



Strategies to remove potential barriers in the curriculum Subject: Physical Education

Potential barrier	Strategies to overcome barrier
<p>Poor gross or fine motor skills</p>	<ul style="list-style-type: none"> • Teachers to look at planning before the lesson and identify areas where scaffolding and adaptation is needed (E.g., using a larger foam ball, rather than a tennis ball) • Warm-up's to be focused on developing fine/gross motor skills • Planned gross/fine motor interventions with the coaches. • Fine motor interventions in class – Squiggle Whilst You Wiggle, Dough Disco.
<p>Sensory overload/change of routine</p>	<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 • Coloured cones in place to support with sensory overload
<p>Low confidence/poor self-image/Fear of failure</p>	<ul style="list-style-type: none"> • Positive proximal praise • 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)

