Primary (FS/KS1) Physical Education Response to COVID-19
Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas

<table>
<thead>
<tr>
<th>Lockdown restrictions might cause pupils to return to school with:</th>
<th>Intent (In response to COVID-19)</th>
<th>Teaching Considerations</th>
<th>Activities for FS/KS1 pupils with Physical Disabilities</th>
<th>Activities for FS/KS1 pupils with PMLD</th>
<th>Activities for FS/KS1 pupils with ASD/Learning Disabilities</th>
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</table>
| Possible increase in dependence on limited groups due to lack of social contact | Re-enabling relationships with others | • Risk assessments for individual pupils  
• All equipment personalised and cleaned | • Fun turn taking/target games as a team/pair to achieve a goal together (i.e. knocking over skittles)  
• Boccia/Kurling | • Circle games or working individually with an adult to achieve a task | • Non-complex repetitive activities with easily cleaned equipment and a TA. Use music and dance moves which they identify with |
| Loss of physical literacy: Fine/gross motor skills or cardiovascular stimulus | Increase physical literacy through exploration | • Correct local guidelines and PPE used if in close contact where possible  
• Clear visual directions through signs, symbols etc | • Fun based circuit games or floor based activities following a course or direction  
• Throwing, pushing/rolling objects onto a target | • Sensory circuits which may involve following a course or bringing activities to pupils | |
| Less motivation to take part in activity or therapy. Lack of structure/routine | Building confidence and self-esteem using engaging activities to establish routines | • Prepare pupils before activity using social stories and circle time to establish routine and make them feel safe  
• All activity delivered using Government and afPE guidelines  
• Use story themed approach exploring fundamental movement skills | • Slaloms or relays  
• Gymnastics taking turns  
• Individual soft play to encourage movement | • Fun floor programmes knocking over objects, kicking objects and pushing objects | • Individual sensory activities linked to calming, alerting or awaking with TA support |
| 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 | • Circle games, passing a ball or other object around body using communication/signs/boards | • Picture based target activities and games that involve choice or yes/no answers. Use star stickers for awards | • Travel to a picture of family and home with a trusted adult like a teacher or a TA  
• Individual weighted lap belt or blanket | |

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

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

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<th>Teaching Considerations</th>
<th>Activities for KS2 pupils with Physical Disabilities</th>
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| 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:  
- Use visual resources such as Chateez cards for each activity  
- Consider reflection periods in between activities to express emotion, communicate with others or reflect on what went well  
- Ensure there is a routine to each session and that pupils understand that routine. e.g. warm up, sessions and reflection  
- Use holistic approach which is multi curricular and focused on learning outcomes. Ensure pupils have ownership of each task  
- Ensure each activity is pupil focussed, not too difficult but enough to challenge them | • Outdoor education, social distance team games e.g. peers guiding blindfolded pupil from a physical distance on a walk  
• Musical warm ups and dance celebrating each unique success together | | • Gentle activities such as the Activity Alliance Typhoon card with physical distancing |
| Lower physical functional skills/ability affecting health and obesity levels | Improved physical well being and motivation | | • Fun based musical warm ups, dance and circuit training (repeating a skill for 1 minute)  
• Sensory circuits around a space, following a course to experience individual activity  
• Relays using Chateez cards to express emotion, which could be done as a warm up or as a bigger game  
• Using switches in a routine to music e.g. happy/sad/fun | • Sensory circuit with trusted adult such as a teacher or a TA  
• Balance activity such as moving on floor markers/lines | | |
| Loss of communication skills or confidence when expressing emotions effectively | Exploring emotions and expressing feelings through games, storytelling and music | | • Boccia skills award or activities from the Rainbow cup  
• Special Olympics skills sessions building on individual ability | | • Use Chateez cards to play mirroring games and add in travelling in space to familiar, safe places (visuals) |
| 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 | | • Boccia skills award or activities from the Rainbow cup  
• Special Olympics skills sessions building on individual ability | | • Short therapy sessions with a scoot board or a therapy ball as part of a wider sensory diet |

**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

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| Loss of communication and confidence | Re-establish leading/officiating skills to build confidence | See FS / KS1 and KS2.  
• All activity delivered using Government and afPE guidelines | • Boccia/Kurling Golf take turns setting and describing courses  
• Outdoor education e.g. teambuilding or picture-based orienteering | • 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 | • Small group social games with physical distancing. Circuits with skill-based activities where individuals can explain and lead each station |
| Withdrawing behaviours associated with anxiety | | | | | |
| 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 | • Ensure any partner teamwork is done with social distancing in mind  
• Consider which communication aids effectively promote feedback | • Setting fun personal challenges and measuring success over a period of time  
• Wheelchair yoga sessions either individually or as a pair  
• Dance using musical stimuli | | |
| Increased loneliness or dependence on virtual platforms | To work together as a team accomplishing a task together | • Team based target games such as Boccia or Kurling where success is a team effort | | | |
| Lack of muscle tone and strength increasing dependence on others | Building confidence, recognising physical ability | • Table based games such as Polybat, Table Skittles or Target Table Cricket with others | • Special Olympics MATP skills sessions building on individual ability | | |

**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:
- Anxiety, stress or bereavement for themselves and those around them
  - Worries about the future
- Lack of muscle tone and strength increasing dependence on others
- Loss of motivation to be physically active outside of school environment
- Increased loneliness or dependence on virtual platforms

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| Anxiety, stress or bereavement for themselves and those around them | Enabling others to complete tasks and activities through coaching/leading | See FS/KS1, KS2 and KS3 | • Working with a partner take a game of choice | • Dance, working with a partner or adult set a movement | • Diversionary activities such as movement breaks persona
| Worries about the future | Opportunity for pupils to be heard | | coach partner to improve one skill. E.g. Boccia, Table Cricket, Polybat, Gymnastics | which can be copied and built upon to complete routine | personalised to the young person based on their EHCPs and personal motivators and stressors |
| Lack of muscle tone and strength increasing dependence on others | Understanding how physical development through physical activity improves health and independence | • Any online learning that can be completed at home? | • Fitness sessions e.g. circuit training or athletic personal challenges | • Fitness sensory circuit where small movements are done with a series of music | |
| Loss of motivation to be physically active outside of school environment | Understand how using personal best activities can be carried on at home | • Knowledge of local opportunities such as orienteering, walks etc | • Creating own health related fitness plan or helping another in bubble | • Outdoor sensory circuit with physical distancing in safe, social zones | |
| 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 | • How do pupils feedback what’s happening outside of the school environment? | • Orienteering, geocaching, fun treasure hunts etc that could be done using local resources | • Orienteering and geocaching activities linked to technology as a motivator | |
| | | | • How is success celebrated e.g. virtual assemblies? | | |
| | | | | | |