Scaffolds are only effective if the student has the correct background knowledge needed to then learn a new cognitive strategy. It is important to explain new ideas in the context of what students already know, so before beginning a new task the teacher must identify what the children will need to already know in order to do what is expected, then assess to find out if they have the necessary understanding and plug any gaps that may exist.

Scaffolding needs to be temporary and adjustable. As the learner makes progress within the learning process the amount of scaffolding is reduced. In this way as the learning process progresses the difficulty of the task and the level of responsibility a student takes for the learning is increased. When a teacher feels the student is ready they need to carry out an assessment prior to independent practice taking place. Students should then be given several varied opportunities to apply the learning without the scaffolds.

This document has been created with ideas across the GSP schools

8. Provide scaffolds for different tasks.

The teacher provides temporary support and scaffolds to assist when they are doing a difficult task
A scaffold is a temporary support that is used to assist a learner.
These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter difficult problems.
Providing scaffolds is part of guided practice
Scaffolds include: modelling the steps, thinking aloud by the teacher as they solve the problem, tools, prompts, cue cards check lists, or models. (Page 75-76 Barak Rosenshine's Principles of Instructions)

Scaffolding

Scaffolding is the support provided by the teacher and/or other students which allows a learner to bridge the gap between their current abilities and their intended learning goal. Scaffolds can be used in the teaching of all skills but are particularly useful or necessary when teaching higher level cognitive strategies. Scaffolding can be seen as a form of mastery coaching, where cognitive supports are given, then gradually withdrawn. It allows all students to gain access to the ideas being taught, to develop their expertise and to make steps towards increasing their fluency and understanding.

Scaffolding in PE

Use of **STEP**

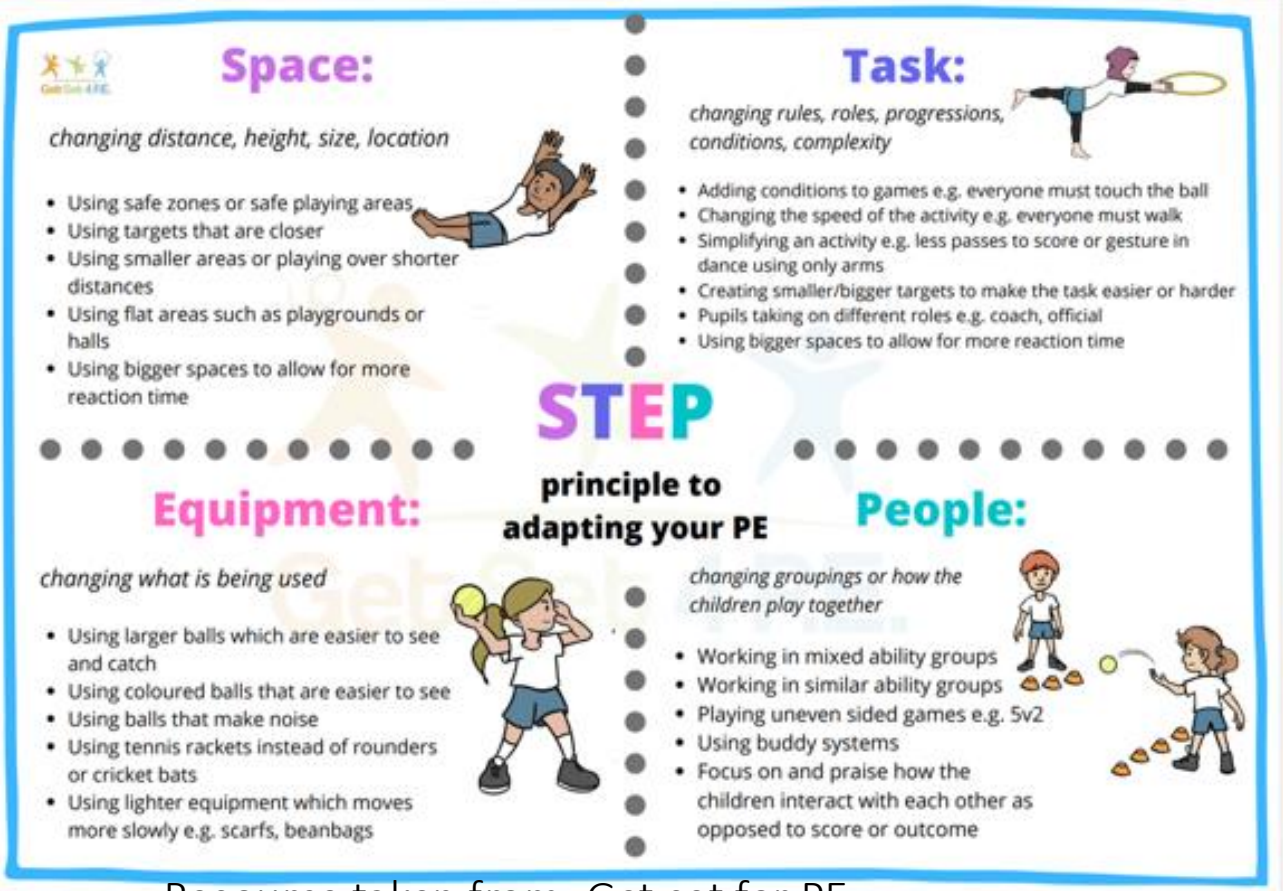
- **Space**-Carefully consider the environment to ensure all learners can access PE lessons and sporting activities.
- **Task-** changes can be made to activities and specific tasks to ensure all learners are able to participate fully.
- **Equipment-** for example using balloons with rice in to support visually impaired learners in a tennis session.

Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.

Making adaptations to the size, weight and grip of PE equipment.

Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.

- **People**- working in a range of groups



Resource taken from: Get set for PE

Four Areas of Adaptation

Adaptations to physical activities can be made in the following four areas:

- 1. Instruction

Teachers may give adapted instructions in different ways. For instance, physically demonstrating modified instructions to specific pupils or the whole class. Or displaying printed instructions with large letters for the duration of lessons. Targeted oral prompts may be delivered. Another option is to pair vulnerable children with able bodied peers.

- 2. Rules

Game rules can be freely modified to give all pupils the same chance at achieving PE goals. This usually means altering difficulty levels. For instance, if a game involves throwing at a target, some children may need to stand closer. Consider extended time requirements and special circumstances (no eliminations, for example).

- 3. Location

All PE lessons (regardless of ability) must be held in a safe, secure setting. Teachers may adapt environments by using tape, chalks, cones or other bright materials to mark out boundaries. Don't forget, extra padding is useful for all pupils, not just those with impaired stability or mobility.

- 4. Equipment

Adaptions to equipment can be simple and inexpensive. For example, clubs, bats and sticks may be equipped with wrist straps to support those with poor gross motor abilities. Some lowered throwing targets and larger balls may be provided. Sports cones are a good way to elevate balls and allow for easier kicking.

Adaptions for PE Lessons

- Provide a variety of sporting apparatus, including large and soft balls, lightweight bats, clubs and sticks with wrist straps and catching mitts.
- Give pupils more time to travel between stations, points and bases.
- Allow pupils the use of a batting or kicking 'tee' for object manipulation activities.
- Pupils in wheelchairs are permitted to hold balls and other objects in their laps while moving.
- Pupils with limited mobility are permitted to move around in a smaller area of play.
- When attempting to bat balls, throwing or pitching distance may need to be lowered.
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- The height of games nets (volleyball, tennis, etc) may be lowered to support pupils in wheelchairs or with impaired gross motor abilities.

Copied from [How to Include Kids with Disabilities in Your PE Activities (amaven.co.uk)]

Useful websites and documents

- GCC ATS advice sheets
- Teacher Handbook SEND proofed version - 20th May 2022 FINAL.pdf (nasen.org.uk)
- How to Include Kids with Disabilities in Your PE Activities (amaven.co.uk)
- Get Set for PE
- Clicker