



Strategies for supporting pupils with Special Educational Needs and Disabilities in PE lessons.

| Individual Need | Here's how we help |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> • Reinforce instructions on what to do during a PE session / activity. • Be explicit about the rules of a game. • Minimise distractions. |
| Anxiety | <ul style="list-style-type: none"> • Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson. • Prior to the lesson, discuss what PE equipment is going to be used. • Where possible, the child will work in the same group / team for each session. |
| Autism Spectrum Disorder | <ul style="list-style-type: none"> • Teacher / TA to discuss what the PE session will involve and what equipment will be used. • Where possible, the child will work in the same group / team for each session. • Provide opportunities to handle the equipment prior to lessons. • Ensure instructions are considered and manageable. |
| Dyscalculia | <ul style="list-style-type: none"> • Allow opportunity to repeat an activity/instruction so the child is able to process, store it their long-term memory and recall it. |
| Dyslexia | <ul style="list-style-type: none"> • Ensure any written instructions are reinforced verbally or with visuals. • Ensure the child understands the language you have used in instructions (eg: positional or special language). • Give instructions clearly and slowly. Repeat one to one if necessary. • Check with the child that they have understood what the instruction is. • Demonstrate movements / skills so that the child can see what they look like. |
| Dyspraxia | <ul style="list-style-type: none"> • Consider the equipment being used in a PE lesson and provide alternatives where necessary. • Allow the child additional time to get change into PE kit. • Reinforce instructions on what to do during a PE session / activity. • Be explicit about the rules of a game. |
| Hearing Impairment | <ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. balls containing bells). • Give instructions prior to moving outside or into a hall space where there may be additional background noise/echo. |

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| <p>Toileting Issues</p> | <ul style="list-style-type: none"> • Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson. Walk them through how to get to the toilet from an outside space and time how long it takes. • Be mindful of using bending and stretching movements within PE lessons and ensure that this isn't uncomfortable for the child. |
| <p>Cognition and Learning Challenges</p> | <ul style="list-style-type: none"> • Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally (visual timetable). • Demonstrate movements / skills so that the child can see what they look like. |
| <p>Speech, Language & Communication Needs</p> | <ul style="list-style-type: none"> • Ensure that the child knows what terms are being used within PE lessons as some may be unfamiliar. • Provide a picture of the PE activity prior to the lesson so that the child has a better understanding when being told verbally. • Demonstrate movements / skills so that the child can see what they look like. |
| <p>Tourette Syndrome</p> | <ul style="list-style-type: none"> • Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment. |
| <p>Experienced Trauma</p> | <ul style="list-style-type: none"> • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour. • Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error. • Use simple, specific instructions that are clear to understand, and deliver these slowly. |
| <p>Visual Impairment</p> | <ul style="list-style-type: none"> • Consider the use of inclusive PE equipment (e.g. oversized/lighter balls). • Ensure children who suffer from visual impairment are included in the process of identifying suitable equipment. • Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings. |