

Physical Education SEN Provision

At King's Lynn Academy, we believe that students with Special Educational Needs should be supported through high quality teaching, alongside their peers so that they can make good progress. This, therefore, requires teachers in each subject to adapt their provision to meet the needs of individual students.

Communication and Interaction

In Physical Education, lessons are adapted to support students with communication and interaction needs through clear, consistent routines and instructions. Teachers use simple, concise language and break tasks down into manageable steps, supported by visual demonstrations and modelling. Key instructions are reinforced using visual aids, task cards or whiteboards where appropriate.

Students are given additional processing time and opportunities to ask questions or seek clarification. Groupings are carefully considered to promote positive peer interaction, with roles clearly defined during team activities to reduce anxiety and support engagement. Teachers use positive reinforcement and clear expectations to support social interaction and cooperation.

Where appropriate, alternative communication methods are used, and activities are adapted to allow students to participate at a level appropriate to their confidence and communication skills, ensuring inclusion alongside peers and access to the full PE curriculum.

Cognition and Learning

In Physical Education, lessons are adapted to support students with cognition and learning needs through structured, progressive activities that build skills in small, manageable steps. Tasks are differentiated to allow students to access learning at an appropriate level, with modified rules, equipment or distances used where necessary.

Teachers provide clear demonstrations and repeat key information to support understanding and retention. Instructions are reinforced using visual prompts, task cards or checklists, and success criteria are shared so students understand what is expected. Additional time is given for skill development and practice, and activities are scaffolded to support confidence and independence.

Ongoing assessment and feedback are used to identify gaps in understanding and adapt teaching accordingly, ensuring students can make progress alongside their peers and experience success within the PE curriculum.

Physical Education SEN Provision

Social, Emotional and Mental Emotional Health

In Physical Education, lessons are adapted to support students with social, emotional and mental health needs by creating a positive, supportive and predictable learning environment. Clear routines, expectations and boundaries are established to help students feel safe and confident during lessons.

Teachers promote positive relationships and use praise and encouragement to build self-esteem and resilience. Activities are differentiated to reduce pressure and anxiety, with alternative roles or modified tasks offered where appropriate to maintain engagement. Groupings are carefully managed to support positive peer interactions and minimise conflict.

Students are given opportunities to take part at a pace and level appropriate to their emotional needs, with staff remaining sensitive to signs of anxiety or disengagement. Where necessary, short breaks, time-out strategies or individual support are used to help students regulate emotions, ensuring they can access PE alongside their peers and make positive progress.

Sensory and/or Physical

In Physical Education, lessons are adapted to support students with sensory and/or physical needs through reasonable adjustments to activities, equipment and the learning environment. Teachers modify tasks by adapting rules, space, pace or equipment (e.g. use of larger, lighter or adapted equipment) to ensure all students can participate safely and successfully.

Consideration is given to sensory sensitivities, with clear explanations provided in advance of activities involving noise, contact or changes in routine. Where appropriate, quieter working areas, reduced sensory stimuli or alternative activities are offered to support engagement and reduce anxiety.

Students with physical needs are supported through differentiated roles, adapted movements and alternative ways of demonstrating learning. Risk assessments and safety considerations are prioritised, and staff work closely with support staff and external professionals where necessary to ensure full inclusion and access to the PE curriculum alongside peers.

Physical Education SEN Provision

Attendance Pledge

The Physical Education department at King's Lynn Academy is committed to promoting positive attendance by providing inclusive, engaging, and supportive lessons where all students feel valued and motivated to participate. We recognise the important role PE plays in students' physical, social and emotional wellbeing, and we strive to create a positive learning environment where pupils feel confident, supported, and keen to attend.

We support students returning after absence by welcoming them back positively, ensuring they are reintegrated smoothly into lessons and provided with appropriate adaptations where needed. Staff will recap key learning, adjust activities to rebuild confidence and fitness, and offer encouragement so students can re-engage successfully alongside their peers.

Through strong relationships, high-quality teaching and a focus on inclusion, the PE department aims to foster a sense of belonging and enjoyment that encourages regular attendance and positive attitudes to school.