



Strategies for supporting pupils with Special Educational Needs and Disabilities in Physical Education (PE) lessons.

| | Here's how we will 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 |
| 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 |
| Dyscalculia | <ul style="list-style-type: none"> • Provide written instructions, printed diagrams and personalised worksheets with a worked example for the child to follow • Allow opportunity to repeat an activity 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 |

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| | <p>instruction is</p> <ul style="list-style-type: none"> • 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 to get changed into PE kit before the rest of the class • 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 |
| Toileting Issues | <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 |
| Cognition and Learning Challenges | <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 • Demonstrate movements / skills so that the child can see what they look like |
| Speech, Language & 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 |
| Tourette Syndrome | <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 |

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| <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) • Child to spend time prior to PE lessons in the space that is to be used to get a sense of the surroundings |