

The SEND PE Premium Audit Tool

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This audit tool will help you consider making PE, Play and Physical Activity more accessible to students with SEND.

This is vital because students with SEND are:

- Often some of the least active students in the school
- The least likely to be involved with competitive sport
- More at risk of drowning (drowning is the leading cause of death for Autistic young people under 14)¹

The audit is not exhaustive of SEND conditions and needs, but it does cover those addressed in 'Inclusive PE for SEND Children'. This audit tool has been designed as a companion resource to the book 'Inclusive PE for SEND Children'. The book provides context and guidance for the statement below.

Read through each statement and identify if you have met this provision – *partially, fully or not at all*. Score 0 points for *not at all*, 1 point for *partially met* and 2 points for *fully met*. At the end add the points to calculate your score. You can use this tool the following year to measure your progress. Fill in with additional information as required.

When you have finished decide which areas you will use funding to improve on. The PE Premium should be used to expand provision of physical activity and support. To achieve the 5 key indicators, funding can be spent on new activities, opportunities, equipment, resources and up-skilling teachers.

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¹ <https://www.youthsporttrust.org/news-insight/blogs/providing-all-children-with-vital-skills-through-inclusive-school-swimming-and-water-safety>

	Not all all (0)	Partially met (1)	Fully met (2)
SWIMMING			
We have invested in preparing students for swimming lessons (see <i>Predictability and Transitions</i> p 149) e.g. introductory visit to the pool, social stories, initial play session in pool.			
We have invested in making swimming lessons more accessible e.g. CPD for teachers on swim readiness, SwimPix, top up lessons for those who need extra swimming experience,			
We have invested in encouraging student's participation by rewarding small steps of success e.g. buying 'I Can Awards' ²			
CHOICE & VOICE			
We provide a mix of individual and group activities and have up-skilled staff to deliver a variety of activities e.g yoga, orienteering, (see <i>Give Them Choice</i> p 65)			
We have listened to students on what physical activities and experiences they would enjoy in PE and have bought the resources to facilitate that (see <i>Listen to Students' Voices</i> p 61)			

² <https://www.swimming.org/learntoswim/swim-england-i-can-awards/>

	Not at all (0)	Partially met (1)	Fully met (2)
<p>EQUIPMENT / RESOURCES <i>Ensure you are not using funding to replace worn out items, but to expand provision and increase participation</i></p>			
<p>We have invested in a range of equipment to help students succeed e.g. different size and shape balls, different types of rackets (see <i>Help Them Succeed</i> p 79)</p>			
<p>We have invested in a range of equipment to help students have fun e.g. gamification objects like pool noodles, rubber chicken (see <i>Make It Fun</i> p 71)</p>			
<p>We have invested in equipment that supports students with sensory processing difficulties e.g. balls of different textures (tactile sensitivity), beams of different heights (vestibular sensitivity), spinning equipment (vestibular seeking), mirror (proprioceptive under-awareness) (see <i>Sensory Processing</i> chapters p 103-130)</p>			
<p>We have invested in equipment that is accessible to children who are colour blind (see <i>Colour Vision Deficiency</i> p 131)</p>			
<p>We have invested in a range of resources to help students understand instructions and express their learning e.g. visual, written and video resources (see <i>Explaining the Game</i> p 155, <i>Dyslexia</i> p 197)</p>			
<p>We have invested in equipment that is accessible for colour blind students e.g. bibs and markers of appropriate colours (see <i>Colour Vision Deficiency</i> p 131)</p>			

This SEND PE Premium Audit Tool refers to chapters from **'Inclusive PE for SEND Children'** by Faith M Newton © 2023

	Not at all (0)	Partially met (1)	Fully met (2)
We have visual timers that can help Autistic students and those with dyscalculia with transitions (see <i>Predictability and Transitions</i> p 149 and <i>Dyscalculia</i> p 201)			
We have enough resources so that we can set up multiple activity stations, increasing participation and reducing waiting times. This will particularly help impulsive students and those who struggle to wait, e.g. bats, balls, nets, hoops (see <i>Impulsivity</i> p 219 and <i>Give Them Choice</i> p 65)			
We have purchased sensory tools to help students with emotional regulation and sensory processing difficulties e.g. ear defenders, fidget toys, (see <i>Emotional Regulation</i> p 213 and <i>Sensory Processing</i> chapters p 103-130)			
We have access to a video library to be able to show students video clips of the sport or activity that will be doing in the lesson. This helps students who are visual learners / struggle with verbal processing (See <i>Explaining the Game, Auditory Sensitivity</i> p 121 and <i>Dyslexia</i> p 197)			
We have invested in equipment to allow children who aren't engaging in the PE lesson to still participate e.g. iPads for taking photos and recording (see <i>Alternative Ways to Participate</i> p 233)			

	Not at all (0)	Partially met (1)	Fully met (2)
FACILITIES <i>Check with your business manager that these purchases do not count as capital expenditure</i>			
We have accessible playground equipment and resources that support a range of play and activity. Ask SEND students what playground activities they would enjoy. (See <i>Listen to Students' Voices</i> p 61)			
We make sure indoor sports facilities have lighting and acoustics that students with sensory difficulties can tolerate e.g. replacing strip lighting, changing bright patterned curtains, (see <i>Visual Sensitivity</i> p 125, <i>Auditory Sensitivity</i> p 121,			
Our cleaning fluids are fragrance free to help students who are sensitive to smells (see <i>Smell Sensitivity</i> p 109)			
PE KIT			
We have invested in spare PE kit and washing facilities so that lack of PE kit is not a barrier to participation, this particularly supports students with organisations difficulties (see <i>Changing for PE</i> p 89 and <i>Developmental Coordination Disorder</i> p 187)			
ACTIVE LEARNING			
We have invested in resources to support increased activity in the classroom, this will particularly help movement seekers, those with ADHD, e.g. flexible seating, resources like Active Maths, (see <i>Proprioception</i> p 127, <i>Vestibular Processing Difficulties</i> p 117 and <i>Impulsivity</i> p 219)			

	Not at all (0)	Partially met (1)	Fully met (2)
STAFF TRAINING			
Our staff are aware and confident to make PE and playtimes more inclusive for SEND students e.g. buying copies of 'Inclusive PE for SEND Children', CPD around areas of need, covering staff to visit other schools with best practice (see <i>Where Are you Starting From</i> p 19 and <i>Making Changes</i> p 243)			
Subtotal			
Total Score		=	+

Your Score:

0 – 15 points: It's great you've completed this audit and have started on the journey to make your provision more inclusive. You have lots of areas you can choose to make improvements in. Try and pick 1-2 areas you can get some quick wins and 1 area that will take more work/funding to develop. You may find the *Making Changes* chapter helpful.

16 – 30 points: You're well on your way to having inclusive provision. You are clearly using the PE premium to support the inclusion of SEND students. Pick 1-2 areas that may have been overlooked and focus on making changes to develop these in the next year. You may want to look at the chapter, *Listen to Students' Voices*.

31 – 44 points: Congratulations! You are already using the PE premium to support students with additional needs. Consider specific areas that you have only scored one point in and how you can bring this score up to two points to maximise the provision you are making for SEND students. Read the chapter, *Give Them Choice* for ideas on extending provision.