



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

Individual Need	Here's how we help everyone shine...
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☐ Short and precise instructions during input
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 instructions 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 (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
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

<p>Hearing Impairment</p>	<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
<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