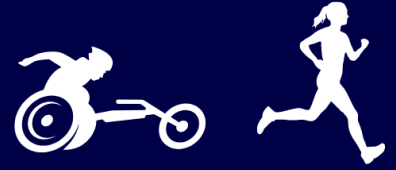


Strategies for supporting pupils with Special Educational Needs and Disabilities in PE lessons.



Individual Need	How we help...
ADHD	<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.
ASD	<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.
DCD/ Physical Impairment	<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 & Visual 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. • 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.
Cognition and Learning Needs	<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.
Dyslexia/ Dyscalculia	<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 (e.g., 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. • Allow opportunity to repeat an activity/instruction so the child is able to process, store it their long-term memory and recall it.
Speech Language and Communication Needs	<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.
Gifted and Talented	<ul style="list-style-type: none"> • Time will be given for considered and in-depth responses. • Reflection frames may be provided to prompt further thinking. • Mixed ability groupings may be used with G and T pupils being given a specific role in the group – facilitator or scribe or speaker.



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Primary School

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