style="list-style-type: none"><li>Special Olympics MATP skills sessions building on individual ability</li></ul>	<ul style="list-style-type: none"><li>Low stress, low demand and high stimulation activities like Nordic Walking and cycling can help reconnect young people. Consider virtual School Games activity.</li></ul>

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